

Selçuk GENÇAY<sup>1</sup>  
Yağmur AKKOYUNLU<sup>2</sup>

## A COMPARISON OF LIFE SATISFACTION AND PHYSICAL SELF-PERCEPTION OF PHYSICAL EDUCATION AND COMPUTER TEACHER CANDIDATES

### ABSTRACT

This study has been conducted with the aim of comparing the life satisfaction and physical self-perception of the Physical Education and Sports and Computer and Instruction Technology in terms of gender and department. The data in the study, which was obtained by using life satisfaction and physical self-perception scale on 233 students, were analyzed according to independent variables with the t test and the Pearson correlation analysis. In the result, while a meaningful difference was found in life satisfaction and physical self-perception in terms of gender ( $p < 0.05$ ), no meaningful difference was found life satisfaction in terms of departments ( $P > 0.05$ ), and a meaningful difference was found in physical self-perception in terms of departments ( $p < 0.05$ ). Besides, it was also found that, as body attractiveness and physical competence increased, life satisfaction increased as well.

**Key words:** Life satisfaction, Physical self-perception, Body, Teacher candidate, Sports

## BEDEN EĞİTİMİ VE BİLGİ SAYAR ÖĞRETMEN ADAYLARININ YAĞMUR DOYUMU VE FİZİKSEL BENLİK ALGILARININ KARŞILAŞTIRILMASI

### ÖZET

Bu araştırma, Beden Eğitimi ve Spor Öğretmeni adayları ile Bilgisayar ve Öğretim Teknolojisi öğretmen adaylarının yaşam doyumunu ile fiziksel benlik algılarının cinsiyet ve bölüm açısından karşılaştırılması amacıyla yapılmıştır. 233 öğrenci üzerinde yürütülen araştırmada yaşam doyumunu ve fiziksel benlik algısı ölçeği kullanılarak elde edilen veriler, bağımsız değişkenlere göre t testi ve Pearson korelasyon analizi ile çözümlenmiştir. Sonuçta cinsiyet açısından yaşam doyumunda ve fiziksel benlik algı düzeyinde anlamlı farklılık bulunurken ( $p < 0.05$ ) bölümler açısından yaşam doyum düzeyinde anlamlı farklılık bulunmamıştır ( $P > 0.05$ ), fiziksel benlik algısında ise bölümler açısından anlamlı farklılık bulunmuştur ( $p < 0.05$ ). Ayrıca vücut çekiciliği ve fiziksel yeterlilik arttıkça yaşam doyumunun da arttığı bulunmuştur.

**Anahtar kelimeler:** Yaşam doyumunu, Fiziksel benlik, Beden Eğitimi Öğretmeni Adayı, Spor

<sup>1</sup> Sütçü İmam Üniversitesi BESYO

<sup>2</sup> Dumlupınar Üniversitesi BESYO

## INTRODUCTION

The period of youth is the period of "gaining identity" from mental and social aspects (13,15). In this period the young person tries to find answers to the questions about him/herself such as, "Who am I?", "What kind of a person am I?", "How do the others perceive me, how do they want me to be?", "Which profession should I choose?", "Am I sufficient or not" According to the answers of these questions, the sexual, social and professional identity factors start to establish. While the young person makes evaluations about him/herself, s/he also makes some inferences about him/herself from his/her interactions with the outer world. Thus, his/her arriving at a positive or negative opinion about him/herself and his/her considering him/herself valuable determines his/her self-respect (10,20). Self-respect includes the self-evaluation of the individual. In other words, it expresses the degree of the good phenomena s/he possesses (14). According to Oda (2001), the concept of the self displays the idea of one about who s/he is. Self-respect is the result of what the individual perceives him/herself and of his/her expectations of acceptance or rejection; it is a concept that shows whether the individual finds him/herself valuable or how valuable s/he finds him/herself (25).

On the one hand, the concept of the self is the organized way of how the individual perceives him/herself, what s/he thinks and how s/he evaluates that, how s/he defends him/herself, and on the other hand it is that of how others evaluate him/her, that is, the perceptions about him/herself (2). The physical self perception that is approached within the multi-directional structure of the perception of the self has been accepted as a very important element of self-confidence and general self-perception, the most important dimension of the multi-directional and hierarchical self-perception structure that

is impacted by taking part in the exercise (5). Physical self-perception is defined as the self-perception and evaluation of the individual in physical terms, for example in strength, endurance, sports ability and physical appearance (17).

