



## Description of teachers' attitudes toward physical education textbook requires in three levels of school (elementary - middle and high school)

Gholamreza Golbini, Zynalabedin Fallah and Reza Tabarsa

Department of Physical Education, Gorgan Branch, Islamic Azad University, Gorgan, Iran

### ABSTRACT

Description of teachers' attitudes toward physical education textbook requires in three levels of school (elementary - middle and high school) was the main purpose of this research. The field research was a descriptive study. Population survey of 565 teachers of physical education and sport Golestan province were among 201 individuals randomly selected based on Morgan as an example. measuring instrument was a questionnaire study the question of individual characteristics includes 14 questions, part three priority objectives which includes 20 questions and 34 attitude questions was formed. Questionnaire was used to determine the opinions of experts and specialists in the sector, according to the five areas of vision (goals - need - content - and the scientific and academic performance) was divided. Cranach's Alpha was used to determine the ending inventory equal to 84% for statistical analysis of data in the data description measures of central tendency and dispersion of the frequency distribution tables were used statistics and t-test, one-way ANOVA was used. The result show from the perspective of teachers of physical education and sport, physical education and sport is a necessity textbook that should be done as soon as possible and the teachers and students are because if there is a textbook lesson in Physical Education and Sports policy specified and the manager's viewpoint - Parents of students and teachers will have a positive effect.

**Key words:** Attitude, physical education, textbook, school

### INTRODUCTION

The basic components of physical education and sport education and a means to achieve physical and mental health of the young generation and military education institutions responsible for educating young people and students. Effective education and training of the various factors involved in this, but most of them quality education. In this context, the subjects except physical education and sport education system should be the most influential factor in needs of students.. But in many classrooms in the form poorly organized sport and physical education are taught this lesson is that it reduces the training effects [1].

Now that physical education and sport in schools is important to consider the purpose of general education is Because if any of your proprietary material inconsistent with the objectives of Education adopt Education will not only result in imbalance. Physical education and sports, while the courses included in the curriculum of schools in the country, but unfortunately it has not been set steps Degrees triple set schedule Often students to solve homework and participate in class lessons and caring teachers and educators interested in physical education and sport in schools and educational programs for all ages, without having to coordinate with other country schools are teaching. The teachers of physical education and sport some of the acceptable methods of instructional delivery methods that may utilize the techniques used in other areas is not And how to handle teaching self-care and taste may still be in training with a variety of learning styles and it reduces the quality of teaching physical education and exercise On the other hand creates confusion and ambiguity will be students.

In order to fulfill the objectives of physical education course content has always been a subject of discussion whether this course should only be practical or theoretical content.

If the theoretical content of the course will determine whether the student should be teacher's guide or manual or both? Should physical education and exercise course content based on growing conditions - geographic and age specific or general?

Today, most of those involved in physical education and sport in schools that teach physical education and sport in schools so far been unable to determine its true status most schools in this lesson will be conducted at the level of disadvantage the reason for the lack of physical education and sport in schools curricula that sometimes it causes problems in school physical education and sport is run [1]. Teaching and learning in early childhood education, physical education and sport as the foundation stone of the underlying objectives of physical education and sport. Due to the lack of physical education to elementary school students transferred to other courses and advanced education and result in higher levels of quality in the field of Physical Education and Sports does not load. School is also a crucial step in planning for physical education and sport is the primary and junior middle between natural and if there are some gaps in the time period undermine the programs in this section are Physical Education and Sports [2-3].

So if the goals of executive programs in physical education and school sport to effectively realize unless prepare students without physically and the inability of the school's athletic skills to the next steps will due to weakness in the performance of Physical Education and Sports School severed and away from the general objectives of physical education and sport in schools. After two primary school and junior high school students will walk in the sense of harmony and balance between the mind and body - Emotional, social and physical education classes and sports are more important than other courses. Therefore it is necessary for optimum growth in both pre- Physical Education and Sports and the role of teachers in guiding students the educational goals and objectives of physical education can play to it is necessary to identify their views on the sporting talents of students it also plans to teach physical education and sport utilize [4].

Furthermore, the use of modern methods of teaching physical education and sports Comments glad to have feel that this growth and excellence of its students and championship sports in the region or even the country will provide With regards to the above question is teaching Physical Education and Sport in the use of personalized would be appropriate to use traditional or modern methods of teaching and textbook plan specified separately for different courses?

