

Evaluation of how physical education lesson is taught according to working conditions of physical education teachers

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Abstract

The aim of this study is to evaluate how physical education lesson is taught according to working conditions of physical education teachers. For this aim, a survey form composed of 24 questions was applied on physical education teachers. Survey form was applied on 147 physical education teachers working at various schools throughout Malatya. Statistical processes were done according to answers of physical education teachers. Tables were used in order to understand results better. As a result of statistical process; influence rates of teachers were given in percentages according to their gender. Moreover chi-square test in 0.05 level was applied in order to understand whether there is a difference between answers of teachers. It was observed that as a result of statistical comparisons there is a difference only in coaching according to significance level ($p>0.05$). It may be thought that it is the role of physical education teachers to tell the support of physical education course on cognitive, affective and social development of children to school management and parents and thereby make them comprehend and believe that it is the most important part of general education.

Keywords: Education, physical education course, physical education teacher.

Öğretmenlerinin çalışma koşullarına göre beden eğitimi dersini nasıl işlediklerinin değerlendirilmesi

Özet

Bu çalışmanın amacı beden eğitimi öğretmenlerinin çalışma şartlarına göre beden eğitimi dersini nasıl işledikleri konusunun değerlendirilmesidir. Bu amaçla beden eğitimi öğretmenlerine 24 sorudan oluşan bir anket formu uygulanmıştır. Anket formu Malatya il genelinde değişik okullarda çalışan ve ulaşılabilen 147 beden eğitimi öğretmenine uygulanmıştır. Beden eğitimi öğretmenlerinin verdikleri cevaplara göre istatistiksel işlemler yapılmıştır. Çıkan sonuçların daha iyi anlaşılması için tablolardan yararlanılmıştır. İstatistiksel işlemler sonucunda öğretmenlerin etkilenme oranları; cinsiyetlerine göre yüzdeler halinde verilmiştir. Ayrıca öğretmenlerin sorulara verdikleri cevap oranları arasında fark olup olmadığını anlamak için 0.05 düzeyine göre kay-kare testi uygulanmıştır. İstatistiksel karşılaştırmalar sonucunda öğretmenlerin verdikleri cevaplarda sadece antrenörlük yapmada anlamlılık düzeyine göre bir fark olduğu görülmüştür ($p>0,05$). Beden eğitimi dersinin; çocuğun fiziksel, bilişsel, duyuşsal ve toplumsal gelişimine olan katkısını ve dolayısıyla genel eğitimin en önemli parçası olduğunu topluma, okul yöneticilerine ve velilere anlatmak, kavratmak, inandırmak yine beden eğitimi öğretmenlerine düşen bir görev olduğunu düşünülebilir.

Anahtar Sözcükler; Eğitim, beden eğitimi dersi, beden eğitimi öğretmeni.

INTRODUCTION

Nations which are aware that future of society is in the hands of young generation use every means available for the improvement of youngsters (1). Yalın (10) states that "the basic function of our education system is to raise individuals compatible

with the main objective of Turkish National Education. It is that the main purpose of Turkish National Education is to raise constructive, creative and productive individuals who are balanced in the sense of body, mind, spirit, morality and emotion and have a healthy personality and character, free and scientific power of thinking, a wide world-view,

respectful towards human rights and responsible towards society (3). Physical education teachers, managers, facility, instruments play important role for physical education course to reach its aims as the component of general education.

According to Pehlivan (8) roles of physical education teachers are “not only restricted with the education of students within school, but they also prepare students for sports competition in and out of school, enable their participation, serving as coach and referee, arrange various free-time activities at school”.

Physical education teachers have a different place in the eyes of students, school management, other teachers and society. Teachers have strong power to influence, direct and serve as model for students in the beginning years of education. Koçak (5) summarizes personality of physical education teachers as “tolerant, understanding and faithful people who have a good communication with students due to their education and the structure of course, who help students in solving their problems and act like a friend and teach lesson in attractive and cheerful way”.

The aim of this study is to evaluate how productive physical education teachers are according to working conditions and whether there is a difference between male and female physical education teachers according to gender factor.

