



A Survey of Rate Adaptation of the Content of Short in-Service Education's Physical Education Teachers (PET) with Physical Education Aims

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ABSTRACT: The aim of this study was to evaluate of rate adaptation of the content of short in-service education's PET with Physical education aims. The research method was descriptive and statistic population includes all of short in-service education of PET in Isfahan which is held in 2011-2012. Using simple random sampling and half of the courses (9 courses) were selected. The measuring instrument was content analysis checklist which is observational. For data analysis, descriptive statistics and inferential statistics include (t) test, repeated measures ANOVA and Freidman test were used. The result of the study showed that the rate adaptations of the content of short in-service education's PET with Physical education aims have been match and desirable [physically goals (%74), skilling goals (%65), socially goals (%57), emotionally goals (%64), recognizing goals (%66) and understanding goals (%45)]. It seems that conception of short in-service education support the Physical education aims. Therefore, we can conclude that this course has the same goal with Physical education aims and they can improve the physical education teacher's knowledgeable and activities.

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INTRODUCTION

In-service education of teachers is focused as an essential part of the teachers' professional improvement in the country. It is defined as 'a variety of activities and practices in which teachers become involved due to enlarge range their knowledge, develop their skills and assess and improve their professional approach (Peter, 2010; Schwille et al., 2007). In-service Teacher Training' conducted for the teachers who are recently employed as classroom teachers aims at developing the necessary teaching competencies in the prospective teachers that need to be further consolidated and strengthened through continuous in-service training programs (Porter et al., 2001). Basically the education in general and education in- service in particular have the most effective of harmony and the adaptation of employees in any institution conditions. Education in- service for the teachers is important which is cause of employment's enjoy and motivation in education (Allen et al., 2011; Fathi et al., 2010). But we should know that this education must be the systematic and be adaption with the objectives of the field.

In the organization of education such as education system education in- service is necessary.

Educational organizations are the main transporters of organized human knowledge, especially the latest findings to the new generations (Esmaili, 2005). Objectives of physical education lesson are results from a complete and logical program that are included; physical development, Neuromuscular development, development of knowledge and cognitive, and the development of emotional. These goals should be related with a population and the type of programs that they have involved in. Aims of physical education and sport are effects on education of valuable humans for being the human that they would like to be. All coaches without attention to working conditions focus on strengthening and development these goals. There for, through these programs, the participants will achieve favorable results (Azade, 2009). Short in- service education held for sports teachers every year in Iran and they has increased quantity from 7 period in 2000 to more than 30 period in 2012 (The physical education system of Isfahan province). The courses have been held in football, badminton, swimming, basketball, table tennis, weight lifting and handball. Also, they have included theory courses such as teaching methods, sport psychology, physical fitness, development and



movement growth, principles of physical education, sport physiology and sports rights. But whether these courses have increased quality and are the content of this course adoption with the objectives of physical education is unclear.

Statistical Population and Sample

Statistical population included all of the short in-service training courses for Isfahan province physical education teachers in 2011-2012. Statistical sample contained 50% of the short in-service training courses for Isfahan province physical education teachers that had no repeated lecturers and was selected randomly. Because of 18 courses were held in 2011-2012. So, Statistical sample had 9 courses inside which are selected randomly.

Measuring instrument, characteristics, validity and reliability

In present survey, checklist was used as checklist. Each of them has 54 items that included physical, skilled, social, emotional, conceptual and cognitive purposes by the order. Also it owned six levels as very high, high, medium, low, very low and not at all which numeric valued by 5,4,3,2,1 respectively. By using the checklist and evaluating the training process of in-service courses, the content of courses in relation to physical education aims were investigated. Based on recommendations of physical education experts, and suggestions of university's physical education and health science masters, the checklist were prepared and organized. Then it was verified by mentioned experts in aspect of compatibility between constituent items and subject as well as the goal of study.

For this reason the checklist has content validity. utilized to calculate checklist reliability, and it was 89%.

Data Analysis Method

In this study, descriptive statistics was used. Moreover one sample "t" test at $P < 0.05$ and repeated measures analysis of variance test (ANOVA) and Friedman test were applied. Furthermore, all data were analyzed by SPSS16 software.

RESULTS

The findings of this study showed that:

1) In-service courses content was in accordance with physical aims as follow: 74% in a very high and high, 21% in an average and 5.5% in a low level. Among physical aims, "improvement of organic body system" (68%) received the least attention by teachers. In general the correspondence between in-service courses

content and physical education aims located in high level.

2) In-service courses content was in accordance with the skilled aims as follow: 65% in very high and high levels, 15% in a medium level, 16% in low and very low levels. Among skilled purpose, "neuromuscular system" received the greatest and "attractiveness and fairness of movement" received the least attention by teachers.

3) In-service courses content was in accordance with the social goals as follow: 57% in very high levels, 26% in a medium level, and 15% in low and very low levels. Among social purposes "the sense of cooperation and belonging to a group" received the greatest and "social and personal sights and learning optimal social sights" received the least attention by teachers.

