

The Use of Computer Competencies of Students in the Departments of Physical Education and Sport Teaching, and School Teaching

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ABSTRACT

This study aims to reveal the levels of the use of computer, which is nowadays one of the most important technologies, of teacher candidate studying in the departments of Physical Education and Sport Teaching, and School teaching; also aims to research whether there is differences according to various criteria or not. In research, data were collected via the survey "Specifying The Use of Computer Competencies of Students in the Departments of Physical Education and Sport Teaching, and School Teaching" with researcher adapting this to Departments of Physical Education and Sport Teaching, and School Teaching. The sample of this study consists of 210 students studying in Gazi University Faculty of Education School Teaching and Physical Education and Sport Teaching Departments in 2014-2015 academic years. Statistical package program was used for research data. Statistic technics such as ANOVA for class variable, t-test for the other variables and mean standard deviation were used. As a result of analysis conducted, the use of computer competencies of students in the departments of physical education and sport teaching, and school teaching was researched and it was figured out that students who have computers at home or who benefits from the computers in school lab use many computer program menus meaningfully a lot at the level of $p < 0,05$. Based on the research results, suggestions for using computer effectively in Physical Education and Sport classes were presented.

KEYWORDS

Technology, computer, use of computer, sport, physical education

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Introduction

In today's world, education and using technology in education have become two concepts that are dependent on each other. Technology is a field that contains the entire social and economic facilities and organizations that sets forth to adapt technical information into life. With an optimistic definition, technology is to apply the scientific principles and innovations on the resolve of the problems

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and is a simplification of life (Cited Gümüşdağ et al., 2013). At the same time, it also changes the relationships between fields and disciplines and has effect on increase of information. In terms of society future, education is one of the most important fields where the technology is used. Therefore, especially the developed countries, the whole societies are in a struggle for gaining individuals a quality education by using technology (Erdemir and Bakırcı, 2009: 99-108). Education which is everyone's fundamental right is defined as a process of showing purposely a change in an intended way in thoughts and behaviors of human. By thinking the future and advantages of human and society, main purpose with education is to provide an increase of social welfare and productivity by providing the intra-society harmony (Cited Gümüşdağ et al., 2013).

One of the most important features and perhaps chances of last three decades is the incredible progression of technology. In last decade, particularly the computer technology has attracted the biggest attention around the world. In parallel with this change, schools have started to use the computers in education for the purpose of increasing the quality in education. Technology is considered as a sign for high quality in education by many educators, teachers and researchers. Thus, it is observed that the importance of integration of technology in schools has increased. To raise individuals who reach knowledge and use this knowledge, it is needed that teachers should use effectively the technological equipments (computer, internet, etc.) and should have these skills. On the other hand, when examined the national and international studies, it is appeared that there is no standardized definition for technology integration. On this topic, studies conducted recently contain usage of desktop software programs such as word processor and calculation table in laptops or desktop computers with purpose of education, or usage of internet technology with purpose of education in schools, existing information about technology integration in schools (Erdemir and Bakırcı, 2009: 99-108).

As for that the level of making real the purpose of a system is dependent on qualification of factors forming itself and on interaction with each other, it can be said that the success of education system is dependent mostly on behaviors and qualifications of teachers who have the power of effect on students in school or outside of school. Since they are executers of education programs, teachers have responsibility for determining the quality of education system and education service and whether the system is successful or not. The fact that teachers develop a positive attitude for teaching profession is dependent on many variables without doubt. As one of these variables can be the use of computer and skill level, another can be the level of using the teaching technologies in class. In the process of education, it is known that self-confidence and competencies of individuals caring and sparing time more for the technology and use of computer are positive (Cited Gümüşdağ et al., 2013). Thus, there is a transformation on raising a teacher and definition of his/her competencies from behavioral understanding to techno pedagogy (technological pedagogical field information) where field information, pedagogy and technology are integrated. Gaining the skills of the use of computer to teacher can be accepted as an

important variable that affects the quality of education system. It is emphasized that these skills of teachers are important in terms of effectiveness and productivity of education process (Usta and Korkmaz, 2010: 1335-1339).