MATERIAL & METHOD

This study was carried out over data of survey composed of 24 questions applied on 147 Physical Education Teachers chosen as samples among 334 Physical Education Teachers serving at Malatya. Survey questions were composed according to views of experts of the field. Survey forms were applied on physical education teachers by the researcher face to face and it is believed that teachers are sincere and realistic in giving answers.

This study is a descriptive method which is in the aim of describing and explaining a current situation. According to Karasar (4), descriptive method is “a research method which aims to describe a past or present case as it is, the case which is the subject of study is explained within its own conditions and as the way it is, there is no effort for changing or influencing the case, what is important is to observe and determine the thing that is wanted to be known”.

Data collected was recorded in SPSS 11 Windows package program and given in percentages (%) by making comparisons according to gender, Chi-square test was applied according to 0,05 significance level ($\alpha = 0,05$) as statistical process.

RESULTS

As it is seen in table 1, 40% of female teachers work with other teachers and 37.3% of teachers work alone at school. There is no statistically significant relation between gender of physical education teachers and the number of physical education teachers at their school ($p>0.05$).

Table 1. Distribution of answers for proposition of “the number of physical education teachers at school” according to gender factor.

Gender	Number of teachers							
	1		2		More than 2		Total	
	n	%	n	%	n	%	n	%
Female	15	33.3	18	40	12	26.7	45	100
Male	38	37.3	32	31.4	32	31.4	102	100
Total	53	36.1	50	34	44	29.9	147	100
$X^2= 1.047, df=2, p>0.05$								

Table 2. Distribution of answers for proposition of “the number of students at school” according to gender factor.

Gender	Number of students							
	100-500		501-1000		More than 1000		Total	
	n	%	n	%	n	%	n	%
Female	12	26.7	12	26.7	21	46.7	45	100
Male	16	15.7	40	39.2	46	45.1	102	100
Total	28	19	52	35.4	77	45.6	147	100
$X^2=3.883, df=2, p>0.05$								

In table 2, number of students at school was asked and according to gender of physical education teachers who participated in the study 46.7% of female teachers and 45.1% of male teachers work at schools with more than 1000 students. There is no statistically significant relation between gender of physical education teachers and the number of students at their school ($p>0.05$).

According to table 3, while there are sports hall at schools of 13 female and 23 male physical education teachers; in most of the schools there are no sports hall for the both gender. There is no statistically significant relation between gender of physical education teachers and existence of sports hall at the school ($p>0.05$).

Table 3. Distribution of answers for proposition of “is there a sports hall at school?” according to gender factor of physical education teacher.

Gender	Is there a sports hall at school?					
	Yes		No		Total	
	n	%	n	%	n	%
Female	13	28.9	32	71.1	45	100
Male	23	22.5	79	77.5	102	100
Total	36	24.5	111	75.5	147	100
$\chi^2=0.679, df=1, p>0.05$						

Table 4. Distribution of Answers for proposition of “Whether the school is at city center or not” according to Gender Factor of Physical Education Teacher.

Gender	Is your school at city center?					
	Yes		No		Total	
	n	%	n	%	n	%
Female	42	93.3	3	6.7	45	100
Male	93	91.2	9	8.8	102	100
Total	135	91.8	12	8.2	147	100
$\chi^2=0.194, df=1, p>0.05$						

According to table 4, while schools of 42 female physical education teachers are at city center (93.3%), schools of 93 male physical education teachers are at city center (91,2%). There is no statistically significant difference between gender of

physical education teachers and school' location at city center ($p>0.05$).

In table 5, according to the answers given by teachers for the length of service at schools they work, while 46.7% of female physical education teachers work at the same school for 1-5 years, 68.6% of male physical education teachers' work at their current school for 1-5 years. There is no statistically significant difference between length of service at their school according to gender of physical education teachers ($p>0.05$).

According to table 6, while length of service in province of 23 female physical education teachers (51.1%) is between 1-5 years, 4.4% of them serve for more than 10 years. While length of service in province of 51 male physical education teachers (50%) is between 1-5 years, 23.5% (24) of them serve for more than 10 years. There is no statistically significant relation between length of service in province according to gender of physical education teachers ($p>0.05$).

