

**AN INVESTIGATION INTO PHYSICAL EDUCATION AND SPORTS TEACHERS'
ATTITUDES TOWARDS EDUCATIONAL GAMES**

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Abstract: The aim of this study is to examine the attitudes of physical education and sports teachers towards educational games. The research was conducted using the survey model, one of the quantitative research methods, in order to analyze teachers' perspectives on educational games. The study was carried out with physical education teachers working at Asia International University, and the sample consisted of 10 volunteer teachers who participated willingly. According to the results, the variable of type of education had a statistically significant impact on the sub-dimension of positive attitude. It was also found that the age variable played a significant role in teachers' overall attitudes, particularly in their positive attitudes toward educational games. However, no statistically significant differences were observed between the variables of gender, sports experience, years of service, and employment status with respect to the sub-dimensions of positive, negative, and overall attitudes.

Keywords: Physical education, educational games, attitude, physical culture, sports, education.

Introduction

Physical education, as one of the most important components of general education, is a field of instruction that encompasses all aspects of an individual's unique characteristics. In other words, physical education serves as a key tool in shaping individuals into holistically healthy, happy, and well-balanced citizens who are culturally conscious and well-adapted to life throughout their developmental journey [1].

A healthy human resource is an indispensable element in the social, economic, and cultural advancement of nations. In order to build such a society, countries must approach education as a holistic system and integrate physical education and sports across all levels of education. Through participation in physical education and sports activities, students can develop in cognitive, affective, and psychomotor domains, which is considered one of the main achievements of modern education in building a well-rounded and high-quality society. In particular, organizing both in-school and extracurricular sports activities for primary school students helps them release excess energy and reduce stress in a healthy manner, encourages socialization, supports their acceptance of school and community norms, and steers them away from negative habits [2].

Educational games are highly significant in terms of both content and method of implementation. Games should not be viewed as an end in themselves, but as an effective instructional tool. Therefore, teachers must be attentive when planning and conducting educational games and should maintain full control of the process. The games should be simple, engaging, and competitive enough to appeal to all students and ensure broad participation. The teacher must actively manage the game and provide students with appropriate guidance and support.

The role of physical education and sports teachers is vital in selecting, organizing, and managing educational games, as well as ensuring active student participation. To be effective in this area,

teachers must possess sufficient knowledge, skills, and a positive attitude toward educational games. While there are various definitions, attitude can generally be understood as a readiness to exhibit positive or negative responses to a stimulus-an indisputable reality. A review of the literature reveals that there is a lack of reliable measurement tools specifically designed to assess attitudes toward educational games [3].

The need for movement and play, which is one of the natural necessities of children, further increases the importance of the physical education and sports course in primary schools. This subject not only has a positive impact on students' physical development, but also contributes to the enhancement of their cognitive (mental) and affective (emotional) domains. For this reason, physical education and sports is recognized as a subject that deserves greater attention compared to others [4].

If students-especially at the primary education level-fail to develop a habit of engaging in physical activity through physical education and sports classes, they are likely to face challenges in participating in recreational and health-related activities in the future.

Therefore, the main objective of this study is to identify and evaluate the attitudes of physical education and sports teachers towards educational games [5].

Research model

This study, which aimed to analyze the attitudes of physical education and sports teachers towards educational games, employed the survey model, one of the quantitative research methods. The survey model is a research approach used to describe a situation that existed in the past or currently exists, just as it is, without manipulation.

Research group

The overall population of the study consists of physical education teachers working in the Department of Physical Culture at Asia International University. The research sample includes 10 physical education teachers who voluntarily participated in the study by completing an online questionnaire.

Results

Table 1.

