



STUDY OF THE RELATIONSHIP BETWEEN PRIMARY SCHOOL TEACHERS' PERCEPTION TOWARDS GAME AND PHYSICAL EDUCATION AND GAME LESSON

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Abstract:

The aim of this research is to study the relationship between Primary School Teachers' perception towards game and physical education and game lesson according to different variables. 2291 primary school teachers make up the medium of this research. A survey model was used for this research. Primary School Teachers' Attitudes towards Game and Physical Activities Lesson scale and Game Perception Scale were used as data collection tools. Descriptive statistics, mean, frequency, t-test, one-way analysis of variance (ANOVA), Tukey test from post hoc tests, and Spearman Correlation analysis were used in data analysis. According to the findings, there is a positively meaningful relationship between primary school teachers' perception towards game and physical education and game lesson. It was found out that primary school teachers have a positive attitude towards physical education and game lesson, that they find physical education and game lesson beneficial, that they see themselves as insufficient in developing materials towards game in physical activity and game activities, and that it would be more beneficial if these activities are conducted by Physical Education Teachers.

Keywords: primary school teachers, physical education and game, game, attitude

1. Introduction

Primary school teachers are responsible for Physical education and Game lesson education and training activities almost in many countries of the world (Öncü and Cihan, 2012). Primary school teachers are expected to do activities and games for students to acquire a physical skill in a carefully organized way (Ağgön and Yazıcı, 2010). Primary school teacher teaches the lessons within the primary school curriculum after pre-school period, enables research and development skills of students by caring about individual

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differences, carries out physical education and game activities to make students socialize, and is responsible for making the students gain communicational skills with counselling activities and from the development of these skills (Gömleksiz, Öner and Bozpolat, 2010).

Game is defined as the central activity of the first years of children that enable them to develop by abstract thinking, and that positively eases the environmental difficulties of children by considering their lives holistically (Vygotsky, 1967). According to Bruner (1975), the game is defined as a way to strengthen children's problem-solving abilities. Montessori (2011) defined game as the most important function for children. Affecting their developmental areas totally, game provides various achievements for children. Children develop different ideas by playing games, and game enables their mental, emotional, psychomotor and communication with environment skills (Gander and Gardiner, 2010). Henniger (1994), stated that physical education and game lesson is importantly beneficial and effective in improving the physical fitness level of children to develop psychomotor skills and providing a healthy life, in supporting their emotional development, and in their active and social development.

One of the important lessons of programs identified at school in educational activities, the contribution of physical education and game lesson is important in cognitive, affective and psychomotor development of children. The role of primary school teachers is said to be important on attitudes and perceptions to be developed by primary school students (Aicine and Steven, 1991).

The main objectives of our country in Primary School Physical Education and Game lesson educational program are to be able to develop active and healthy life skills and basic movements that our students will use throughout their lives in their primary school physical activity and game activities, enable our students to develop life skills by positively improving concepts and strategies about physical education and game, and to provide their preparation to next educational level after primary school education (MEB, 2021). Through physical education and game lesson in the first level of primary school, children are enabled to develop and play games, and to improve their psychomotor, kinesthetic, mental, social and emotional skills positively through physical activities. Educational program contents are prepared with activities to support the development of these skills. Educational activities for children are prepared by considering their ages, interests, readiness, expectations and regional characteristics. Physical education and game lesson are planned in a way for students to play games, and through the appropriateness of students' physical characteristics and ages. Perception of primary school teachers to game and to physical education and game lesson will play an important role in all the activities they will do throughout their professional life. It is known that this perception will greatly affect the behaviors that will happen to students and the achievements they will get. The level of attitudes and perceptions of primary school teachers to this lesson requiring skills and activities play a very important role in the realization of the achievement of this lesson. Attitudes and perceptions of primary school teachers towards game and physical education and game lesson should be identified, and if negative attitudes are determined, their reasons should be investigated

and they should be changed to positive. General aim of this research is to study the relationship of the attitude of primary school teachers towards game and physical education and game lesson, and to identify their perceptions and attitudes. These questions are sought to be answered in this regard;

- 1) At what level are the perceptions of primary school teachers towards game?
- 2) At what level are the attitudes of primary school teachers towards physical education and game lesson?
- 3) Is there a relationship between the perceptions of primary school teachers towards game and physical education and game lesson?
- 4) Is there a meaningful difference in attitudes and perceptions of primary school teachers towards physical education and sports lessons according to gender, age, work years, grade taught and having document about active sport?
- 5) Is there a meaningful difference in perceptions of primary school teachers towards game according to gender, age, work years, grade taught and having document about active sport?

