

EXAMINING THE RELATIONSHIP BETWEEN PHYSICAL EDUCATION TEACHERS' ZEST FOR WORK AND PHYSICAL SELF ESTEEM LEVELS

ABSTRACT

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The aim of the study is to investigate the relationship between physical education teachers' zest for work and physical self-esteem levels. The research design is defined as relational screening design. The sample of the study consists of 256 physical education teachers, 80 female and 176 male teachers, who work under the Ministry of National Education in four different provinces of Turkey and are selected by appropriate sampling method. The "Zest for Work Scale (ZWS)" developed by Erdoğan (2013) and the "Physical Esteem Scale" adapted to Turkish by Karaçam (2016) were used to measure physical education teachers' zest for work and physical self esteem, respectively. Analysis of the data was conducted in the SPSS 21 program. Pearson product moment correlation coefficient was used to investigate relationships between variables of physical education teachers' age, seniority, doing exercise and body mass index and their zest for work and physical self esteem levels. T-test was used to compare their zest for work and physical self esteem levels to variables of gender and level organization for which they work. According to the results of the study, physical education teachers' zest for work levels in terms of the level organization for which they work showed significant difference in favor of those working at high schools. It was found that there is a negative and significant relationship between physical education teachers' zest for work levels and ages, and seniorities and frequency of doing exercise. It was found a positive and significant relationship between physical education teachers' physical self esteem levels and frequency of doing exercise but this significant relationship is negative between their physical self esteem levels and BMI. Moreover, it was found a positive and significant relationship between physical education teachers' zest for work and physical self esteem levels.

Keywords: Physical Education Teacher, Zest for work, Physical Self-esteem

BEDEN EĞİTİMİ ÖĞRETMENLERİNİN MESLEKİ HAZ VE FİZİKSEL ÖZ SAYGI DÜZEYLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

ÖZ

Araştırmanın amacı beden eğitimi öğretmenlerinin mesleki haz ve fiziksel öz saygı düzeyleri arasındaki ilişkiyi belirlemektir. Araştırma modeli ilişkisel tarama modeli olarak belirlenmiştir. Araştırmanın örneklemini, uygun örnekleme yöntemiyle seçilen Türkiye'nin dört farklı ilinde Milli Eğitim Bakanlığı bünyesinde görev yapan 80 kadın ve 176 erkek olmak üzere 256 beden eğitimi öğretmeni oluşturmaktadır. Beden eğitimi öğretmenlerinin meslekten duydukları hazzı ölçmek amacıyla Erdoğan (2013) tarafından geliştirilen "Mesleki Haz Ölçeği" ve fiziksel öz saygılarını ölçmek amacıyla Karaçam (2016) tarafından Türkçe uyarlaması yapılan "Fiziksel Saygı Ölçeği" kullanılmıştır. Verilerin analizi SPSS 21 programında yapılmıştır. Beden eğitimi öğretmenlerinin yaş, kıdem, spor yapma sıklığı ve beden kitle indeksi (BKİ) değişkenleri ile mesleki haz düzeyleri ve fiziksel öz saygı düzeyleri arasındaki ilişkilerin belirlenmesi amacıyla Pearson momentler çarpım korelasyon katsayısı, mesleki haz ve fiziksel öz saygı düzeylerinin cinsiyet ve çalışılan kurumun kademesi değişkenine göre karşılaştırılmasında t-testi kullanılmıştır. Araştırma sonuçlarına göre beden eğitimi öğretmenlerinin çalışılan kurumun kademesine göre mesleki haz düzeylerinin lisede çalışan öğretmenler lehine anlamlı farklılık gösterdiği görülmektedir. Beden eğitimi öğretmenlerinin mesleki haz düzeyleri ile yaşları, mesleki kıdemleri ve spor yapma sıklığı arasında pozitif yönlü ve anlamlı ilişki olduğu görülmüştür. Beden eğitimi öğretmenlerinin fiziksel öz saygı düzeyleri ile spor yapma sıklığı arasında pozitif yönlü, BKİ arasında negatif yönlü ve anlamlı ilişki olduğu görülmüştür. Beden eğitimi öğretmenlerinin mesleki haz ve fiziksel öz saygı düzeyleri arasında pozitif yönlü ve anlamlı ilişki bulunmuştur.