The more information technologies become common, the more computer literacy and the importance of technology use skills increase and it becomes a very important characteristic of human resource. Necessity of students being competent computer users is accepted by educators and public opinion. In order to use the technology in education environments, both teachers and students should be computer literate. However, in educational environments the discussions on what is the computer literacy are continuing. In many schools, computer is used for only either surfing on internet or playing games. Suitability of computer applications to curriculum and intra-class practices is generally ignored. What reveals the technology is human. Human-being reveals the technology as a result of scientific studies. Shortly, the efforts of human-beings are needed for revealing of technology. Effort, labor and request are needed to use and spread the technology in education environment. For this purpose, scientific studies should be done with the whole educators taking in private necessary precautions in the field of physical education and sport science to activate the use of technology (Cited Yaman, 2008). It is thought that on selection of students in the department of physical education and sport teaching; beside some physical, physiological performances (Çolakoğlu. 2014), researching the use of computer skills can affect the students' academic successes. For this purpose; by specifying the level of use of computer, the most common product of technology, of students in the departments of physical education and sport teaching and school teaching, suggestions for popularizing this are presented.

METHODOLOGY, OBJECTIVES AND RESEARCH DESIGN

Method

Research was done with scanning method. The sample of study consists of the students in Gazi University Faculty of Education School Teaching and Physical Education and Sport Teaching Departments, who did or didn't take the computer classes in previous semesters in university. With the purpose of collecting data, the survey "The Use of Computer Competencies of Education Manager Candidate Teachers" developed by İşman et al. (2006) was adapted into physical education and form teachers and the validity and reliability was done again under the name of "Specifying The Use of Computer Competencies of Students in the Departments of Physical Education and Sport Teaching, and School Teaching", and it was applied by researcher on the sample group consisting of 210 students in the departments of physical education and sport teaching and school teaching. In survey form it was asked from sample group to answer 43 questions about the use of Windows, Office and Multimedia programs menu by handling in 4 dimensions according to states of existence of computer at home, existence of computer lab in school, the ability of computer use of family, whether or not students can benefit from computer lab.

Purpose of Research

This study aims to reveal the computer, one of the present-day's most important technologies, level of the use of Physical Education and Sport Teacher and Form Teacher candidates and to research resources of differences in use according to criteria of existence of computer at home, existence of computer lab in school, the ability of using computer of family, whether or not students can benefit from computer lab.

Population of Research

While population of research consists of students in Gazi University Faculty of Education School Teaching and Physical Education and Sport teaching in 2014-2015 academic years, the sample is consisted of 210 students studying in first, second, third and fourth grades in Gazi University Faculty of Education School Teaching and Physical Education and Sport Teaching Departments, who did or didn't take the computer classes in previous semesters.

Research Survey

With the purpose of collecting data, the survey "The Use of Computer Competencies of Education Manager Candidate Teachers" developed by İşman et al. (2006) was adapted by researcher into physical education and form teachers, and the validity was provided again by taking expert opinion under the name of "Specifying The Use of Computer Competencies of Students in the Departments of Physical Education and Sport Teaching, and School Teaching". For reliability, internal consistency was found as cronbach alfa = ,9844. Survey was applied by researcher on the sample group consisting of 210 students in the departments of physical education and sport teaching and school teaching. Physical Education and Sport Teaching, and School Teaching candidates participated in research chose one of the choices that are I Have No Experience (1), I Have A Little Experience (2), I have Experience (3) and I Have Top-Level Experience and then they were given points from 1 to 4. Survey is composed of 6 categories. In first category, there are questions about whether there are computers at home, whether there are computer labs in schools, whether family use computer and the chances of benefiting from labs, and there are articles that measure the skills of using Windows in second category, Word in third category, Excel in fourth category, PowerPoint in fifth category and multimedia programs in sixth category. For research, questions that measure different skill fields with computers. In survey, there are totally 43 articles; 9 about Windows, 9 about Word, 9 about Excel, 8 about PowerPoint and 8 about multimedia programs (Cited Yaman, 2008).

