

## A Qualitative Study On Physical Education And Sports Teaching Practice

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### Abstract

The aim of this study is to examine the teaching practice according to the views of the managers and teachers responsible for the implementation of physical education and sport teaching practice in schools conducting the practice. A semi-structured interview technique, one of the qualitative research methods, was used in the study. The study group consists of 24 educators, including 8 school principals, 7 school practice coordinators and 9 practice teachers that are responsible for implementation in 8 secondary education institutions where teaching practice is carried out in Batman province center during the spring semester of 2017-2018 academic year. A semi-structured interview form developed by researchers was used as a data collection tool in the study. The results of the interviews are then coded under the appropriate themes after analyzing by the content analysis method. According to the results obtained, it is seen that the views of the administrators and educators responsible for implementation were grouped under four themes, including “The Position of Teaching Practice”, “The Gains from Teaching Practice”, “The Scope of Teaching Practice” and “Time for Teaching Practice” found in the curriculum. The vast majority of administrators and educators have stated that teaching practice is necessary, teaching practice contributes to the professional experience of teacher candidates, and if the lack of coordination is solved, it is a successful practice which is essential for candidate teachers to learn by practicing and experiencing in the field. However, they have pointed out that the period of teaching practice in the university curriculum is insufficient for teaching practice and implementation, and one semester of practice is only contributing to the student's orientation process.

### Introduction

The learning-teaching process, which is the most dynamic and functional element of the education system, consists of two basic dimensions. One of them is the learning that concerns individuals who are directly involved in the process, and the other is the teaching that involves organizing stimuli in the learning environment that provides external support for the learning formation (Öztürk, 1999). In the process of learning and teaching, the role and the importance of the teachers are obviously great. Individuals should be trained in a way that they can keep pace with changes and developments in the society and the world and contribute to it. This is achieved by a qualified teaching personnel as well as a good education system (Çelikten, 2005). It is necessary that schools have a good education, that is, the quality of teaching in the school should be upgraded so that the students can succeed. This is only possible with qualified teachers (Seferoğlu, 2004); because teachers take various responsibilities in bringing new skills and values to themselves, to the students and to the whole society in the long run. In modern societies, teachers are seen not only as technical staff performing the education and training, but also as the people who will be the role model for the students and society. These social expectations for the teachers make it necessary to define all the qualities of a competent teacher and to implement the teacher training policies prepared in this framework (MEB, 2017).

In Turkey, teaching profession is regarded as a “specialized profession” in the National Education Basic Law No. 1739, and it is stated that preparation for the teaching profession is provided through general culture, special field education and pedagogical formation (Milli Eğitim Temel Kanunu, No. 1973). All the institutions that train teachers through the Decree Law No. 41 that entered into force on July 20<sup>th</sup>, 1982 were taken from the Ministry of National Education and incorporated into universities. The education period of all higher education institutions that have been training teachers since 1989-1990 academic year was increased to the bachelor's degree, at least. The programs of faculties that educate teachers since the transfer of teacher education to universities have been renewed many times based on national and international developments and these changes are continuing today (MEB, 2017).

Throughout the historical process, reorganization studies were carried out in relation to teacher education graduate programs in 1997, 2006 and 2009; however, the most comprehensive study was carried out within the scope of the National Education Development Project (MEGEP) between 1996 and 1997. In this context, some undergraduate programs in the field of educational sciences that are not corresponding to any employment were closed. After adopting the eight-year compulsory education in 1997-1998 academic year, the school grades were regulated as primary and secondary education, the course schedules of the departments and branches of education/educational sciences were restructured as a result of the collaborative studies of Ministry of National Education (MEB) and Council of Higher Education (YÖK). Furthermore, a number of official documents regarding education sciences and teacher training, such as 10<sup>th</sup> Development Plan (2014-2018), MEB Strategic Plan (2015-2019), Turkey Higher Education Qualifications Framework, the Teacher Training and Education Sciences Field Competence have been published over time (YÖK, 2018).