Anahtar kelimeler: Beden Eğitimi Öğretmeni, Mesleki Haz, Fiziksel Öz Saygı

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INTRODUCTION

Physical education teachers are responsible for physical developments of the students as well as their affective, cognitive and mental development³⁰⁻⁴³⁻⁴⁴⁻⁴⁸. There is a vital link between physical development and mental, social and emotional development. The investment made for children's physical health can also be considered as an investment for mental, social and emotional development³²⁻⁴³⁻⁴⁷. It is aimed to educate healthy individuals by giving lifelong habit of doing sports to children in physical education courses¹⁴⁻¹⁸⁻³². Besides, Demirhan (2003) emphasizes the basic functions and aims of physical education as to provide mental development and emotional balance, socialize the individual by providing more productivity, gain the individual the ability to solve the problems to be encountered in life, make the individual adapted to the nature, make the individual realize himself, gain the individual body culture and provide social integration around the ideals. In this context, physical education teachers are one of the most important parts of the educational system. It is important for physical education teachers to maintain their profession happily and successfully in terms of the development and success of the students.

In physical education, "movement learning and learning through movement" is taken as a basis, unlike other fields of education³³⁻⁴². For this reason, unlike other branch teachers, physical education teachers should have a physically good structure, competence to make necessary academic direction, and a psychologically sound structure⁴²⁻²⁹⁻³¹⁻⁴⁷. In teaching, a physical education teacher should have an experience of a physiologist, leadership of an administrator, and the ability of a psychologist to give advice²⁷. In this context, the variables that will enable the physical education teachers to carry out their professions happily and successfully must be well known. In recent years, in the studies of teaching, it

has been shown that teachers' positive attitudes are related to their achievement¹⁰⁻²¹⁻⁴¹. For this purpose, zest for work and physical self-esteem among the positive psychology are emphasized in this study. When the relevant literature was reviewed, it was found that there was not a study examining the relationship between the zest for work and the physical self-esteem of the physical education teachers.

The concept of positive psychology is a psychology-acquired concept in educational science. The aim of positive psychology is to try to improve the quality of life rather than trying to problems in life⁴¹. The field of positive psychology is related to subjective experiences, such as well-being, self-esteem, satisfaction, joy, emotional pleasures, happiness, belief, zest for work, hope and optimism. Positive psychology aims to increase the quality of work and life by focusing on positive emotions instead of negativities²³. In recent years, there has been a growing interest in positive psychology as a scientific field, dealing with what goes on in human life, with the studies on self-efficacy, achievement perception, psychological well-being, performance, optimism, pleasure, hope, stress, burnout, depression, and anxiety³⁶⁻³⁹⁻⁴¹⁻¹⁰. Individuals with a positive psychological status can be said to be healthier, happier, more flexible, more productive and more successful⁴¹.

The term "pleasure" is a concept that has recently been introduced into educational sciences and built from positive psychology. For all professions, the pleasure idea can be associated with the work. The pleasure foresees the job satisfaction and life satisfaction¹⁶. Job satisfaction is defined as a pleasant or positive emotional state resulting from an individual's job or work experiences²⁵. Life satisfaction can be mentioned as a general feeling of well-being and it is stated that there is a positive relationship between teachers' job satisfaction and life satisfaction²⁶. In the classification made

by Peterson and Seligman (2004) to determine good character traits, the pleasure has been determined as an approach to life with hope, energy, and excitement³⁷. According to Park and Peterson (2010), pleasure means approaching to life with excitement and energy, not doing something half-heartedly or reluctantly, experiencing life as an adventure, and feeling alive and active³⁴. The characteristic that distinguishes the concept of zest for work from job satisfaction is vitality. Vitality is related to certain positive feelings like happiness, interest, and enthusiasm. Vitality is separated from happiness and feeling good in terms of a high level of activation or energy⁴⁵. According to Josephson and Vingard (2007), the concept of zest for work derives from the concept of life pleasure and means the level of enthusiasm and satisfaction from the current work situation¹⁷. The concept of zest for work can be interpreted as a broader concept than job satisfaction. Besides satisfaction, it contains stronger emotions about enthusiasm and job satisfaction.