How can the curriculum development and student excellence in science and technology in education and sports has increased and comprehensive overview of all ages and levels in age-appropriate education to students. Textbooks in other subjects as well content areas for students to provide a better understanding specific teaching methods and lessons learned in various places on teachers in the field of physical education and sport books can introduce the objectives of Physical Education and Sports Physical and physical education students and their parents is very effective physical Education and Sports as well as teachers are required to move in a specific context teaching in physical education and sport in schools will. Thus, the study is based on the editors point to the necessity of compiling textbooks for Physical Education and Sports, Physical Education and Sport has asked and the theoretical and practical content textbooks and practical knowledge to find books view that required to provide educational planners put

And hope in the future the relevant authorities to seriously prepare textbook of Physical Education and Sport for all levels of school education course to take.

## MATERIALS AND METHODS

The field research was a descriptive study. Population survey of 565 teachers of physical education and sport Golestan province were among 201 individuals randomly selected based on Morgan as an example. Measuring instrument was a questionnaire study the question of individual characteristics includes 14 questions, part three priority objectives which includes 20 questions and 34 attitude questions was formed. Questionnaire was used to determine the opinions of experts and specialists in the sector, according to the five areas of vision (goals - need - content - and the scientific and academic performance) was divided.

Cranach's Alpha was used to determine the ending inventory equal to 84% for statistical analysis of data in the data description measures of central tendency and dispersion of the frequency distribution tables were used statistics and t-test, one-way ANOVA was used.

## RESULTS

The results showed that 90 percent of teachers with bachelor's degree in physical education and 60 percent have a high school degree. 10% of primary school teachers in the school, about 43% and about 47% were in secondary school teaching. 71 percent of men and 29 percent of them were women. According to Table 1, subjects in the general attitude towards writing textbook Physical Education and Sports most of the subjects' choices (too much), and (many) have chosen also, based on the average of the highest content and attitudes toward the implementation is minimal.

**Table 1. Subjects in the general attitude towards writing textbook Physical Education**

	Too much(5)		Many(4)		Average(3)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Attitude to goals	92	45.8	98	48.8	11	5.5
Attitude to needs	80	39.9	95	47.3	26	12.5
Attitude to content	111	55.2	84	41.8	6	3
Attitude to scientific	88	34.8	109	54.2	4	2
Attitude to performance	65	32.3	11	55.2	25	12.4
Total Attitude	75	37.3	117	58.2	9	4.5

To compare attitude to physical education and physical education teachers have a degree in physical education textbook authoring t-test was used. According to Table 2, the results showed that the attitude of teachers with courses in physical education and physical education (goals - needs - content - Science and Education - performance and general attitude) toward physical education textbook authoring significant. Do not exist.

**Table 2 .The result of T test related to the Tethers' attitudes**

Variable	Statistic							
	Gropes	N	Mean	Std. Deviation	Mean difference	df	t	Sig.
Attitude to goals	PE	181	4.40	0.59	0.058	199	4.20	0.67
	Non-PE	20	4.35	0.58				
Attitude to needs	PE	181	4.28	0.68	0.18	199	1.17	0.24
	Non-PE	20	4.10	0.55				
Attitude to content	PE	181	4.53	0.55	0.08	199	0.61	0.54
	Non-PE	20	4.45	0.60				
Attitude to scientific	PE	181	4.42	0.53	0.07	199	0.59	0.55
	Non-PE	20	4.35	0.48				
Attitude to performance	PE	181	4.19	0.63	-0.06	199	-0.37	0.7
	Non-PE	20	4.25	0.71				
Total Attitude	PE	181	4.33	0.56	0.08	199	0.66	0.51
	Non-PE	20	4.25	0.55				

To compare the different levels of education are teaching teachers attitude toward physical education textbook authoring ANOVA test was used. As the table shows the attitude teachers at different levels of school education are not significant.

**Table 3. Results related to one-way analysis variance to compare the different levels of education**

Variable	Statistic					
	Changes resources	Sum of Square	df	Mean Square	F	P
Attitude to goals	Between groups	0.41	2	0.20	0.58	0.56
	Within groups	69.94	198	0.35		
	total	70.35	200			
Attitude to needs	Between groups	0.49	2	0.24	0.53	0.58
	Within groups	91.00	198	0.56		
	total	91.49	200			
Attitude to content	Between groups	0.88	2	0.46	1.43	0.24
	Within groups	61.26	198	0.30		
	total	62.14	200			
Attitude to scientific	Between groups	0.42	2	0.21	0.73	0.47
	Within groups	56.47	198	0.28		
	total	56.89	200			
Attitude to performance	Between groups	0.07	2	0.03	0.09	0.91
	Within groups	81.96	198	0.41		
	total	82.04	200			
Total Attitude	Between groups	0.41	2	0.20	0.65	0.51
	Within groups	61.91	198	0.31		
	total	62.32	200			

## CONCLUSION

In this study, 60 percent of teachers have a degree in Physical Education and Sports license who is assigned to the highest frequency. If the study of race Hemmati-nejad (2002) in Gillan province, about 50% were graduate teachers in secondary schools [5]. Sherali (1998) in Isfahan Province, about 6 percent of teachers had a bachelor's degree and about 42 percent of male and female teachers had graduate school teachers and 20 percent male and 32 percent female teachers tips Associate degree100% of teachers and 62% of male and female teachers had a high school degree [6].