The courses in the “New Teacher Training Undergraduate Programs”, which has been recently organized by the Higher Education Council, are composed of three groups: teaching vocational knowledge (VK), field education (FE) and general culture (GC) courses; and the courses of teaching vocational knowledge (VK), field education (FE) and general culture (GC) were included in the programs by 30-35%, 15-20% and 45-50%, respectively. In the Table, in which the intensity of vocational knowledge, general culture and field education courses in the undergraduate programs are represented, VK courses, general culture courses and field education courses were included in the Physical Education Teaching Program by 33%, 18% and 49%, respectively. On the other hand, in the vocational knowledge (VK) courses in the undergraduate program of Physical Education Teacher, it is seen that it is compulsory to take Teaching Practice 1 course in Semester VII, while it is compulsory to take the Teaching Practice 2 course in Semester VIII.

Teaching Practice 1 and 2 courses are defined as making observations about methods and techniques specific to the field; doing micro-teaching practices, in which special teaching methods and techniques specific to the field are used, individually and with groups; site-specific activity and material development; preparation of teaching environments, classroom management, measurement, evaluation and reflection. It is stated that the Teaching Practice 1 and Teaching Practice 2 courses are to be carried out by instructors who had undergraduate education, post-graduate education in the related teaching program, or by instructors who are associate professor of Inter-University Board (IUB), have doctorate in the field of educational sciences and/or associate professor of IUB according to the relevant article and priority order of the Directive on Teaching Practices to be Made by the Practice Students in the Educational Institutions affiliated to the Ministry of National Education, and if the need continues, it will be carried out by other instructors (YÖK, 2018).

Through the Teaching Practice course, candidate teachers have an opportunity to apply the knowledge and skills they have acquired theoretically in a real environment before the service concerning the teaching profession (Kavcar et al., 1999). Thanks to school-based practices, it is ensured that the candidate teachers realize whether they are suitable for this profession, and also acquire professional experience and improve themselves socially (LaMaster, 2001). It is highly important for candidate teachers to practice the information they acquired theoretically in the pre-service period in a planned way in the guidance and supervision of the practice teacher in gaining experience and adopting their profession (Özkan et al., 2005). In this respect, school-based studies with qualified teacher education have an important role in terms of professional development of candidates (Hacıömeroğlu and Şahin, 2011).

When the literature is examined, it is seen that there are qualitative and quantitative studies on the teaching practice of candidate teachers in various categories (Yılmaz and Namlı, 2017; Yamaç and Bakır, 2017; Avcı and İbret, 2016; Yılmaz and Özçakmak, 2015; Baran et al., 2015; Altıntaş and Görgen, 2014; Taşdere, 2014; Aydın and Akgün, 2014; Mete, 2013; Akpınar et al., 2012; Yeşilyurt and Semerci, 2011; Çepni and Aydın, 2015; Baştürk, 2009; Dursun and Kuzu, 2008; Parker, 2008; Sarıçoban, 2008; Özkan et al., 2005). However, it is seen that the studies on the teaching practice of the physical education and sports candidate teachers (Dalkıran and Aslan, 2016; Özbal, 2009, Çiçek and İnce, 2005) are limited.

In this study, it was aimed to examine the views of the managers and teachers responsible for the implementation of teaching practice for physical education and sports in schools carrying out the practice. Within the scope of teaching practice, which is an important course for teacher education, it is important to keep a light on the work to be done in the field in order to better understand the views and suggestions of administrators and teachers who are practitioners of the course.

### Method

In this study, qualitative research method is preferred as the method that best reflects the problem characteristics. Qualitative research is a research in which qualitative data collection methods, such as observation, interview and document analysis are used and a realistic and holistic process for revealing perceptions and events in a natural environment is followed (Yıldırım and Şimşek, 2008).

The study group consists of 24 educators, including 8 school principals, 7 school practice coordinators and 9 practice teachers that are responsible for implementation in 8 secondary education institutions where physical education and sports teacher candidates participated in the teaching practice that carried out during the spring semester of 2017-2018 academic year. The demographic characteristics of the educators are given in Table 1.

In the study, a semi-structured interview technique, which is an interview type, was implemented. Semi-structured interviews provide an opportunity for the participants to express and convey the events that they perceive and their views with their own words. At the stage of preparation for interview questions, firstly the field related to the hypothetical framework of the study was reviewed, and then the question of researching was formed by creating the conceptual framework by making use of the opinions of experts in qualitative field. The content analysis technique was used in the analysis of research data. The main goal in content analysis is to reach the concepts and associations that can explain the collected data. Through a content analysis method, the data is defined and the facts that may be hidden in the data are revealed. In the content analysis, the basic process is to bring together similar data within the framework of specific concepts and themes (Yıldırım and Şimşek, 2013: 259).