When the concept of zest for work is considered, the lack of research related to zest for work in the related literature attracts attention. According to the results of a study conducted, there is a negative relationship between zest for work and job stress¹⁷. In their studies, Erdogan (2013) and Sezgin and Erdoğan (2015) found that teachers' perception of achievement, zest for work and academic optimism were positively related to each other¹⁰⁻⁴¹. In this context, it is important that the relationship between physical education teachers' zest for work and the physical self-esteem is known. For this reason, the relationship between physical education

other¹⁰⁻⁴¹. In addition, Erdogan (2013) and Sezgin and Erdoğan (2015) showed that the high level of teachers' zest for work affects student achievement, make them feel important and followed by students in their pursuit of the desired goals¹⁰⁻⁴¹.

The concept of physical self-esteem is a self-evaluation for the body appearance²⁷⁻¹. The topic of physical self-esteem was studied more within the perception of body and several studies were conducted on how the one perceives its body.³⁸⁻³⁵⁻¹⁹⁻²¹. Kılıçarslan (2006) stated that the increase in physical self-perceptions of individuals increases the work efficiency²². Pehlivan (2010) reported that there is a positive and significant relationship between physical education teacher candidates' physical self-perceptions and attitudes toward the course³⁵. In his study on the physical education teachers, Karaçam (2016) pointed out that there is a positive and significant relationship between the physical self-esteem of the physical education teachers and their perception of achievement²¹. From the above investigations, it can be concluded that physical education teachers' zest for work and physical self-esteem are important. According to the studies investigated, the positive beliefs of the physical education teachers are related to the achievement of the students. Zest for work and physical self-esteem will enable physical education teachers to feel important and to be followed by students in their pursuit of the desired goals.

teachers' zest for work and physical self-esteem levels were taken together with the certain demographic variables in this study.

METHODOLOGY

This section includes the research design, the characteristics of the research group, data collection tools, and analysis of the data.

Design

In this study, the research design was identified as a descriptive study in the relational screening model because it is aimed to determine the relationship between physical education teachers' zest for work and physical self-esteem levels within certain demographic variables. Although relational investigations do not prove the existence of causality in a real sense, it is possible to make inferences about the cause-and-effect relationship with relational investigations by utilizing some advanced statistical techniques¹².

Sample Group

In this research, the sample group was formed by convenient sampling method. The convenient sampling method based on accessibility and availability is the preferred method for rapid collection of information in some research topics⁴. The universe of the study is constituted from teachers working in four different provinces of Turkey (Ankara, Tekirdağ, Aydın, Kayseri) within the Ministry of National Education in the academic year of 2016-2017. The sample of the study is consisted of 256 physical education teachers, 32% (n = 80) female and 68% In the analyzes made for the fitness of this scale for this sample group, Cronbach's Alpha coefficient was found to be .86, while the variance explained for the ZWS was 55.66%. According to the results of EFA applied to the scale, scale items were clustered in a single-factor. The CFA results for validating the single-factor structure of the ZWS showed that the goodness of fit index of the model was acceptable ($\chi^2/sd = 1.18$, RMSEA = .056, CFI = .92, GFI = .97).

(n = 176) male. Of these teachers, 58% (n = 148) are in middle school and 42% (n = 108) are in high school. The average age of teachers participating in the survey is 38, and seniority of teachers in teaching is 12 years. In this study, the application of the data collection tool was administered as face to face interview with the consideration of the voluntary principle.

Data collection tools

In the study, "Zest For Work Scale" developed by Erdoğan (2013) was utilized to determine physical education teachers' zest for work levels and "Physical Esteem Scale" adapted to Turkish by Karaçam (2016) were utilized to determine their physical self-esteem levels¹⁰⁻²¹.

Zest for Work Scale (ZWS): To measure the pleasure that physical education teachers take from their profession, Erdoğan (2013) developed the "Zest For Work Scale"¹⁰. The scale consists of five-point Likert type 7 questions in the original. There is no reverse scored item on the scale. The high score on the scale means that the level of zest for work is high. While 54.24% of the variance is explained for ZWS, Cronbach's Alpha coefficient was found to be .89. According to the results of EFA administered to the scale, scale items were clustered in a single factor. The CFA results for validating the single-factor structure of ZWS were found as $\chi^2/sd = 2.12$, RMSEA = .081, CFI = .97, GFI = .94.

Physical Esteem Scale (PES): To measure the physical self-esteem of physical education teachers, the Turkish version of the scale adapted by Karaçam (2016) was utilized²¹. There are 12 items formed on a five-point Likert-type scale. There are three subscales in the scale: 5 items for appearance, 3 items for weight, and 4 items for attribution. Item numbered 2, 4, 6, 8, 10, and 12 are scored in reverse. The high score on the scale indicates that the level of physical self-esteem is high. While the variance

explained for BES was 57.76%, in the reliability and validity studies of the scale, Cronbach's Alpha coefficients for these three subscales were found as .73, .76, and .64, respectively. The CFA results for validating the three-factor structure of BES were found as $\chi^2/sd = 3.69$, RMSEA = .087, CFI = .89, GFI = .92.