Descriptive results showed those teachers' attitudes toward physical education and sport, physical education and sports as much textbook authoring, and much more. Average results of the descriptive data underscore the claim.

In the 40 quarters of the necessary 26/4 section of content 52/4 Sector Educational and Training 41/4 section runs 19/4 view of the total 32/4 is the scale of 5 degrees in between too much and too is located. So the conclusion that can be it is written from the perspective of teachers of physical education and sport, physical education and sport is a necessity textbook that should be done as soon as possible and the teachers and students are because if there is a textbook lesson in Physical Education and Sports policy specified and the manager's viewpoint - Parents of students and teachers will have a positive effect. On the other hand, one of which is the lack of objections from teachers' lesson plans are preparing the textbook Physical Education and Sports has been somewhat elevated- Teachers of this course will be able to identify a framework for teaching physical education and sports programs have already been set.

Sajjadi survey (1998) Tehran, 89 percent of teachers in physical education and sport textbooks as necessary and only 7 percent were considered unnecessary [7]. Hemmati nejad (2002) about 79% of the teachers it was necessary the research Mehdizadeh Tehrani (2005) 78% of the teachers in her study Tavesh (2000), about 59 percent of primary school teachers prepare the books for about 74 percent to 64 percent of high school guidance sections were necessary Arfeeyan (2004) about 98% of the administrators and teachers of physical education and sports administrators believes it was and about 87% lack textbooks physical education course as difficult as compilation of about 86% for both teachers and students had been necessary[5-8-9-10].

Hypothesis test results showed that the attitude teachers with a degree in physical education were educated teachers in other disciplines were not significant.

Thus, the subjects with a degree in Physical Education and Physical Education have no effect on their attitude.

In other words teacher's attitude of the Physical Education physical education and non-education teachers had to authored textbooks in physical education and sport are the same? Educational change in attitude is not created. Other results showed that the attitude of teachers teaching different levels of school uniform, so chaotic conclude that teaching can be a factor affecting teacher attitude.

The teachers have taught at all levels in relation to parts (the - necessary - content - Science and Education - Action - general attitude) than a textbook authoring of Physical Education and Sports have the same attitude.

Authored a textbook on general attitude toward physical education and sport teachers who had less experience were higher than teachers service that has had a better attitude. The reason may be due to the age of the teachers having a higher education in the practical activity is to perform theoretical they are young and energetic staff and ask the students what they needed to make them. So in the book, they have a more positive attitude and hope that it is sooner in addition to theoretical training, practical training can also be used and students in order to lead to full development in the field of physical education and sport.

Thus, the results suggest as soon as textbook Physical Education and Sports Teacher Guide and are designed as a textbook for all sections.

The educational level of teachers in higher education as well as the creation of conditions for the short-term continuing education classes to familiarize teachers with new methods of teaching physical education and sport should do this course.

Content authoring books that will be offered in terms of age and individual differences in students' learning and their terms. It is proposed to increase the hours of teaching physical education and exercise sessions per week for a course will not work.

**Acknowledgment**

The author would like to express his appreciation to the subjects for their participation in this study.

**REFERENCES**

- [1] A.R. Pooyanfard, Teaching physical education in schools, the Ministry of Education publications, **1374**.
- [2] M. Ghofrani. and M. Golsanamlou, *Euro. J. Exp. Bio.*, **2012**, 2 (3):760-768
- [3] P. Adineh, MS Thesis, Islamic Azad University, Central Tehran Branch (Tehran ,Iran, **2000**).
- [4] M. Goldani-Moghaddam, MS Thesis, Tarbiat Modarres University (Tehran, Iran, **2004**).
- [5] M.A. Hemmati-nejad, MS Thesis, Tehran University (Tehran, Iran, **2002**).
- [6] M. Sherali, MS Thesis, Islamic Azad University, Central Tehran Branch (Tehran, Iran, **1998**).
- [7] N. Sajjadi, MS Thesis, Tarbiat Modarres University (Tehran, Iran, **1998**).
- [8] R. Mehdizadeh Tehrani, MS Thesis, Tarbiat Moalem University (Tehran, Iran, **2005**).
- [9] N. Tavesh. MS Thesis, Islamic Azad University, Central Tehran Branch (Tehran ,Iran, **2000**).
- [10] B. Arfeeyan, Detrimental to the educational quality of the school textbooks of physical education and sport, Education Research Unit **2004**.