There is a direct correlation between the concepts of exercise and self. The exercise programs lead the meaningful growth at the level of self-respect (31). Tiggeman and Williamson (2000) stated that there is a positive meaningful correlation for the males between exercise and self-respect and a negative one for the females (29). Açı et al. (1993) found that the general, social, family, school and total self-respect scores of the students who took part in skill and activity programs increased (1). Yegül (1999) found that the athletic competence and the total self-respect scores of the sportspeople were meaningfully higher than those who were not doing sports (32). A review of the literature displays that self-respect is significant from the points of establishing relations with the physical environment, expertise skill and healthy growth (18) and that exercise and sports affect physical self positively (18). Life satisfaction generally expresses the whole life of the individual and covers all aspects of this life and also expresses the state of well-being from different points of view such as happiness (30). Life satisfaction also expresses the general attitude of the individual towards life (26) and the general satisfaction the individual gets from his/her life. The physical self-perception of the teacher can impact his/her attitudes and the attitudes can impact the behaviors of the teacher and the student outcomes (22). Thus, it is considered that both physical self-perception and also life satisfaction may impact the teachers' behaviors. Moving from this point, it proves that it is important to determine at what level the physical self-perception and life satisfaction are at the teacher candidates

who will represent two different professions of teaching physical education and sports, an physically active job, and teaching computer technology, a physically less active job, are, whether there is a difference in terms of gender and subject areas and how physical self-perception impacts life satisfaction. In this study it has been researched whether life satisfaction and physical self-perception of the teacher candidates studying at the physical education and sports teaching department (P.E) and those studying at the computer and instructional technologies department (C.E) display a difference in terms of gender and departments and how physical self-perception impacts life satisfaction.

## **METHOD**

### **The Working Group**

The universe of the study comprises of a total of 263 students, studying at the P.E (157) and C.E (106) departments of Kahramanmaraş Sutcu Imam University in 2010-2011. As it was possible to reach the whole of the universe, a separate sampling group has not been chosen and in the physical education and sports (n=131; %56.2) and computer and instructional technologies (n=102; %43.8) areas a total of 233 teacher candidates, 108 females and 125 males, of those who accepted to take part in the study, have been taken as the sampling. The age distribution of the participants is  $22.14 \pm 2.58$ .

### **Data Collection Tools**

A personal information form for the students, the life satisfaction scale and the survey form containing the physical self-perception inventory have been used as data gathering tools. Before the surveys were administered, the necessary implementation permissions from the relevant associations were obtained and the surveys were administered in the

classrooms of the university. The students were asked to participate in the survey voluntarily. Before the surveys were administered, the researchers provided explanatory information for the students on how to fill in the surveys. It took approximately 15 minutes to answer the questions in the survey.

### **Physical Self-Perception Inventory**

In order to determine the physical self-perception of the teacher candidates, the Physical Self-Perception Inventory, the original of which was developed by Fox and Corbin (1989) and the Turkish adaptation and validity and reliability studies of which were made by Açı, Açı and Zorba (1999) made, has been used. The inventory includes 5 sub-dimensions that measure the sports competence, physical condition, body attractiveness, strength and general physical competence of the individual. Each sub-dimension include 6 items and the scale is made up of a total of 30 items. For each item the inventory offers expressions defining two different people and asks the participant to determine to which of these and at what level s/he is close to. After the participant decides to which of these two different groups of people s/he is similar to firstly, s/he uses the expressions "Exactly for me" or "rather suitable for me" to grade this similarity. The scoring of the items is between 1 and 4. "4" expresses high competence and "1" expresses low competence.

### **Life Satisfaction Scale**

The life satisfaction scale was developed by Diener *et al* (1985) to determine life satisfaction. This scale comprises 5 items with the expressions "my life is close to my ideals with many aspects, my living conditions are very good, I am happy with my life, so far I have been able to achieve what I wanted and if I were reborn, I would change almost

nothing in my life". A low score from the scale is accepted as an indicator for low life satisfaction. The students marked the 5 items with the 5 step likert grading between "I completely agree" and "I definitely do not agree." The Turkish adaptation of the scale was made by Köker (1991).