The data obtained from the interview form were examined one by one and transferred to the text via voice recorder. The data are analyzed by experts in the field of qualitative research and study, and the coding was carried out in Nvivo 10 program. In the study, as a result of the reliability calculation, *r* was found as  $r=0.89$  in terms of the correspondence between the encoders. Therefore, the calculated values show that there is a good level of fit between raters.

**Table 1.** Demographic Characteristics of Educators Attending the Study

Participants	Gender	Age	Practice Task	Monthly Income	Professional Time	Managerial Time
P1	Male	41	Practice Teacher	3480 TL	14 Yrs	-
P2	Male	43	Practice School Coordinator	4800 TL	18 Yrs	6 Yrs
P3	Male	47	Practice Principal	5000 TL	21 Yrs	16 Yrs
P4	Male	40	Practice Principal	4500 TL	15 Yrs	4 Yrs
P5	Male	42	Practice Teacher	4000 TL	22 Yrs	-
P6	Male	28	Practice Teacher	4000 TL	3 Yrs	-
P7	Female	30	Practice Teacher	3125 TL	3 Yrs	-
P8	Female	40	Practice School Coordinator	4500 TL	15 Yrs	7 Yrs
P9	Male	51	Practice Principal	4500 TL	26 Yrs	4 Yrs
P10	Male	47	Practice Principal	5000 TL	25 Yrs	17 Yrs
P11	Male	29	Practice School Coordinator	4400 TL	4 Yrs	2 Yrs
P12	Male	40	Practice Principal	5000 TL	20 Yrs	10 Yrs
P13	Male	41	Practice Teacher	3500 TL	15 Yrs	-
P14	Male	39	Practice School Coordinator	3500 TL	14 Yrs	-
P15	Male	32	Practice Teacher	3000 TL	5 Yrs	-
P16	Male	39	Practice Principal	4000 TL	14 Yrs	7 Yrs
P17	Male	38	Practice School Coordinator	4400 TL	15 Yrs	7 Yrs
P18	Male	51	Practice School Coordinator	5500 TL	33 Yrs	24 Yrs
P19	Male	43	Practice Principal	5000 TL	17 Yrs	10 Yrs
P20	Male	40	Practice Teacher	3000 TL	13 Yrs	-
P21	Male	33	Practice Teacher	4500 TL	9 Yrs	3 Yrs
P22	Male	50	Practice Principal	5000 TL	25 Yrs	20 Yrs
P23	Male	39	Practice School Coordinator	6000 TL	19 Yrs	10 Yrs
P24	Male	38	Practice Teacher	4500 TL	12 Yrs	-

**Results**

The results of the study are given based on the themes formed by the questions posed to the participants and the codes belonging to these themes are given together with the percentages in the following Tables.

**Table 2.** The Position of the Teaching Practice in University Curriculum

Teaching Practice Curriculum	Necessary	Categories	Participants (N=24)	f	%
		Positive	P1, P2, P3, P4, P5, P6, P7, P8, P10, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23	21	87.5
	Negative	-	-	-	
	Partly		P9, P11, P24	3	12.5

According to Table 2, 87.5% of the educators stated that teaching practice in university curriculum is completely necessary, while 12.5% of them stated that it is partly necessary. Some of the views of the educators are given below:

1. *If the lack of coordination is solved, it is a successful practice (P11).*
2. *Positive, I find it beneficial for students to gain experience (P12).*
3. *It is very useful and essential for teacher candidates to learn by practicing and experiencing in the field (P19).*
4. *I think that the teaching practice in university curriculum is positive and it is motivating the students to prepare for their profession; however, the time is insufficient. One semester of practice is only contributing to the student's orientation process. Little time remains for teaching practice and implementation (P24).*

**Table 3.** The Gains from “Teaching Practice” in University Curriculum

Teaching Practice	Gains	Codes	Participants	f	%
		Experience Sharing	P1, P4, P7, P14, P16, P17, P18, P21	8	33.3
	Professional experience	P2, P3, P5, P6, P8, P9, P10, P11, P12, P13, P15, P19, P20, P22, P23, P24	16	66.7	