According to table 7, while 55.6% of female physical education teachers have 21-25 course hours in a week, 42.2% of male physical education teachers have 21-25 course hours in a week like female teachers. There is no statistically significant relation between course hours physical education teachers according to their genders ($p>0.05$).

Table 5. Distribution of answers for proposition of “length of service at school” according to gender factor of physical education teacher.

Gender	Length of service at school							
	1-5 years		6-10 years		More than 10 years		Total	
	n	%	n	%	n	%	n	%
Female	21	46.7	18	40	6	13.3	45	100
Male	70	68.6	12	11.8	20	19.6	102	100
Total	91	61.9	30	20.4	26	17.7	147	100
$\chi^2=15.325, df=2, p>0.05$								

Table 6. Distribution of answers for proposition of “length of service in province” according to gender factor of physical education teacher.

Gender	Length of Service in Province							
	1-5 years		6-10 years		More than 10 years		Total	
	n	%	n	%	n	%	n	%
Female	23	51.1	20	44.4	2	4.4	45	100
Male	51	50	27	26.5	24	23.5	102	100
Total	74	50.3	47	32	26	17.7	147	100
$\chi^2=9.593, df=2, p>0.05$								

Table 7. Distribution of answers for proposition of “weekly course hours” according to gender factor of physical education teacher.

Gender	Course Hour						Total	
	Between 15-20 hours		Between 21-25 hours		More than 25 hours		n	%
	n	%	n	%	n	%		
Female	17	37.8	25	55.6	3	6.7	45	100
Male	38	37.3	43	42.2	21	20.6	102	100
Total	55	37.4	68	46.3	24	16.3	147	100

$X^2=4.921, df=2, p>0.05$

According to table 8, 82.2% of female and 81.1% of male physical education teachers apply 6 hours of weekly exercise program. There is no statistically significant relation between gender of physical education teacher and applying 6 hours of exercise program ($p>0.05$).

According to table 9, 9 female physical education teachers serve at league committee while 36 teachers do not. 35 male physical education teachers serve at league committee while 67 physical education teachers do not. While only 20% of female physical education teachers serve at league

committee, this rate is 34.3% for male teachers. There is no statistically significant relation between gender of physical education teachers and serving at league committee ($p>0.05$).

According to table 10, it is observed that while the number of students is among 25-30 (55.6%) for female physical education teachers, it is both among 25-30 and also more than 36 students for male physical education teachers. There is no statistically significant relation between number of students according to gender of physical education teachers ($p>0.05$).

Table 8. Distribution of answers for proposition of “whether they apply 6 hours of weekly exercise program” according to gender factor of physical education teacher

Gender	I apply 6 hours of weekly exercise program						Total	
	Yes		No		n	%	n	%
	n	%	n	%				
Female	37	82.2	8	17.8	45		45	100
Male	83	81.2	19	18.8	102		102	100
Total	120	83.3	27	16.7	147		147	100

$X^2=5.939, df=1, p>0.05$

Table 9. Distribution of answers for proposition of “whether they serve at league committee” according to gender factor of physical education teacher.

Gender	Serving at League Committee						Total	
	Yes		No		n	%	n	%
	n	%	n	%				
Female	9	20	36	80	45		45	100
Male	35	34.3	67	65.7	102		102	100
Total	44	29.9	103	70.1	147		147	100

$X^2=3.050, df=1, p>0.05$

Table 10. Distribution of answers for proposition of “classroom size at school” according to gender factor of physical education teacher.

Gender	Number of students						Total	
	Between 25-30		Between 31-35		36 and more		n	%
	n	%	n	%	n	%		
Female	25	55.6	12	26.7	8	17.8	45	100
Male	35	34.3	32	31.4	35	34.3	102	100
Total	60	40.8	44	29.9	43	29.3	147	100

$X^2=6.602, df=2, p>0.05$

Table 11. Distribution of answers for proposition of “adequacy of sports equipment at schools” according to gender factor of physical education teacher.