The cronbach alpha internal consistency coefficient of the Physical Self-Perception Inventory has been found 0.86. The coefficient for the Life Satisfaction was 0.75. Taking the cronbach alpha internal consistency coefficient stated by Nunnally (1978) lowest 0.70 as the criterion, it has been accepted that the scale reliability was sufficient (24).

### Analysis of the Data

The data gathered were analyzed with the SPSS 15 program. After determining the arithmetical means and the frequency distributions of the data, the differences between life satisfaction and physical self-perception of the students in terms of gender and department were compared with the independent samples t test. Besides, when the total of the students was considered, the impact of their physical self-perception on their life satisfaction was examined with the Pearson correlation analysis. At the statistical comparisons a meaningfulness of alpha 0.05 was sought.

## RESULTS

At the physical education and sports (n=131; %56.2), computer and instructional technologies education

(n=102; %43.8) areas, a total of 233 teacher candidates, of whom 108 were females and 125 males, participated in the study. The age distribution of the participants was found as 22.14±2.58.

**Table 1.** Arithmetical means and t-test results of life satisfaction and physical self-perception scores in terms of gender

	Gender	n	x	sd	t	df	p
Life satisfaction	Female	108	3.53	.655	2.342	231	.020
	Male	125	3.33	.669			
Sports competence	Female	108	2.55	.586	-3.249	231	.001
	Male	125	2.80	.582			
Physical condition	Female	108	2.61	.549	-2.296	231	.023
	Male	125	2.77	.517			
Body attractiveness	Female	108	2.61	.542	.356	231	.722
	Male	125	2.59	.427			
Physical strength	Female	108	2.61	.560	-2.313	231	.022
	Male	125	2.77	.510			
Physical selfworth	Female	108	2.74	.517	.971	231	.333
	Male	125	2.68	.423			

(p<0.05)

The scores the participating teacher candidates in the study received from the life satisfaction and physical self-perception scale were compared with the Independent Variables t-test to determine whether these displayed a difference in terms of gender. At the comparisons a

meaningful statistical difference was determined (p<0.05; Table 1) at the sports competence, physical condition, and physical strength sub-dimensions of the life satisfaction and physical self-perception scale.

**Table 2.** Arithmetical means and t-test results of life satisfaction and physical self-perception scores in terms of departments

	Department	n	x	sd	t	df	p
Life Satisfaction	P.E*	131	3.43	.68	.320	231	.749
	C.E	102	3.40	.65			
Sports competence	P.E	131	2.84	.58	4.73	231	.000
	C.E	102	2.49	.54			
Physical condition	P.E	131	2.84	.57	4.92	231	.000
	C.E	102	2.51	.41			
Body attractiveness	P.E	131	2.72	.50	4.31	231	.000
	C.E	102	2.45	.41			
Physical strength	P.E	131	2.78	.57	2.95	231	.003
	C.E	102	2.58	.46			
Physical selfworth	P.E	131	2.78	.53	2.59	231	.010
	C.E	102	2.62	.34			

( $p < 0.05$ )

\*physical education and sports teaching

\*\* computer and instructional technologies department

The scores the participating teacher candidates in the study received from the life satisfaction and physical self-perception scale were compared with the Independent Variables t-test to determine whether these displayed a difference in terms of their departments. At the comparisons a meaningful statistical

difference was not determined at life satisfaction ( $P > 0.05$ ) but a meaningful statistical difference was determined at all the sub-dimensions of the scale (sports competence, physical condition, body attractiveness, physical strength and physical self-worth).

**Table 3.** Correlations between physical self- perception and life satisfaction

	Life Satisfaction
Life Satisfaction	-
Sports competence	.070
Physical condition	.051
Body attractiveness	.190**
Physical strength	.106
Physical selfworth	.192**

\*\* Correlation is significant at the 0.01 level (2-tailed). \*  $p < 0.01$

It has been determined that there is a positive correlation at low level at the teacher candidates between the levels of body attractiveness ( $r = 0.190$ ;  $p < 0.05$ ) and physical self worth ( $r = 0.192$ ;  $p < 0.05$ ), which are the sub-dimensions of the

physical self-perception scale and life satisfaction, and that as the levels of body attractiveness and physical self worth increase, their life satisfaction increases too.