Research Data

Data used in this research was obtained with the scale "Specifying the Use of Computer Competencies of Students in the Departments of Physical Education and Sport Teaching, and School Teaching" applied on the students in the Departments of Physical Education and Sport Teaching, and School Teaching.

Research survey was applied on 500 students, but surveys of 210 students were evaluated.

Statistical Method of Research

Point means belonging to levels of the use of programs determined from the answers of students participated in research for questions in surveys were obtained and analyses were done according to these point means. For evaluation of research data, as a statistical method; percentage distributions values and frequency belonging to socio-demographic characteristics of students were calculated. Normality test and variances' homogeneity tests were conducted to variables. As a result of these tests, it was seen that related variables didn't provide the normality assumption and nonparametric analysis methods were used. Kruskal-Wallis test and Mann-Whitney test were used to test the differences among the levels of use of programs determined in terms of socio-demographic characteristics of teachers included in research. In used nonparametric tests, Z distribution statistic for Mann-Whitney test and X-Square distribution statistic for Kruskal-Wallis test were determined pursuant to central limit theorem and because of the fact that research example diameter is big. In applied statistical tests, meaningful level was determined as $\alpha=.05$ and hypotheses were tested at the level of %95 trust. Statistical analyses were done with SPSS 21 for Windows package program.

RESULTS

Table 1: Frequency Distributions related to Demographic Characteristics of Students Participated in Research

VARIABLES	SUB-DIMENSIONS	N	%	TOTAL
Gender	Female	122	58,1	210
	Male	88	41,9	
Grade	1.Grade	50	23,8	210
	2.Grade	66	31,4	
	3.Grade	51	24,3	
	4.Grade	43	20,5	
Age	19-21	116	55,2	210
	22-24	75	35,7	
	25+	19	9,0	
Department	Physical Education Teaching	90	42,9	210
	School Teaching	120	57,1	

Income	400-	4	1,9	210
	401-800	5	2,4	
	801-1000	16	7,6	
	1001-1500	51	24,3	
	1500+	134	63,8	
State of Existence of Computer at Home	Exists	190	90,5	210
	Doesn't Exist	20	9,5	
State of Existence of Internet	Exists	172	81,9	210
	Doesn't Exist	38	18,1	
State of Existence of Computer Labs in School	Exists	198	94,3	210
	Doesn't Exist	12	5,7	
State of Family's Use of Computer	They do	156	74,3	210
	They don't	54	25,7	
State of Benefiting Always from Computer Labs	It is benefitted	118	56,2	210
	It isn't benefitted	92	43,8	

In the scope of research, there are 210 students, 58,1% of which are female and 41,9% of which are male. When considered the grade levels of students participated in research, 23,8% are 1.grade, 31,4% are 2.grade, 24,3% are 3.grade and 20,5% are 4.grade. 55,2% of students are in a range of 19-21 age, 35,7% are in a range of 22-24 age and 9% are 25 or older. 42,9% of students participated in research study Physical Education Teaching and 57,1% study School Teaching. 1,9% of students' income is 400 TL or less, income of 2,4% is between the range of 401-800, income of 7,6% is between the range of 801-1000 TL, income of %24,3 is between the range of 1001-1500 and income of 63,8% is 1500 TL or more. While %90,5% of students have computer at home, 9,5% of students don't have. 81,9% of students participated in research have internet connectivity, 18,1% don't have. 94,3% of students have computer labs in school, 5,7% of students don't have. 74,3% of students' family use computer, 25,7% students' family don't use. 56,2% of students said that they can benefit always from computer labs in school, 43,8% of students said that they cant benefit always.

Table 2: Mann-Whitney U Test for Difference, according to “Gender” Variable, of Students’ Levels of Use of Determined Computer Programs

	Gender	N	Ordinal Number Mean	Z	p
Windows	Female	122	110,83	-1,541	,124
	Male	88	98,11		
Word	Female	122	107,47	-,564	,574
	Male	88	102,77		
Excel	Female	122	103,45	-,588	,558
	Male	88	108,35		
Power Point	Female	122	104,50	-,293	,771
	Male	88	106,89		
Multimedia	Female	122	97,15	-2,395	,016*
	Male	88	117,08		

Statistically meaningful difference according to “gender” variable isn’t seen at the students’ levels of use of windows, word, excel and power point. ($Z_1 = -1.541$ $p = .124 > .05$, $Z_2 = -.564$ $p = .574 > .05$, $Z_3 = -.588$ $p = .558 > .05$, $Z_4 = -.293$ $p = .771 > .05$).