In the analyzes made for the fitness of this scale for this sample group, while the variance explained for BES was 60.74%, in the reliability and validity studies of the scale, Cronbach's Alpha coefficients for these above-mentioned subscales were found as .72, .82, and .68, respectively. The CFA results for validating the three-factor structure of the ZWS showed that the goodness of fit index of the model was acceptable ($\chi^2/sd = 1.02$, RMSEA = .019, CFI = .99, GFI = .87).

Data analysis

In this research, all participants of the study were first informed about the purpose of the study. The analysis of the data was performed using SPSS 21 and AMOS programs. In the analysis of the data, the data set was examined from the point of wrong value, outlier value,

normality and multiple correlations. It was observed that there was no erroneously entered data in this process. Explanatory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed to determine the fitness of the scales to the study group. Factors whose eigenvalue is greater than the 1 were processed on the EFA result. In terms of CFA fit indices, some criteria were used such as χ^2/sd being less than 5, GFI being greater than .90 and CFI greater than .95 and RMSEA being .06 or lower. Pearson product-moment correlation coefficient was used to determine the relationships among the age, seniority, and frequency of doing sports variables of the physical education teachers, their zest for work and physical self-esteem levels. A correlation coefficient is a value that explains the level and direction of the relationship between variables⁴⁻⁵. The t-test was used to compare physical education teachers' zest for work and physical self-esteem levels to gender and the level of the institution where the study was conducted. The significance level was taken as $p < .05$.

FINDINGS

Comparison of Physical Education Teachers' Zest For Work and Physical Self Esteem-Levels According to Demographic Variables

Table 1. *T-Test Results of Physical Education Teachers' Zest For Work and Physical Self-Esteem Levels by Gender*

Variables	Female (n = 80)		Male (n = 176)		t	sd	p
	\bar{X}	S	\bar{X}	S			
Zest for work	29.65	3.68	29.48	4.48	.28	254	.10
Physical self-esteem	33.45	7.15	35.12	7.83	1.62	254	.77
Appearance	15.10	3.35	15.59	3.52	.80	254	.42
Weight	7.00	3.00	7.81	3.39	1.40	254	.16
Attribution	11.35	2.66	11.71	3.53	.61	254	.53

* $p < .05$

In Table 1, it is clear that there are no significant differences among physical education teachers' zest for work, physical self-esteem and subscales of

physical self-esteem which are appearance, weight, and attribution levels according to the gender ($p > .05$).

Table 2. T-Test Results of Physical Education Teachers' Zest For Work and Physical Self-Esteem Levels by the Level of Institution

Variables	Middle School (n = 148)		High School (n = 108)		t	sd	p
	\bar{X}	S	\bar{X}	S			
Zest for work	28.83	4.51	30.50	3.66	3.14	254	.00*
Physical self-esteem	34.50	7.59	34.74	7.77	.24	254	.80
Appearance	15.48	3.69	15.52	3.23	.07	254	.93
Weight	7.54	3.42	7.82	3.22	.60	254	.54
Attribution	11.51	3.21	11.82	3.61	.66	254	.50

* $p < .05$

In Table 2, it is evident that physical education teachers' zest for work levels differ significantly according to the level of the institution where they are charged ($p < .05$). Thus, it can be stated that zest for work level of those who work in a high school is higher than of those who work in

a middle school. However, there is no significant difference among physical education teachers' physical self-esteem levels and subscales of physical self-esteem which are appearance, weight and attribution levels according to the level of the institution ($p > .05$).