## DISCUSSION

In this study it has been researched whether the life satisfaction and physical self-perception of the teacher candidates studying at the physical education and sports teaching and computer and instructional technologies teaching

departments display any differences in terms of gender and department and how much their life satisfaction is impacted by physical self-perception.

It has been found that at the teacher candidates there is a meaningful difference both at life satisfaction level and

also at the sub-dimensions sports competence, physical condition and physical strength of the physical self-perception scale in terms of gender. ( $p < 0.05$ ; Table 1). Pehlivan (2010) found that the physical self-perception of the Turkish male physical education and sports college students is at a higher level than the female students (27). At the study made by Chu *et al.* (2011) with the Chinese table tennis sportspeople it was found that the physical self-perception of the males was higher than the female sportspeople (7). At the study of Chung (2003), at which the physical education and other university students in Hong Kong were compared, it was found that the physical self-perception of the male students was at a higher level than the females (8). At the study of Çağlar (2009) made with the Turkish university students he found that the female students had a lower physical self-perception (9). Açı (2004a) has put forward that at the Turkish university students physical self-perception is impacted by the levels of gender and physical activity and that the males have a more positive physical self-perception than the females and the physically active individuals have a more positive physical self-perception than those with a low level of activity (4). Hayes *et al.* (1999) found that the physical self-perception of the Canadian male university students is higher than the females (19). Murcia and Hernandez (2007) found that the physical self-perception of the Spanish male primary school students is higher compared to the females (23). The findings of our study display similarities to those in the literature. When all the studies are considered together, it is observed that both in the Turkish society and in other societies the physical self-perception level of males is higher compared to females in terms of gender.

Moving from this point, it could be stated that physical self-perception is taken

into account more by males than by females, that physical self-perception has a masculine particularity and that physical self-perception is a universal perception. Açı (2004a) states that perceiving sports as a male engagement, accepting sports as an activity for males at school or in the street, supporting the participation of males in such activities are the reasons for the lower physical self-perception of females compared to males (4).

In our study it has been found that in terms of gender there is a meaningful difference at the life satisfaction level of male and female teacher candidates, that females have a higher life satisfaction level than males. At the study made by Chu *et al.* (2011) with the Chinese table tennis sportspeople it is stated that from the point of view of gender there is no meaningful difference at their life satisfaction levels, but that the table tennis sportspeople have a higher life satisfaction level and also higher physical self-perception compared to those who are not doing table tennis (7). It has been determined that the life satisfaction scores of the sportspeople with physical disabilities display differences according to gender (28).

It has been compared with the Independent Variables t-test whether the scores the teacher candidates got from the life satisfaction and physical self-perception scale display differences in terms of their departments. While at the comparisons, no meaningful difference has been found at life satisfaction in terms of departments ( $P > 0.05$ ), a statistically meaningful difference has been determined at all the sub-dimensions of the physical self-perception scale (sports competence, physical condition, body attractiveness, physical strength and physical self worth) ( $p < 0.05$ ; Table 2).

Chung (2003) has stated that the physical education students have higher physical self-perception scores compared to those who are not physical education

students (8). At the study made by Er an *et al.*(2009) with the physical education and coaching department students, where the level of self-perception was compared, no meaningful difference was found in terms of the departments of the students. This situation has been connected to the instructional programs and sports activities of the two departments, their doing individual and team sports and their having a similar structure (16).

When this current study is considered with the other findings, it could be stated that the physical self-perception of the physical education and sports teaching candidates does not vary among themselves (16), however, that physical education and sports teaching candidates have a higher self-perception compared to other teacher candidates. This could be linked to the fact that at physical education teaching the physical aspect is in the foreground. It should be the subject of a further study to find whether the teacher candidates studying in the physical education department chose the profession of physical education teaching due to their high physical self-perception or whether their physical self-perception increased during their studies.

It has been determined that there is a low positive correlation at the teacher candidates between the levels of body attractiveness ( $r=0.190$ ;  $p<0.05$ ) and physical self worth ( $r=0.192$ ;  $p<0.05$ ), the

sub-dimensions of the physical self-perception scale, and life satisfaction, that when body attractiveness and physical self worth levels increase, their life satisfaction also increases (see Table 3).