4) In-service courses content was in accordance with the emotional goals as follow: 64% in very high and high levels, 25% in a medium level, 11% in low and very low levels. Among the emotional goals, "owning fitted body, ready, fresh and healthy" received the greatest and "promotion emotional logical reactions" received the least attention by teacher.

5) In-service courses content was in accordance with the conceptual goals as follow: 45% in a very high and high levels, 20% in a medium level, and 33% in a very low and low levels. Among conceptual aims, "recognition of the fundamental of the body movement and its relation with ground, space, tools and different objects" received the greatest and "general comprehend of several player movement and realizing the play of opponen" received the least attention by teachers.

6) In-service courses content was in accordance with cognitive aims as follow: 66% in very high and high levels, 10% in a medium level, 18% in low and very low levels. Among the cognitive aims "knowledge and cognition of healthy and Sport nutrition" received the greatest, and "knowledge of political and economical issue in sport" received the least attention by teachers. Furthermore all of the above mentioned cases were investigated by one sample "t" test as following table.

Table 1 exhibits significant differences between in-service courses content and physical education goals relationship, except conceptual goals. In the other word, in-service courses content with the physical, skill, social, emotional and cognitive aims, were parallel with each other and well-overlapped, however it didn't applied for conceptual aims. Consequently, in-service courses content of physical education was in accordance with the purposes of physical education levels.

According to table 2, there is a difference between respondents' recommendations in different courses,

though it is not significant statistically. Therefore ANOVA test was identified there is same in relation to pay attention to the physical education course content in-service and aims.

Base on Table 3 among the physical education aims, the most and least attention was given to physical and conceptual aims, respectively.

Table 1. The rate of adaptation on short in-service training with Physical education aims according on one sample "t" test.

No	Variable	number	mean	t	fd	Sig
1	Physical aims	9	4	7	8	0.000
2	Skill aims	9	3.8	2.9	8	0.02
3	Social aims	9	3.6	2.8	8	0.025
4	Emotional aims	9	3.9	5.4	8	0.001
5	cognitive aims	9	3	.4	8	0.7
6	Understanding aims	9	3.6	2	8	0.075

Table 2. Summarized of repeated measures "ANOVA" Analysis of variance

Source of variation	Sum of squares	fd	Mean	F	Sig
Factor*	5.1	5	-	2.4	0.052
Error	16.7	40	0.4	-	-

*: Factor, the purpose of physical education lessons (physical, skill, social, emotional, conceptual and cognitive)

Table 3. Priority of attending short in-service education to each goal of physical education according to Friedman test

No	Goals	mean	Priority
1	Physical	4.8	1
2	Skill	4	2
3	Social	3.4	3
4	Emotional	3.3	4
5	cognitive	3	5
6	Understanding	2.4	6

DISCUSSION

The findings of the present study indicated that in-service courses content was in accordance with physical (74%), skills (65%), social (57%), emotional (64%),

cognitive (66%) and conceptual (45%) aim, though, there are some differences between in-service courses content and each aim of physical education relationships, but it is not significant statistically ($p=1.52$) despite, correspondence between in-service courses and physical education were in an equal and similar level, approximately, as it has demonstrated by several examinations (table2) it sounds that all of the physical education aims, with a little differences has intended in an in-service courses content and generally the held courses were in parallel with physical education lesson goals.

Accordingly, it has been concluded that in-service courses content contain the physical education aims. Therefore, holding this course could be helpful in the way of coach's scientific and practical growth. Recent surveys reported similar results, too. Faiyaz (2005) published is study results as: 74% of the Khorasan province coaches are interested in being rejoined in reeducating the in-service classes. And 6% of them stated that taking part in these periods would lead to better performed official duties. Also, 40% of them scored the correspondence between class content and related program as high level, while 84.5% considered in medium and low. Esphandiarpoor (1998) reported that 51% of the coaches considered in-service training effective in rising sense of self-confident, and 57% of the confirmed the positive effects of the courses on the instructor's scientific improvement.

According the studies, in-service training courses could produce desired effect on scientific level promotion, increasing eagerness for teaching, being interested in teaching, access to a better occupational situation, job satisfaction and strengthening the ability in education as well as controlling the classroom (Thilakalatha, 2007).

The results of present study is in parallel with the previous researches and indicates that short in-service training courses for physical educators is in accordance with physical education lessons, and the content of theses sources is favorable for physical education field. It sounds that holding these courses could be useful to improve scientific and practical level of the coaches. For the reason that the coaches who taken part in these courses could introduce to the latest standard of sport science and strategies, thus they would attend in the classes eagerly. Consequently they would attempt to develop physical education. Therefore the responsible are required in holding the in-service courses for the various sports lessons to provide a way in which the human faults be obviated simultaneous with increasing the teacher's performance.

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