Table 3. Correlation among Physical Education Teachers' Zest For Work, Physical Self-Esteem Levels and Ages, Seniorities, Frequencies of Doing Sports, and Body Mass Indices (BMI)

Variables	n	Age	Seniority	Frequency of Doing Sports	BMI
Zest for work	256	.13*	.23**	.33**	.02
Physical self-esteem	256	-.04	-.01	.14*	-.34**
Appearance	256	-.04	.00	.10	-.21*
Weight	256	-.07	-.08	.12	-.44*
Attribution	256	-.01	-.09	.21*	-.29*

** $p < .01$, * $p < .05$

In Table 3, it can be seen that there are a positive and significant relationships among physical education teachers' zest for work levels and their ages, professional seniorities and frequencies of doing sports. The lowest relationship with physical education teachers' zest for work levels was found to be age ($r = .13$, $p < .05$) and the highest relationship with physical education teachers' zest for work levels was found to be the frequency of doing sports ($r = .36$, $p < .01$). Thus, physical education teachers' zest for work levels increase as their age, seniority, and frequency of doing sports increase. There was no significant relationship between physical education teachers' zest for work levels and their BMI.

It was found that there is a positive and significant relationship between physical

education teachers' physical self-esteem levels and frequency of doing sports ($r = .14$, $p < .05$). Therefore, it can be said that physical education teachers' zest for work levels increase as the frequency of doing sports increases. Moreover, there is a negative and significant relationship between physical education teachers' physical self-esteem levels and their BMI ($r = .34$, $p < .01$). Thus, physical education teachers' physical self-esteem levels decrease as their BMI values increase. There is no significant relationship among physical education teachers' physical self-esteem levels, their ages and seniorities.

A negative and significant relationship was found between subscale of appearance and BMI ($r = -.21$, $p < .05$). Therefore, appearance score increases as BMI decreases. Moreover, a negative

and significant relationship was found between subscale of weight and BMI ($r = -.44, p < .05$). Therefore, weight score increases as BMI decreases. A negative and significant relationship was found between subscale of attribution and BMI ($r = -.21, r = -.29, p < .05$). Thus,

attribution score increases as BMI decreases. Finally, a positive and significant relationship was found between attribution score and frequency of doing sports ($r = .21, p < .05$). Therefore, attribution score increases as frequency of doing sport increases.

Table 4. Correlation Among Physical Education Teachers' Zest For Work and Physical Self-Esteem Levels

Variables	1	2	3	4	5
1. Zest for work	1.00	.24**	.27**	.17*	.18*
2. Physical self-esteem		1.00	.75**	.81**	.67**
3. Appearance			1.00	.54**	.22**
4. Weight				1.00	.31**
5. Attribution					1.00

**p < .01, * p < .05

In Table 4, it can be seen that there is a positive and significant relationship between physical education teachers' zest for work and physical self-esteem levels ($r = .34, p < .01$). It can be interpreted as that physical education teachers' zest for work levels increase as their physical self-esteem levels increase

In addition, it was found that the correlations among scores obtained from subscales of physical self-esteem scale, the scale itself and zest for work scalerange from .17 to .81 and these scores have positive and significant relationships with each other.

DISCUSSION

As a result of the study, it was determined there are no significant differences among physical education teachers' zest for work, physical self-esteem and subscales of physical self-esteem which are appearance, weight, and attribution levels according to the gender. In parallel to the current study, Erdoğan (2013) found no significant difference between the teachers' zest for work levels and their gender in his study¹⁰. In addition, similar results were obtained with the study on the life-pleasure of the teachers⁶⁻¹¹⁻¹⁷. Karaçam (2016), Karaçam and Adıgüzel (2016), and Karaçam and Pulur (2016) reached the results in parallel with the current research in their studies on physical education teachers' physical self-esteem levels¹⁹⁻²⁰⁻²¹. In this context, the results of the literature and this research are in parallel.

It can be seen that physical education teachers' zest for work levels differ However, (Karaçam, 2016), Karaçam and Adıgüzel (2016) and Karaçam and Pulur

significantly according to the level of the institution where they are charged. Thus, it can be stated that zest for work level of those who work in a high school is higher than of those who work in a middle school. This is thought to be related to the unique characteristics of the institution where teachers are charged and the fact that the students who study in these institutions are different from each other in terms of mental and physical structures brought by their ages. Despite of the detailed literature review, any study examining the relationship between physical education teachers' zest for work levels and the level of the institution. It is thought that this study will contribute to the field in this direction. It was determined there are no significant differences among physical education teachers' physical self-esteem, subscales of physical self-esteem which are appearance, weight, and attribution levels and level of the institution.

(2016) found a significant difference in favor of teachers working in middle

schools as opposed to the current study¹⁹⁻²⁰⁻²¹. This difference is thought to be due to the unique cultural structure of the groups or differences of measurement methods.