At the study Ayub (2010) made with adolescents, he found that self-perception has a significant impact on life satisfaction and he states that self-perception is a significant indicator of life satisfaction. At the study by Dilmaç (2008) it has been found that there is a positive correlation between the self-respect and life satisfaction of university students and that when their self-respect increases, their life satisfaction increases too (12).

As a result of the study that has been carried out while a meaningful difference has been found at the life satisfaction and physical self-perception levels in terms of gender, no meaningful difference has been found at the life satisfaction in terms of departments, and a meaningful difference has been found according to departments at physical self-perception. Besides, it has also been found that when body attractiveness and physical competence increase, life satisfaction increases too. When our study is considered with the findings in the literature, it could be put forward that physical self-perception contributes to increasing life satisfaction. Thus, it could be stated that the teacher candidates should be oriented to activities increasing their physical self-perception.

## REFERENCES

1. Açı, F.H., Gökmen, H., Tiryaki, G. Öner, U. (1993). Self-esteem and exercise of male high school athletes and non athletes. [Liseli erkek sporcuların ve sporcu olmayanların benlik kavramları], *Journal of Sport Sciences*, 4(1): 34-43.
2. Açı, F.H. (1997). Self-esteem and sport, Sports Psychology Course, [Benlik kavramı ve spor, Spor Psikolojisi Kursu], Ankara, Publisher Ba ırrgan, 7-35.
3. Açı, F. H., Açı, A., Zorba, E. (1999). Cross cultural validity & reliability of physical self-perception profile. *International Journal of Sport Psychology*, ( 30) 399-406
4. Açı, F. H. (2004a). Comparison of according to gender and physical activity level, of physical self perception [Fiziksel benlik algısının cinsiyete ve fiziksel aktivite düzeyine göre kar ıla tırılması], *Hacettepe J. of Sport Sciences*. 15(1): 39-48.
5. Açı, F. H. (2004b). Self-esteem and exercise [Benlik algısı ve egzersiz], *Journal of Sport Sciences*, 15 (4): 233-266.
6. Ayub, N. (2010). The Relationship between self-concept and satisfaction with life among adolescents.