Kolmogorov-smirnov normality test results for the scale dimensions

Dependent Variable	(Mean)	Median	Mode	Skewness	Kurtosis	Statistic	Sig. (p)
Overall Attitude	3.25	3.10	3.10	2.133	5.717	0.273	0.000
Positive Attitude	4.02	4.00	4.00	5.078	27.471	0.511	0.000
Negative Attitude	1.45	1.00	1.00	1.519	2.673	0.302	0.000

As seen in Table 1, the Kolmogorov-Smirnov test results, along with skewness and kurtosis values, indicate that the data for each scale do not follow a normal distribution. Therefore, non-parametric statistical tests-specifically the Kruskal-Wallis H test and Mann-Whitney U test-were employed to analyze differences between variables and scale dimensions.

Table 2.

Analysis of physical education and sports teachers' attitudes towards educational games by gender

Dependent Variable	Gender	U	p
Positive Attitude	Female	7610.0	> 0.05
	Male		
Negative Attitude	Female	7421.5	> 0.05
	Male		
Overall Attitude	Female	7531.5	> 0.05

	Male		
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According to the analysis in Table 2, the attitudes of physical education and sports teachers toward educational games were examined based on gender using the Mann-Whitney U test. The results indicate that there were no statistically significant differences in the sub-dimensions of positive attitude ($U = 7610.000$; $p > 0.05$), negative attitude ($U = 7421.500$; $p > 0.05$), and overall attitude ($U = 7531.500$; $p > 0.05$). In other words, the gender of physical education teachers does not significantly affect their attitudes toward educational games.

Table 3.

Analysis of physical education and sports teachers' attitudes towards educational games based on sports experience

Dependent Variable	Sports Experience	U	p
Positive Attitude	Yes	780.0	> 0.05
	No		
Negative Attitude	Yes	665.0	> 0.05
	No		
Overall Attitude	Yes	655.5	> 0.05
	No		

According to the analysis in Table 3, the impact of having or not having prior sports experience on physical education and sports teachers' attitudes towards educational games was evaluated using the Mann-Whitney U test. The results indicate that there are no statistically significant differences in the sub-dimensions of positive attitude ($U = 780.000$; $p > 0.05$), negative attitude ($U = 665.000$; $p > 0.05$), and overall attitude ($U = 655.500$; $p > 0.05$). In other words, whether a teacher has prior experience in sports does not significantly affect their attitude toward educational games.

Conclusion

This study was conducted to identify and analyze the attitudes of physical education and sports teachers working at Asia International University towards educational games. Variables such as type of education, type of school, gender, and sports experience were examined as potential factors shaping teachers' approaches to educational games.

However, no statistically significant differences were found in teachers' positive, negative, or overall attitude scores in relation to gender (male or female) and sports experience (whether or not they had previously participated in sports). These results suggest that gender and prior sports experience do not play a decisive role in shaping teachers' attitudes toward educational games. In other words, these variables do not significantly influence a teacher's interest in or readiness to use educational games during instruction.

In general, the findings of this study indicate that educational games are well-received by physical education and sports teachers, and that their importance is particularly evident at the secondary school level. Therefore, to support the effective use of educational games in the future, it is crucial to provide teachers with methodological guides, organize professional development courses, and revise curricula to incorporate game-based learning strategies.

Recommendations

Currently, the course on educational games is typically offered as an elective subject for students in physical education and sports teaching programs at faculties of sports sciences in universities.

However, within the context of the education system in Uzbekistan, educational games hold significant importance in the delivery of content and the transmission of values in physical education classes. Therefore, this topic deserves special attention: it is recommended that the course “Educational Games” be included as a compulsory subject in the curriculum for students studying physical education and sports teaching. Through this, students can enhance their practical experience in the field prior to graduation and be better prepared for their professional teaching careers.

In addition, it is necessary to develop digital platforms that bring together rich and interactive resources which physical education teachers can use throughout their careers to deliver the intended learning outcomes (competencies) of physical education through educational games. These platforms should include methodological materials, video lessons, and interactive games prepared by experts, and be open-access and freely available to all teachers.

Furthermore, in-service professional development programs on educational games should be periodically organized by the Ministry of Public Education (or other relevant authorities) for physical education and sports teachers. This would allow current teachers to update their professional competencies and enhance their knowledge and skills in effectively using educational games in alignment with modern educational standards.

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