2. Material and Methods

The correlational survey model, which tries to describe an existing condition, individual, object or event in its existing condition as it is, was used in this research (Karasar, 2015). Necessary permissions for the research have been taken from Mersin Directorate of National Education. The unit population of the research is composed of primary school students in Mersin in the 2022-2023 educational year. The number of students composing the population of the research studying in primary school has been taken from Mersin Directorate of National Education, and the total population number is 14819. The sampling group has been chosen through random sampling. 2291 sampling number taken from all districts of Mersin city shows that sampling meets the population according to 0.02 margin of error. Demographic information regarding the sampling group has been given in Table 1.

Table 1: Demographic Information of Sampling

Variables		N	\bar{X}
Gender	Female	1356	59,2
	Male	935	40,8
Document	Yes	284	12,4
	No	2007	87,6
Age	25-35	235	10,3
	36-45	875	38,2
	46-55	907	39,6
	Over 55	274	12,0
Service Time (year)	1-10	194	8,5
	11-20	815	35,6
	Over 20	1282	56,0
Grade	1	540	23,6

	2	562	24,5
	3	545	23,8
	4	644	28,1
	Total	2291	100,0

2.1. Data Collection Tool

In the research of the study of the relationship between primary school teachers' perception towards game and physical education and game lesson, Personal Data Form, Game Perception Scale and Attitudes of Primary School Teachers Towards Primary School Physical Education and Game Lesson Scale were used, and data was hence collected. Necessary precautions for the use of these scales were taken by researchers through email.

Personal Data Form was created by researchers by involving independent variables about gender, age, service year, grade, active sport document of primary school teachers.

Primary School Teachers' Attitude Towards Game and Physical Activities Lesson Scale was prepared by Hazar and Tekkurşun Demir in 2018. At the end of the credibility and validity analysis, a survey of 19 items and 3 factors was prepared. 1st factor of the survey is the cognitive attitude towards the benefits of the lesson, consisting of items 1, 12, 13, 14, 15, and 19, and variant rate value of these items is 39.31, and Cronbach Alpha value is 0.88. 2nd factor of the survey is behavioral attitude towards the lesson, consisting of items 20, 21, 22, 23, and 25, and the variant rate of the items is 8.28, and Cronbach Alpha value is 0.79. 3rd and last factor of the survey is the emotional attitude towards the lesson, consisting of items 24, 28, 29, 31, 32, 33, 34, 36, and variant rate value of these items is calculated as 7.48, and Cronbach Alpha value is 0.89. The variant rate value has been found as 55.07% throughout the survey totally, and it has been concluded that the survey meets standard fit indexes according to the confirmatory factor analysis result of the survey with Cronbach Alpha value of 0.78. Items of the scale were created in 5 point Likert type, and scored as (1) "Totally disagree", (2) "Disagree", (3) "Neutral", (4) "Agree" and (5) "Totally agree".

Game Perception Scale was prepared by Güneş, Tuğrul and Demir Öztürk (2020). As a result of validity and credibility tests, the scale was created in 5 point Likert type of 20 items and 3 factors. It consists of 1st factor as Function of the Game and Interest in the Game, 2nd factor as Game's originality and aim, and 3rd factor as Game's Nature and Source. Total correlation coefficients of survey items are in $.157 \leq r \leq .656$ range, and Cronbach alpha value has been found as .728.

2.2 Data Collection

After getting the necessary permissions, the application of the data tools to be used in the research was done by sending survey forms by creating a secure computer network under the parents' consent in their free time. The aim of the research was put in the instructions, and necessary information on how to fill in the survey was presented. Data was filled in voluntarily by the students. 2453 of the filled-in surveys were checked by

the researchers, and 162 of the forms filled mistakenly or containing missing information were not included in the research. 2291 of the acceptable surveys were evaluated. Descriptive statistics, mean, frequency, t-test, one-way analysis of variance (ANOVA), Tukey test from pots hoc tests, and Spearman Correlation analysis were used in data analysis.

4. Results and Discussion

The aim of this research is to study the relationship between Primary School Teachers' perception towards game and physical education and game lesson. At the same time, this research aims to determine whether there is a meaningful difference between the variables of gender, service years, grade taught, and having document related to active sport. The results of the research have been presented through tables.