Gender	Sports Material					
	Adequate		Inadequate		Total	
	n	%	n	%	n	%
Female	19	42.2	26	57.8	45	100
Male	45	44.1	57	55.9	102	100
Total	64	43.5	83	56.5	147	100

$X^2=0.46, df=1, p>0.05$

Table 12. Distribution of answers for proposition of “applying curriculum” according to gender factor of physical education teacher.

Gender	Applying curriculum						Total	
	I apply		I apply partly		I do not apply		n	%
	n	%	n	%	n	%	n	%
Female	12	26.7	31	68.9	2	4.4	45	100
Male	31	30.4	63	61.8	8	7.8	102	100
Total	43	29.3	94	63.9	10	6.8	147	100

$X^2=0.926, df=2, p>0.05$

Table 13. Distribution of answers for proposition of “resorting to violence during courses” according to gender factor of physical education teacher.

Gender	Resorting to Violence						Total	
	Generally		Sometimes		Never		n	%
	n	%	n	%	n	%	n	%
Female	0	0	12	26.7	33	73.3	45	100
Male	0	0	44	43.1	58	56.9	102	100
Total	0	0	56	38.1	91	61.9	147	100

$X^2=3.592, df=1, p>0.05$

According to table 11, while 42.2% of female physical education teachers think sports equipment at their school is adequate, 44.1% of male physical education teachers think they are not adequate. Both genders state that there is not adequate sports equipment for their courses. There is no statistically significant relation between gender of physical education teachers and having adequate sports equipment at their school ($p>0.05$).

In table 12, physical education teachers were asked whether they apply curriculum or not according to their gender. While most of the female physical education teachers (68.9%) apply curriculum partly, most of the male physical education teachers (61.8%) similarly apply curriculum partly. There is no statistically significant relation between whether physical education teachers apply curriculum or not according to their genders ($p>0.05$).

According to table 13, while 26.7% of female physical education teachers resort to violence from time to time, 73.3% of them never resort to violence. While 43.1% of male physical education teachers resort to violence from time to time, 56.9% of them never resort to violence. There is no statistically significant relation between rate of resorting to violence according to gender of physical education teachers ($p>0.05$).

According to table 14, 68.9% of female and 54.9% of male physical education teachers feel themselves incompetent quite rarely. There is no statistically significant relation between physical education teachers' feeling incompetent according to their genders.

According to table 15, 66.7% of female and 60.8% of male physical education teachers find curriculum partly suitable to the physical structure of school. There is no statistically significant

difference between finding curriculum suitable to the physical structure of school according to gender of physical education teachers.

According to table 16, 66.7% of female and 59.8% of male physical education teachers state that there is an adequate area to teach lesson apart from sports hall. There is no statistically significant relation between rate of having an area to teach

lesson apart from sports hall according to gender of physical education teachers ($p>0.05$).

According to table 17, 84.4% of female and 64.7% of male physical education teachers sometimes give place to in-class games. Female education teachers give place to in-class games in anyway. There is no statistical significant relation between giving place to in-class games according to gender of physical education teachers ($p>0.05$).

Table 14. Distribution of answers for proposition of “feeling incompetent” according to gender factor of physical education teacher.

Gender	Feeling incompetent							
	Generally		Very rarely		Never		Total	
	n	%	n	%	n	%	n	%
Female	3	6.7	31	68.9	11	24.4	45	100
Male	3	2.9	56	54.9	43	42.2	102	100
Total	6	4.1	87	59.2	54	36.7	147	10
$X^2=4.761, df=2, p>0.05$								

Table 15. Distribution of answers for proposition of “suitability of curriculum to physical structure of school” according to gender factor of physical education teacher.

Gender	Physical structure of school							
	Suitable		Partly suitable		Unsuitable		Total	
	n	%	n	%	n	%	n	%
Female	15	33.3	30	66.7	0	0	45	100
Male	30	29.4	62	60.8	10	9.8	102	100
Total	45	30.6	92	62.6	10	6.8	147	100
$X^2=4.741, df=2, p>0.05$								

Table 16. Distribution of answers for proposition of “existence of area apart from sports hall” according to gender factor of physical education teacher.