It was found that there are positive and significant relationships among physical education teachers' zest for work levels, their ages, seniorities and frequencies of doing sports. In the study conducted on teachers, Erdoğan (2013) concluded that teachers' zest for work levels increase as their ages and seniorities increase¹⁰. In this regard, the current study is in parallel with the literature. Despite of the detailed literature review, any study examining the relationship between physical education teachers' frequencies of doing sports and their zest for work. It is thought that this study will contribute to the field in this direction. Besides, it can be said that physical education teachers' zest for work levels increase as their ages, seniorities, and frequencies of doing sports increase. Any significant difference was not found between physical education teachers' zest for work levels and BMI values. Despite of the detailed literature review, any study examining the relationship between physical education teachers' BMI values and their zest for work. It is thought that this study will contribute to the field in this direction.

It was determined that there are positive and significant relationships among physical education teachers' physical self-esteem levels, subscale of attribution, and frequency of doing sports. Therefore, it can be said that physical education teachers' zest for work levels increase as their frequencies of doing sports increase. In parallel with the current study, in the study conducted to analyze physical education teacher candidates' self-perceptions and attitudes toward teaching profession. Pehlivan (2010) reported that there is a positive and significant relationship between physical education teacher candidates' physical self-perceptions and attitudes toward the course³⁵. In their studies on physical

education teachers' physical self-esteem levels, Karaçam (2016), Karaçam and Adıgüzel (2016), and Karaçam and Pulur (2016) reached the results indicating that teachers' physical self-esteem levels increase as the frequency of doing sports increases¹⁹⁻²⁰⁻²¹. Again, in parallel with the current study, in studies on participation and level of participation to sports, it was seen that those participating in sports activities and with higher participation levels had more physical esteem than those who do not participate in sports activities and with lower participation levels²⁻³⁻⁷⁻⁹⁻¹³⁻³⁰⁻⁴⁴⁻⁴⁶. In this context, the results of the studies in the literature and this study are in parallel.

It was concluded that there are negative and significant relationships among physical education teachers' physical self-esteem, subscales of appearance, weight, and reference and BMI. Thus, physical education teachers' physical self-esteem levels decrease as their BMI values increase. In their studies on physical education teachers' physical self-esteem levels, Karaçam (2016), Karaçam and Adıgüzel (2016), and Karaçam and Pulur (2016) reported that the physical self-esteem levels of the weak and normal weight teachers were higher than the overweight ones in terms of BMI values¹⁹⁻²⁰⁻²¹. Hamurcu (2014) reported that physical self-esteem level decreases as obesity level increases in terms of BMI category¹⁵. The results of the studies in the literature and this study are in parallel.

There was no significant relationship among physical education teachers' physical self-esteem levels, subscales of appearance, weight, and attribution, and their ages and seniorities. Karaçam (2016), Karaçam and Adıgüzel (2016), and Karaçam and Pulur (2016) stated that age and seniority have no impact on the physical self-esteem. The results of the studies in the literature and this study are in parallel in this respect¹⁹⁻²⁰⁻²¹.

As a result of the study, it was concluded that there are positive and significant relationships among physical education

teachers' zest for work, physical self-esteem, scores of appearance, weight, and attribution, and all other variables. It can be interpreted as that physical education teachers' zest for work levels increase as their physical self-esteem levels increase. Despite of the detailed literature review, any study examining the

CONCLUSION

It is seen that physical education teachers' zest for work levels show a significant difference in favor of those who work in a high school in terms of the level of the institution. Moreover, there is a positive and significant relationship among physical education teachers' zest for work levels and their ages, seniorities, and frequencies of doing sports. Then, it was found that there is a positive and significant relationship among physical education teachers' physical self-esteem levels, subscales of attribution, and frequency of doing sports; and there is a negative and significant relationship among physical self-esteem, all subscales of physical self-esteem and BMI. Finally, there is a positive and significant relationship among physical

relationships among physical education teachers' zest for work, physical self-esteem and subscales of physical self-esteem. It is thought that this study will contribute to the field in this direction.

education teachers' zest for work levels, physical

self-esteem levels, and subscales of physical self-esteem.

SUGGESTIONS

1. This study has focused on the zest for work and physical self-esteem among positive beliefs of physical education teachers. Other studies may be conducted on other positive beliefs of physical education teachers.
2. In this study, concepts of zest for work and physical self-esteem were perceptually considered at the cognitive level. Practical works to be conducted may contribute to the literature of the field.

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