Statistically meaningful difference according to “gender” variable is seen at the students’ levels of use of multimedia programs. ($Z_5 = -2.395$ $p = .016 < .05$).

Table 3: Mann-Whitney U Test for Difference, according to “Department” Variable, of Students’ Levels of Use of Determined Computer Programs

	Department	N	Ordinal Number Mean	Z	p
Windows	Physical Education Teaching	90	106,54	-,222	,825
	School Teaching	120	104,72		
Word	Physical Education Teaching	90	109,33	-,807	,421
	School Teaching	120	102,63		
Excel	Physical Education Teaching	90	113,08	-1,597	,111
	School Teaching	120	99,81		
Power Point	Physical Education Teaching	90	107,87	-,511	,611
	School Teaching	120	103,72		
Multimedia	Physical Education Teaching	90	103,09	-,508	,612
	School Teaching	120	107,31		

Statistically meaningful difference according to “department” variable isn’t seen at the students’ levels of use of windows, word, excel, power point and multimedia programs.

($Z_1 = -.222$ $p = .825 > .05$, $Z_2 = -.807$ $p = .421 > .05$, $Z_3 = -1.597$ $p = .111 > .05$, $Z_4 = -.511$ $p = .611 > .05$, $Z_5 = -2.395$ $p = .016 < .05$).

Table 4: Kruskal-Wallis Test for Difference, according to “Age” Variable, of Students’ Levels of Use of Determined Computer Programs

	Age	N	Ordinal Number Mean	χ^2	p
Windows	19-21	116	97,87	4,969	,083
	22-24	75	117,37		
	25+	19	105,21		
Word	19-21	116	96,87	5,477	,065
	22-24	75	116,67		
	25+	19	114,08		
Excel	19-21	116	92,83	13,523	,001 *
	22-24	75	125,30		
	25+	19	104,71		
Power Point	19-21	116	95,50	9,149	,010 *
	22-24	75	121,57		
	25+	19	103,11		
Multimedia	19-21	116	101,04	1,534	,464
	22-24	75	111,87		
	25+	19	107,61		

Statistically meaningful difference according to “age” variable isn’t seen at the students’ levels of use of windows, word and multimedia programs ($\chi_1^2 = 4,969$ $p = .083 > .05$, $\chi_2^2 = 5,477$ $p = .065 > .05$, $\chi_3^2 = 1,534$ $p = .464 > .05$).

Statistically meaningful difference according to “age” variable is seen at the students’ levels of use of excel and power point. ($\chi^2_3 = 13,523$ $p = .001 < .05$, $\chi^2_4 = 16,901$ $p = .010 < .05$).

Table 5: Kruskal-Wallis Test for Difference, according to “Grade” Variable, of Students’ Levels of Use of Determined Computer Programs

	Grade	N	Ordinal Number Mean	χ^2	p
Windows	1	50	105,64	7,201	,066
	2	66	91,36		
	3	51	120,36		
	4	43	109,41		
Word	1	50	95,60	7,998	,046*
	2	66	96,96		
	3	51	124,51		
	4	43	107,57		
Excel	1	50	90,18	9,781	,021*
	2	66	99,96		
	3	51	125,67		
	4	43	107,90		
Power Point	1	50	96,41	11,515	,009*
	2	66	93,73		
	3	51	127,94		
	4	43	107,51		
Multimedia	1	50	89,89	5,707	,127
	2	66	109,62		

	3	51	117,02		
	4	43	103,66		

Statistically meaningful difference according to “grade” variable isn’t seen at the students’ levels of use of windows and multimedia programs. ($x_1^2 = 7,201$ $p = .066 > .05$, $x_5^2 = 5,707$ $p = .127 > .05$)