Gender	Existence of area apart from sports hall							
	Yes		no		Yes, but inadequate		Total	
	n	%	n	%	n	%	n	%
Female	30	66.7	11	24.4	4	8.9	45	100
Male	61	59.8	29	28.4	12	11.8	102	100
Total	91	61.9	40	27.2	16	10.9	147	100
$X^2=0.657, df=2, p>0.05$								

Table 17. Distribution of answers for proposition of “giving place to in-class exercises” according to gender factor of physical education teacher.

Gender	Giving place to in-class exercises							
	Frequently		Sometimes		Never		Total	
	n	%	n	%	n	%	n	%
Female	7	15.6	38	84.4	0	0	45	100
Male	26	25.5	66	64.7	10	9.8	102	100
Total	33	22.4	104	70.7	10	6.8	147	100
$X^2=7.504, df=2, p>0.05$								

According to table 18, 73.3% of female and 78.4% of male physical education teachers state that they feel relaxed during lesson. There is no statistically significant relation between rates of feeling relaxed during lesson according to gender of physical education teachers ($p>0.05$).

According to table 19, 57.8% of female and 65.7% of male physical education teachers state that they do not reflect private problems to lesson. There is no statistically significant problem between reflecting private problems to lesson according to gender of physical education teachers ($p>0.05$).

According to table 20, both female (46.7%) and male physical education teachers (55.9%) state that they are generally supported by school management. There is no statistically significant relation between rates of being supported by school management according to gender of physical education teachers ($p>0.05$).

According to table 21, 77.8% of female and 78.9% of male physical education teacher think that school management regards physical education course as a necessary course in general sense, the rest of them may regard the course as unnecessary or problematic even a little. There is no statistically significant relation between rates of supporting physical education course according to gender of physical education teachers ($p>0.05$).

According to table 22, 73.3% of female and 68.6% of male physical education teachers think that physical education course should be more than 2 hours every week. None of the teachers regard 1 hour adequate. There is no statistically significant relation between rates of how many hours physical education course should be according to gender of physical education teachers ($p>0.05$).

Table 18. Distribution of answers for proposition of “being relaxed during lesson” according to gender factor of physical education teacher.

Gender	Are you relaxed during lesson?						Total	
	Yes		No					
	n	%	n	%	n	%	n	%
Female	33	73.3	12	26.7	45	100		
Male	80	78.4	22	21.6	102	100		
Total	113	76.9	34	23.1	147	100		

$X^2=0.456, df=1, p>0.05$

Table 19. Distribution of answers for proposition of “reflecting private problems to the course” according to gender factor of physical education teacher.

Gender	Do you reflect private problems to course?						Total	
	Yes, I do		I sometimes do		I never do			
	n	%	n	%	n	%	n	%
Female	2	4.4	17	37.8	26	57.8	45	100
Male	3	2.9	32	31.4	67	65.7	102	100
Total	5	3.4	49	33.3	93	63.3	147	100

$X^2=0.900, df=2, p>0.05$

Table 20. Distribution of answers for proposition of “attitude of school management” according to gender factor of physical education teacher.

Gender	Attitude of School Management						Total	
	Supports		Partly supports		Does not support			
	n	%	n	%	n	%	n	%
Female	21	46.7	16	35.6	8	17.8	45	100
Male	57	55.9	36	35.3	9	8.8	102	100
Total	78	53.1	52	35.4	17	11.6	147	100

$X^2=2.665, df=2, p>0.05$

Table 21. Distribution of answers for proposition of “views of school management about physical education course” according to gender factor of physical education teacher.

Gender	Views of school management about physical education course							
	A necessary course		An unnecessary course		A problematic course		Total	
	n	%	n	%	n	%	n	%
Female	35	77.8	5	11.1	5	11.1	45	100
Male	81	79.4	8	7.8	13	12.7	102	100
Total	116	78.9	13	8.8	18	12.2	147	100
$X^2=0.456, df=2, p>0.05$								

Table 22. Distribution of answers for proposition of “how many hours physical education course should be” according to gender factor of physical education teacher.