Table 2: Pearson Product Moment Correlation analysis results of primary school teachers' perception towards game and physical education and game lesson (n=2291)

		\bar{X}	r	p
Primary School Teachers' Attitude Towards Physical Education and Game Lesson	Cognitive attitude	4,00	,890	0,02*
	Behavioral attitude	3,52	,700	0,04*
	Emotional attitude	4,14	,820	0,00*
	Total	3,88	,803	0,02*
Game Perception	Game's function and interest, curiosity, discovery in game factor	4,08	,770	0,01*
	Game's originality and aim factor	4,24	,760	0,02*
	Game's nature and source factor	4,10	,730	0,03*
	Total	4,14	,753	0,04*

*p<.05

When Table 2 is studied, it can be seen that a positively high relationship has been found between primary school teachers' perception towards game and physical education and game lesson as a result of Pearson Product Moment Correlation analysis.

Table 3: Average analysis results of primary school teachers' perception towards game and physical education and game lesson scales

		n	\bar{X}	Ss.
Primary School Teachers' Attitude Towards Physical Education and Game Lesson	Cognitive attitude	2291	4,00	,82
	Behavioral attitude	2291	3,52	,89
	Emotional attitude	2291	4,14	,70
Game Perception	Game's function and interest, curiosity, discovery in game factor	2291	4,08	,73
	Game's originality and aim factor	2291	4,24	,76
	Game's nature and source factor	2291	4,10	,77

When Table 3 is studied, it has been found that cognitive and emotional attitudes of primary school teachers' attitudes towards physical education and game lesson are

positive, but that behavioral attitudes are partially positive. When their perception and attitudes towards game is examined, primary school teachers are evaluated as having a positive attitude.

Table 4: T-Test results of gender variable of primary school teachers' perception towards game and physical education and game lesson scales

		Gender	\bar{X}	t	p
Primary School Teachers' Attitude Towards Physical Education and Game Lesson	Cognitive attitude	Female	4,05	1,28	,000*
		Male	3,94	1,25	
	Behavioral attitude	Female	3,51	2,52	,007*
		Male	3,55	2,46	
	Emotional attitude	Female	4,16	1,16	,000*
		Male	4,11	1,14	
Game Perception	Game's function and interest, curiosity, discovery in game factor	Female	4,10	1,28	,001*
		Male	4,06	1,25	
	Game's originality and aim factor	Female	4,27	2,52	,000*
		Male	4,19	2,46	
	Game's nature and source factor	Female	4,12	1,16	,000*
		Male	4,08	1,14	

*p<.05

When Table 4 is studied, it has been seen that there is a meaningful difference in primary school teachers' attitudes towards physical education and game lesson subscales, and also a meaningful difference in game perception subscales (p<0,5).

Table 5: ANOVA and Tukey Test Analysis Results of Age Variable of Primary School Teachers' Perceptions Towards Game and Physical Education and Game Lesson Scales

		Age	\bar{X}	S.S	f	p	Tukey Test
Primary School Teachers' Attitude Towards Physical Education and Game Lesson	Cognitive attitude	25-34	3,98	,85	4.09	,007*	2>4
		35-44	4,07	,78			
		45-55	3,98	,81			
		Over 55	3,89	,93			
	Behavioral attitude	25-34	3,58	,93	1.41	,238	
		35-44	3,56	,87			
		45-55	3,50	,90			
		Over 55	3,46	,89			
	Emotional attitude	25-34	4,20	,75	45.6	,003*	3>4
		35-44	4,20	,72			
		45-55	4,09	,69			
		Over 55	4,09	,67			
Game Perception	Game's function and interest, curiosity, discovery in game factor	25-34	4,15	,71	9.01	,000*	1>4 2>3 3>4
		35-44	4,16	,65			
		45-55	4,05	,75			
		Over 55	3,91	,86			
	Game's originality and aim factor	25-34	4,27	,76	3,57	,013*	3>4
		35-44	4,29	,68			
		45-55	4,21	,78			

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	Game's nature and source factor	Over 55	4,13	,91	5,43	,001*	2>3,4 3>4
		25-34	4,14	,79			
		35-44	4,17	,70			
		45-55	4,06	,78			
		Over 55	3,97	,91			

*p<.05

When Table 5 is studied, as a result of Anova analysis over primary school teachers' age variable, a meaningful difference in cognitive and emotional attitude subscales of primary school teachers' attitude towards physical education and game lesson was found. Conducted to study the difference between the groups, cognitive attitudes of 25-45 age group were found more positive in Tukey analysis compared to 55 and over age group. A meaningful difference was found in game's function and curiosity, discovery factor in game perception scale (p<.05). According to Tukey analysis, game's function and curiosity, discovery in game factor was found more positive in the 25-34 age group compared to 55 and over age group.