Statistically meaningful difference according to “grade” variable is seen at the students’ levels of use of word, excel and power point. ($x_2^2 = 7,998$ $p = .046 < .05$, $x_3^2 = 9,781$ $p = .021 < .05$, $x_4^2 = 11,515$ $p = .009 < .05$)

Table 6: Kruskal-Wallis Test for Difference, according to “Income” Variable, of Students’ Levels of Use of Determined Computer Programs

	Income	N	Ordinal Mean	x^2	p
Windows	400-	4	66,25	8,305	,081
	401-800	5	98,10		
	801-1000	16	104,22		
	1001-1500	51	88,88		
	1500+	134	113,43		
Word	400-	4	125,63	1,594	,810
	401-800	5	119,00		
	801-1000	16	98,53		
	1001-1500	51	99,55		
	1500+	134	107,49		
Excel	400-	4	126,00	4,190	,381
	401-800	5	55,40		
	801-1000	16	100,94		
	1001-1500	51	106,53		

	1500+	134	106,91		
Power Point	400-	4	81,00	3,545	,471
	401-800	5	89,50		
	801-1000	16	113,00		
	1001-1500	51	95,53		
	1500+	134	109,73		
Multimedia	400-	4	131,25	2,246	,691
	401-800	5	107,80		
	801-1000	16	116,53		
	1001-1500	51	110,31		
	1500+	134	101,50		

Statistically meaningful difference according to “income” variable isn’t seen at the students’ levels of use of windows, word, excel, power point and multimedia programs.

($\chi^2_1 = 8,305$ $p = .081 > .05$, $\chi^2_2 = 1,594$ $p = .810 > .05$, $\chi^2_3 = 4,190$ $p = .381 > .05$, $\chi^2_4 = 3,545$ $p = .471 > .05$, $\chi^2_5 = 2,246$ $p = .691 > .05$).

Table 7: Mann-Whitney U Test for Diffirence, according to “State of Existence of Computer at Home” Variable, of Students’ Levels of Use of Determined Computer Programs

	State of Existence of Computer at Home	N	Ordinal Number Mean	Z	p
Windows	Yes	190	111,61	-4,622	,000*
	No	20	47,45		
Word	Yes	190	109,84	-3,257	,001*
	No	20	64,28		
Excel	Yes	190	108,65	-2,359	,018*
	No	20	75,60		
Power Point	Yes	190	108,05	-1,954	,051
	No	20	81,28		
Multimedia	Yes	190	106,37	-,656	,515
	No	20	97,20		

Statistically meaningful difference according to “state of existence of computer at home” variable isn’t seen at the students’ levels of use of power point and multimedia programs($Z_4 = -1.954$ $p = .051 > .05$, $Z_5 = -.656$ $p = .515 > .05$).

Statistically meaningful difference according to “state of existence of computer at home” variable is seen at the students’ levels of use of windows, word and excel ($Z_1 = -4.622$ $p = .000 < .05$, $Z_2 = -3.257$ $p = .001 < .05$, $Z_3 = -2.359$ $p = .018 < .05$).

Table 8: Mann-Whitney U Test for Diffirence, according to “State of Existence of Internet” Variable, of Students’ Levels of Use of Determined Computer Programs

	State of Existence Of Internet	N	Ordinal Number Mean	Z	p
Windows	Yes	172	110,42	-2,571	,010*
	No	38	83,21		
Word	Yes	172	110,51	-2,598	,009*
	No	38	82,80		
Excel	Yes	172	110,28	-2,470	,013*
	No	38	83,88		
Power Point	Yes	172	108,97	-1,833	,067
	No	38	89,82		
Multimedia	Yes	172	106,74	-,640	,524
	No	38	99,91		

Statistically meaningful difference according to “state of existence of internet” variable isn’t seen at the students’ levels of use of power point and multimedia programs.

($Z_4 = -1.833$ $p = .067 > .05$, $Z_5 = -.640$ $p = .524 > .05$)

Statistically meaningful difference according to “state of existence of internet” variable is seen at the students’ levels of use of windows, word and excel.