Gender	How many hours physical education course should be?							
	1		2		More than 2		Total	
	n	%	n	%	n	%	n	%
Female	0	0	12	26.7	33	73.3	45	100
Male	0	0	32	31.4	70	68.6	102	100
Total	0	0	44	29.9	103	70.1	147	100
$X^2=0.330, df=1, p>0.05$								

Table 23. Distribution of answers for proposition of “whether they serve as coach or not” according to gender factor of physical education teacher.

Gender	Coaching					
	Yes		No		Total	
	n	%	n	%	n	%
Male	40	80	62	63.9	102	69.4
Female	10	20	35	36.1	45	30.6
Total	50	100	97	100	147	100
$X^2=4.017, df=1, p<0.05^*$						

Table 24. Distribution of answers for proposition of “whether course wages are cut during assignments” according to gender factor of physical education teacher.

Gender	Course wages are cut during assignment							
	Yes		Sometimes		No		Total	
	n	%	n	%	n	%	n	%
Female	8	17.8	6	13.3	31	68.9	45	100
Male	11	10.8	17	16.7	74	72.5	102	100
Total	19	12.9	23	15.6	105	71.4	147	100
$X^2=0.172, df=2, p>0.05$								

In table 23, it was asked whether there is any difference in coaching according to gender of physical education teachers. 80% (40 people) of male and 20% (10 people) of female physical education teachers serve as coach while 63.9% (62 people) of male, 36.1% (35 people) of female physical education teachers do not serve as coach. In general sense, while 50 physical education teachers serve as coach, 97 physical education teachers do not serve as coach. There is statistically significant difference between serving as coach or not according to gender of physical education teachers ($p<0.05$).

According to table 24, 68.9% of female and 72.5% of male physical education teachers stated

that their course wages are not cut in general sense. There is no statistically significant relation between rates of course wages being cut according to gender of physical education teachers ($p>0.05$).

DISCUSSION

Answers of 45 female and 102 male physical education teachers were evaluated statistically according to gender and it was found that there is significance on behalf of males in “coaching according to gender”. When it is regarded that nearly half of the population is composed of females, it can be said that there would be great deficiency on behalf of females in coaching. It is observed that females can do every kind of sports

which males do. Similarly, while 34.3% of males participate in league committee while only 20% of females participates in league committee.

Although there is no significant difference in female-male relation in resorting to violence, 26.7% of females and 43.7% of males state that they resort to violence from time to time. In the studies of Korkmaz and Öztürk (6), it was determined that 31.9% of secondary education students are exposed to violence, this rate is 19.6% for female and 39.3% for male students. Gözütok (2) states that physical punishment is applied at all lower, medium and upper socio-economic level schools. Physical education teachers are the people who come to mind first about violence problems. Image change is required to solve this problem. Therefore, physical education teachers should never and under no circumstances resort to violence.

Seventy % of teachers do not have sports hall, in a similar study Salman et al. (9) determined inadequacy of sports arena and facility as 70% for male, 33.3% for female teachers, sports hall inadequacy as 84.3% in general. When it is regarded that winter lasts for 5-6 months in Turkey, it is quite clear that it would be inefficient and problematic to teach physical education especially in winter.

As a result of data obtained, most of the physical education teachers apply 6 hours of exercise program though they think sports equipment are not adequate at schools; this would pose serious problems in applying exercise programs. That the rate of people who regard sports material inadequate is 57% is an important factor which influences courses negatively. Orhun (7) determined equipment inadequacy as 23%, Salman et al. (9) determined as 36.8%.

36.7% of physical education teachers reflect private problems to course from time to time, which is another problem that would influence performance of physical education courses negatively.

It is not acceptable that 21.1% of school management regards physical education courses as unnecessary or problematic, physical education teachers have great role in removing this opinion from our schools. We think that it is the role of physical education teachers to tell the support of physical education course on cognitive, affective and social development of children to school management and parents and thereby make them

comprehend and believe that it is the most important part of general education.

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