Table 6: ANOVA and Tukey Analysis Results of Service Year Variable of Primary School Teachers' Perception Towards Game and Physical Education and Game Lesson

		Service Year	\bar{X}	S.S	f	p	Tukey Test
Primary School Teachers' Attitude Towards Physical Education and Game Lesson	Cognitive attitude	1-10	3,98	,82	3,55	,029*	1>3
		11-20	4,07	,79			
		Over 20	3,97	,84			
	Behavioral attitude	1-10	3,57	,93	2,26	,104	
		11-20	3,57	,88			
		Over 20	3,49	,89			
	Emotional attitude	1-10	4,22	,73	6,53	,001*	1>3
		11-20	4,20	,71			
		Over 20	4,09	,69			
Game Perception	Game's function and interest, curiosity, discovery in game factor	1-10	4,13	,727	9,78	,000*	1>2,3 2>3
		11-20	4,17	,64			
		Over 20	4,03	,77			
	Game's originality and aim factor	1-10	4,25	,76	2,99	,050*	1>3
		11-20	4,29	,69			
		Over 20	4,20	,80			
	Game's nature and source factor	1-10	4,12	,79	6,50	,002*	2>3
		11-20	4,17	,71			
		Over 20	4,05	,80			

*p<.05

When Table 6, Anova analysis result of primary school teachers' service year variable is studied, a meaningful difference was found in cognitive attitude and emotional attitude subscales of primary school teachers' attitudes towards physical education and game lesson, but no meaningful difference was found in behavioral attitude subscale. When the difference between the groups is studied, it was found that the group with 1-10

service years is in a more positive attitude compared to the group with a service year of over 20. In game perception scale, a meaningful difference was observed in game's function and interest, curiosity, discovery in game factor ($p < .05$). In Tukey analysis result, it was found that primary school teachers with 1-10 service years have a more positive attitude compared to other groups in game's function and interest, curiosity, discovery in game factor.

When primary school teachers' having an active sports document affecting their attitudes towards physical education and game lesson is examined, a meaningful difference is found in cognitive attitudes among teachers having active sports document. No meaningful difference was found as a result of the ANOVA analysis done towards primary school teachers' attitude towards physical education and sports lesson according to the grade taught variable ($p > .05$).

4. Discussion

This research aims to determine the relationship between primary school teachers' perceptions towards game and their perception towards physical education and game lesson. At the same time, this research was conducted to identify the effect of primary school teachers' gender, service years, grade taught, and having active sports document on their attitudes.

According to the findings obtained in the study, a positively meaningful difference was found between primary school teachers' perceptions towards game and perceptions towards physical education and game lesson. In his research, Çar (2022) found out that there are differences among primary school teachers' perceptions towards physical education and game lesson and game itself, and that variables have a positive effect towards physical education and game notions.

When primary school teachers' perceptions towards game is examined, it was discovered that playing is a tool that children discover themselves and their worlds, and that playing has a supportive attitude to their cognitive, emotional, psychomotor, language, and sexual development. Primary school teachers discovered the results that children ease structuring their new learnings through playing, that they master in a process moving from simple to complex, that they spend fun time, and that game is a fun activity. At the same time, it was observed that teachers' participating the game is more beneficial, and that teachers' playing with children is more positive than planned activities. It was also found out that game with technological materials and games are more important for children to have sufficient benefit from playing, and that an activity in which a child is not involved by himself/herself and involuntarily is not a game.