($Z_1 = -2.571$ $p = .010 < .05$, $Z_2 = -2.598$ $p = .009 < .05$, $Z_3 = -2.470$ $p = .013 < .05$).

Table 9: Mann-Whitney U Test for Diffirence, according to “State of Existence of Computer Lab in School” Variable, of Students’ Levels of Use of Determined Computer Programs

	State of Existence of Computer Lab in School	N	Ordinal Number Mean	Z	p
Windows	Yes	198	102,80	-2,688	,006*
	No	12	150,00		
Word	Yes	198	102,59	-2,882	,003*
	No	12	153,58		
Excel	Yes	198	103,70	-1,781	,075
	No	12	135,25		
Power Point	Yes	198	102,91	-2,611	,008*
	No	12	148,17		
Multimedia	Yes	198	103,35	-2,123	,033*
	No	12	140,92		

Statistically meaningful difference according to “state of existence of computer lab in school” variable isn’t seen at the students’ levels of use of power point.

($Z_3 = -1.781$ $p = .075 > .05$)

Statistically meaningful difference according to “state of existence of computer lab in school” variable is seen at the students’ levels of use of windows, word, excel and multimedia programs. ($Z_1 = -2.688$ $p = .006 < .05$, $Z_2 = -2.882$ $p = .003 < .05$, $Z_4 = -2.611$ $p = .008 < .05$, $Z_5 = -2.123$ $p = .033 < .05$).

Table 10: Mann-Whitney U Test for Diffirence, according to “State of Family’s Use of Computer” Variable, of Students’ Levels of Use of Determined Computer Programs

	State of Family’s Use of Computer	N	Ordinal Number Mean	Z	p
Windows	Yes	156	113,08	-3,160	,001*
	No	54	83,61		
Word	Yes	156	111,21	-2,362	,018*
	No	54	89,01		
Excel	Yes	156	111,09	-2,309	,021*
	No	54	89,36		
Power Point	Yes	156	107,99	-1,052	,294
	No	54	98,31		
Multimedia	Yes	156	106,48	-,405	,687
	No	54	102,68		

Statistically meaningful difference according to “state of family’s use of computer” variable isn’t seen at the students’ levels of use of power point and multimedia programs ($Z_4 = -1.052$ $p = .294 > .05$, $Z_5 = -.405$ $p = .687 > .05$)

Statistically meaningful difference according to “state of family’s use of computer” variable is seen at the students’ levels of use of windows, word and excel.

($Z_1 = -2.571$ $p = .010 < .05$, $Z_2 = -2.598$ $p = .009 < .05$, $Z_3 = -2.470$ $p = .013 < .05$).

Table 11: Mann-Whitney U Test for Diffirence, according to “State of Benefitting Always from Computer Lab” Variable, of Students’ Levels of Use of Determined Computer Programs



	State of Benefitting Always from Computer Lab	N	Ordinal Number Mean	Z	p
Windows	Yes	118	102,38	-,868	,386
	No	92	109,51		
Word	Yes	118	107,84	-,646	,519
	No	92	102,49		
Excel	Yes	118	111,83	-,1743	,081
	No	92	97,38		
Power Point	Yes	118	109,25	-,1056	,292
	No	92	100,69		
Multimedia	Yes	118	103,77	-,477	,635
	No	92	107,72		

Statistically meaningful difference according to “state of benefitting always from computer lab” variable isn’t seen at the students’ levels of use of windows, word, excel, power point and multimedia programs ($Z_1 = -.868$ $p = .386 > .05$, $Z_2 = -.646$ $p = .519 > .05$, $Z_3 = -1.743$ $p = .081 > .05$, $Z_4 = -1.056$ $p = .292 > .05$, $Z_5 = -.477$ $p = .635 > .05$).