- International Journal of Interdisciplinary Social Sciences*, 5 (4):81-92.
7. Chu, C.Y., Hung, C.L. Huang, C.J. Lin, S.H., Hung, T.M. (2011). Physical self-concept and life satisfaction among middle-aged and senior population participating in table tennis. *The 12th ITTF Sports Science Congress*, May 5-7, 2011, Rotterdam, The Netherlands.
  8. Chung P.K.(2003).Physical self-concept between PE major and non-PE major students in Hong Kong, *Journal of Exercise Science and Fitness* , 1(1):41-46.
  9. Çalar, E. (2009). Similarities and differences in physical selfconcept of males and females during late adolescence and early adulthood,*Adolescence*, 44(174):407-419.
  10. Çuhadaro lu, F (1986). Self-esteem in the adolescent. [Adolesanlarda benlik saygısı], *Unpublished PhD dissertation*, Ankara: Hacettepe University.
  11. Diener, E., Emmons, R. A., Larsen, R. J., Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1): 71-75.
  12. Dilmaç B., Ek i, H. (2008). Life satisfaction of students in vocational high schools, and examination of selfesteem, [Meslek yüksek okullarında ö renim gören öğrencilerin yaşam doyumları ve benlik saygılarının incelenmesi], *Journal of Selcuk University Institute of Social Sciences*, (20): 279-290.
  13. Do an, O. (1999).Behavioral sciences. [ Davranış bilimleri], Önder Printing, CU Publications, No.75.
  14. Eisenberg, S.,Delaney, D. J. (1998). Psychological consultation process(Translated by Oren, and Takkaç), [ Psikolojik danışma süreci], stanbul: Ministry of Education Publications.
  15. Erikson, E.H. (1968). Identity, youth, and crisis. New York, W.W. Norton.
  16. Er an, E. E., Do an, O., Do an, S. (2009). Students in the department of physical education and coaching, self-esteem level and relationship of some sociodemographic characteristics, [ Beden eğitimi ve antrenörlük bölümü öğrencilerinde benlik saygısı düzeyi ve bazı sosyodemografik özelliklerle ilişkisi],*Clinical Psychiatry*,(12):35-42
  17. Fox, K.R., Corbin , C.B.,(1989). The physical self-perception profile:Development and preliminary validation, *Journal of Sport and Exercise Psychology*, 11,408-430.
  18. Fox, K.R. (1990). The Physical Self-Perception Profile. Manual, Northern Illinois University
  19. Hayes, S. D., Peter R.E., Crocker,Kowalski, Kent C.(1999).Gender Differences in Physical Self-Perceptions, Global Self-Esteem and Physical Activity: Evaluation of the Physical Self-Perception Profile Model.*Journal of Sport Behavior*, vol 22,no 1,1-14.
  20. Zgıç, F., Akyüz, G., Do an, O., Ku u, N. (2001).University students investigate the relationship between selfesteem, with social phobia and body image, [ Üniversite öğrencilerinde sosyal fobi ve beden imgesi ile benlik saygısı arasındaki ilişkinin araştırılması], *Journal of 3P*(9): 591-598.
  21. Köker, S. (1991). Comparing the level of the life satisfaction of the normal adolescents and adolescents with Problems [ Normal ve sorunlu ergenlerin yaşam doyumunun karşılaştırılması]. *Unpublished doctoral dissertation*. Ankara University, Ankara, Turkey.
  22. Kyriakides, L., Creemers, B. P. M. & Antoniou, P. (2009). Teacher behaviour and student outcomes: suggestions for research on teacher training and professional development. *Teaching and Teacher Education*, 25 (1):12-23.
  23. Murcia, J. A.M. ,Hernandez, M.( 2007). Physical self-concept of spanish schoolchildren: differences by gender, sport practice and levels of sport involvement, *Education And Human Development*, Volume 1, Issue 2.
  24. Nunnally, J. C. (1978). Psychometric theory (2nd ed.). New York: McGraw-Hill.
  25. Oda , C. (2001). Neuroses- 2. [ Nevrozlar ]. zmir, Meta Printing.
  26. Özdevecio lu, M. (2003). A research of to determine the relationship between job satisfaction and life satisfaction, [ Tatmini ve yaşam tatmini arasındaki ilişkinin belirlenmesine yönelik bir araştırma]. *11.national management and organization congress*, Afyon, 697.
  27. Pehlivan, Z.(2010). Analysis of Physical Self-Perceptions of Physical Education Teacher Candidates and their Attitudes toward Teaching Profession, [Beden Eğitimi öğretmen adaylarının fiziksel benlik algıları ve öğretmenlik mesleğine yönelik tutumlarının analizi], *Education and Science*, 35(156): 126-141.
  28. İrin, E. F., Duman, S., Erdo du, M., Yılmaz, M.(2011). Individuals with disabilities, the effect upon life satisfaction of physical self-perception, [Engelli bireylerde fiziksel benlik algısının yaşam doyumuna etkisi], *At Disabilities, Physical Education and Sport Congress, Congress Book*,Canlı Publishing, Konya.
  29. Tiggemann, M., Williamson, S. (2000) The effect of exercise on body satisfaction and self-esteem as a function of gender and age. *Sex Roles*, 119-127.
  30. Vara, . (1999). Intensive care nurses to examine the relationships between job satisfaction and life satisfaction [ Yoğun bakım hemşirelerinde yaşam doyumunu ve genel yaşam doyumunu arasındaki ilişkilerin incelenmesi]. *Unpublished Master's Thesis*, Ege University, zmir:Institute of Health Sciences.
  31. Weinberg, R.S., Gould, D. (1995). Foundations of sport and exercise psychology. *Human Kinetics*, champaign, U.S.
  32. Yegül, İ.B. (1999). High school Man athletes and non-athlete individuals, self-esteem and athletic competence scores of the comparison, [ Liseli erkek sporcular ile sporcu olmayan bireylerin benlik saygısı ve atletik yeterlik puanlarının karşılaştırılması], *Unpublished Master's Thesis*, Ankara: Hacettepe University Institute of Health Sciences.