Primary school teachers' attitudes towards physical education and game lesson are found to be positive. According to primary school teachers' cognitive attitude towards physical education and game lesson, it was discovered that the lesson is necessary, that the lesson affects students' academic success positively, that students gain discipline with this lesson. It was found in emotional attitude that students' bonds with

school strengthen, that the lesson helps students' staying away from bad habits, that the lesson increases students' motivation, and that students get the habit of doing sports. Primary school teachers were found to be partially close to positive in behavioral dimensions, and it was discovered as a result that they feel themselves insufficient in physical activities and game, that they have difficulty in developing materials about game and physical activities, and that they are passive in following publications about sports and games. It was observed that primary school teachers are insufficient in primary school physical activities, that game lesson hours should be increased, and that primary school teachers have an attitude that physical education and sports teachers should teach the lesson. When they are asked whether game and physical activities lessons should be removed, primary school teachers were observed to have a negative attitude. According to the research by Pehlevan et al. (2005), physical education and game lesson session was found insufficient in primary school programs, and that skills, basic behaviors and habits to be developed are ignored in lesson planning. Children with developed skills can realize the activity of playing game, and the result that children are creative while playing show parallelism to our research. Güvendi and Serin (2019) observed the result in their studies that candidate teachers of game and physical activities lesson have a partially positive attitude. Dalaman (2015) observed in his study that candidates to be primary school teachers have positive attitudes and perceptions towards physical education and game lesson. Parallel to our research, Kazu and Aslan (2008) found out in their research that most of teachers have difficulty in the application of game and physical activities lesson because of lacking sportive materials. When researches related to lack of materials at schools are reviewed, Yapıcı and Leblebici (2007), Aykaç (2007), Anılan and Sarier (2008), Keleş et al, (2012), Güven (2008) discovered in their studies that teachers have problems in the application of educational programs because of lack and insufficiencies of materials related to sports branches.

When primary school teachers' having active sports document in relation to physical education and sports lesson attitudes is examined, a meaningful difference was found in cognitive attitudes among teachers who have active sports document. When game perception attitudes result is examined, it was found that there is a difference closer to positive between teachers who have active sports documents and those who do not have. Dalaman (2015) discovered in his study that candidate primary school teachers who have actively done sports in previous years have a positive attitude to physical education and game lesson. Güvendi and Serin (2019) concluded that candidate teachers who have previous sports experience have a higher rate of motivation because of individual and environmental reasons as a result of their involving in physical activities compared to candidate teachers who do not have experience, and that candidates who do not have active sports history do not have sufficient knowledge about physical activities show parallelism to our research.

When primary school teachers' physical education and game lesson attitude and perception is examined according to age variable, a meaningful difference was found in their cognitive and emotional attitudes, but no meaningful difference was found in

behavioral attitude. Teachers of 25-34 age were discovered to have a more positive attitude compared to teachers of over 55 age. When game perception attitude is studied, game perceptions of teachers over 55 years old are found to be less positive compared to other age groups. Parallel to our research, Ergen (2009) identified in the study that the motivation of teachers between 21-35 years old is higher than that of teachers between 36-45 years old.

When primary school teachers' attitude towards physical education and sports lesson is examined according to service years variable, a meaningful difference was found, and that difference is in cognitive and emotional attitude, and that primary school teachers with fewer service years are found to be more positive in these subscales compared to those with 20 years or more service. A meaningful difference was found when primary school teachers' game perceptions are studied according to service years variable. When it is studied among which groups the difference is, it was found as a result among subscales that teachers with fewer service years are more positive compared to those with 20 and more years of service. The reason of this situation can be interpreted as having to do with professional tiredness and exhaustion as teachers' service years increase.

No meaningful difference was found in primary school teachers' attitudes towards physical education and game lesson and game perceptions according to the grade taught.

6. Conclusion and Recommendations

As a result, it was concluded that primary school physical education and sports lesson is necessary for students, that they feel themselves lonely in this lesson, and that it would be more positive if this lesson were taught by physical education and sports teachers. It was found out that primary school teachers have a positive attitude and perception about the effect of students' game on child development, and it can be said that it would be more beneficial if educative activities were supported by games and used as teaching methods. Primary school physical education and sports lesson hours could be increased, and children would have a more beneficial education in these lessons if they were taught by physical education and sports teachers for children to be educated more efficiently by playing. It can also be concluded that primary school physical activities would be more beneficial for teachers and students if they were applied by Ministry of Education within the scope of social activities comprehensively in every city and school by planning as fun games. Increasing more positive attitude and perception of teachers could be provided by giving teachers in-service training to decrease their professional exhaustion and increase their job motivation. When physical education and game lesson attitude and game perception attitude of primary school teachers serving in Mersin city is studied, this research can be applied in all cities and be made more comprehensive. At the same time, researchers are advised to study further the attitudes and perceptions of students and parents towards physical activities and games.

Conflict of Interest Statement

The author declares no conflicts of interest.

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