DISCUSSION and CONCLUSION

Developing skills of the use of computer is needed for university students to be successful in their academic education and career programs (Furst-Bowe & Boger, 1996). When doing the literature research; in the studies on university students’ skills of the use of computer, it was seen that a lot of factors such as job experience, interest in use of computer, course successes completed throughout academic and education and levels of use of internet were researched (Smith & FurstBowe, 1993; Güçlü, 2010; Yaman, 2007a; Yaman, 2007b, Hunt and Bohlin, 1993, Levine and Donitsa-Schmidt, 1998). Ayrıca arařtırmalarda bilgisayar kullanım yeteneklerinin yař, cinsiyet, deneyim ve ilgi gibi

faktörlerden etkilenebileceği bildirilmektedir(Morahan-Martin, 1992, Necessary and Parish, 1996).

In the scope of research done by looking at literature research information, there are 210 students, 58,1% of which are female and 41,9% of which are male. When considered the grade levels of students participated in research, 23,8% are 1.grade, 31,4% are 2.grade, 24,3% are 3.grade and 20,5% are 4.grade. 55,2% of students are in a range of 19-21 age, 35,7% are in a range of 22-24 age and 9% are 25 or older. 42,9% of students participated in research study Physical Education Teaching and 57,1% study School Teaching. 1,9% of students' income is 400 TL or less, income of 2,4% is between the range of 401-800, income of 7,6% is between the range of 801-1000 TL, income of %24,3 is between the range of 1001-1500 and income of 63,8% is 1500 TL or more. While %90,5 of students have computer at home, 9,5% of students don't have. 81,9% of students participated in research have internet connectivity, 18,1% don't have. 94,3% of students have computer labs in school, 5,7% of students don't have. 74,3% of students' family use computer, 25,7% students' family don't use. 56,2% of students said that they can benefit always from computer labs in school, 43,8% of students said that they cant benefit always.

When considering students' levels of use of windows, word, excel, power point and multimedia programs, statistically meaningful difference isn't seen according to "gender, department, income and state of benefitting always from computer lab" variables. Also, when examined students' levels of use of multimedia programs; statistically meaningful difference is seen according to "gender and state of existence of computer lab in school" variables.

When considered students' levels of use of excel and power point, statistically meaningful difference is seen according to "age" variable. When compared with levels of use of windows, word and multimedia programs, there is no statistically meaningful difference.

While there is no statistically meaningful difference when examined, according to "grade" variable, students' levels of use of windows and multimedia programs; in terms of levels of the use of word, excel and power point, statistically meaningful difference is seen.

When considered students' levels of use of power point and multimedia programs; statistically meaningful difference isn't seen according to "state of existence of computer at home" variable. When considered the levels of use of windows, word and excel; statistically meaningful difference is seen.

In the study of Güçlü (2010), it was reported that the use of computer skills of individuals who have private computer or can reach computer from faculty lab are influenced positively. Also the skill of family's use of computer has a positive effect. This result shows parallel with our presented study.

When examined students' levels of use of power point and multimedia programs; statistically meaningful difference isn't seen according to "state of existence of internet" variable. In terms of levels of use of windows, word and excel; statistically meaningful difference is seen.

When examined students' levels of use of power point; statistically meaningful difference isn't seen according to "state of existence of computer lab in school" variable. On the other hand, when considered students' levels of use of windows, word, excel and multimedia programs, statistically meaningful difference is seen according to "state of existence of computer lab in school" variable.

When considered, according to "state of family's use of computer, students' levels of use of windows, word and excel, there is statistically meaningful difference. When examined the levels of use of power point and multimedia programs, statistically meaningful difference isn't seen.

Suggestions for Researchers

- The effect of raising awareness of families about education and use of computer upon the use of computer competency of physical education teacher can be examined.
- The effect of use of computer competency of physical education teacher on professional competency can be researched.
- The effect of teaching technical information about physical education and sport in computer environment upon the success of students can be examined.
- The computer equipment competency of schools in our country can be researched.
- The effect of in service training given to physical education teachers for the use of computer on the use of computer competency of teacher can be examined.

Suggestions for Educators

- Educators can participate in various course programs in order to improve themselves about use of computer.

- Educators can make the lessons more interesting by increasing the use of computer in lessons.
- Since the fact that educators increase the use of computer will be a positive model for students, use of computer in lessons can be increased.
- Educators can request for help from various institutions to have enough computer equipment in schools.
- Educators can examine the books written in this field in order to improve themselves about the use of computer.

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