According to Table 3, 33.3% of the educators emphasized that the teaching practice in the university curriculum contributed to the gains from experience sharing, while 66.7% from professional experience. Some of their views are given below:

1. *It means to practice in different institutions, to recognize different age groups, to observe and to spend time with them (P7).*
2. *Since each institution has different physical conditions, it helps the student having at least experience, in terms of the difficulties that s/he will encounter after being assigned. (P14).*
3. *It is beneficial for teachers to do an internship in different settings without knowing where and under which conditions they will be teaching (P19).*
4. *That each student is assigned to different institutions and schools means different socioeconomic status, different student levels and naturally different approaches. It naturally reflects on the professional development of the student in the form of a different method and technique (P24).*

**Table 4.** The Scope of “Teaching Practice” in the University Curriculum

Teaching Practice	Scope	Codes	Participants	f	%
		Theoretical teaching of the course		P3, P10, P22	3
	Implementation Experience		P1, P5, P6, P11, P17, P19, P24	7	29.1
	Behavior pattern Experience		P2, P7, P9, P13, P16,	5	20.9
	Administrative Experience		P4, P8, P15, P20, P21, P23	6	25.0
	Observation		P12, P14, P18	3	12.5

According to Table 4, with their opinions about the scope of teaching practice in the university curriculum, the educators stated that 12.5% of them conducted theoretical teaching of the course, 29.1% of them helped their students to gain implementation experience, 20.9% of them helped them to gain behavior pattern experience, 25.0% of them helped them to gain managerial experience, while and 12.5% of them had their students carry out the observational activities.

Some of the views of the educators are given below:

1. *I have them do the implementation of the course by giving information about the preparation, the teaching of the course and teacher-student relations (P1).*
2. *I give the theoretical information related to the preparation and teaching of the course and the level of the relations with the students (P10).*

3. *I tell them what they need to do within the scope of teaching and student relationship in situations where they can encounter during their teaching life (P13).*
4. *During the first 4 weeks, the student observes the practice teacher. In the following weeks, students give the course by trying to understand the teaching profession (P14).*
5. *We give students information on administrative issues and give examples of relevant documents about implementations. We review annual and daily plans together (P23).*

**Table 5.** The Time for “Teaching Practice” in the University Curriculum

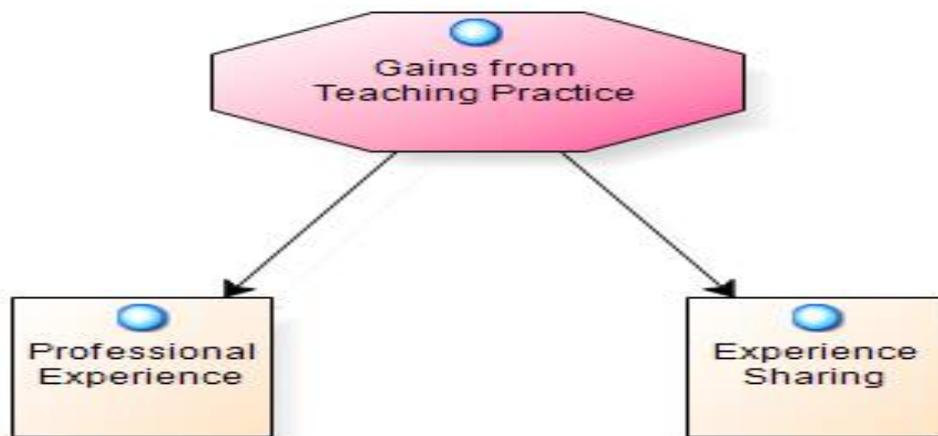
Teaching Practice Time	Categories	Participants	f	%
		Sufficient	P5, P6,P8,P10,P17, P18, P21, P22, P23	9
Insufficient		P1, P2, P3,P9, P11, P12, P13, P14, P15, P16,P19, P24	12	50.0
Partly		P4, P7, P20,	3	12.5

According to Table 5, 37.5% of the educators stated that the period of teaching practice in the university curriculum was sufficient, 50.0% of them stated that it was insufficient, while 12.5% stated that it was partly sufficient. Some of the views of the educators are given below:

1. *We find it insufficient. It has to be done earlier than senior class (P2).*
2. *They are quite experienced about theoretical knowledge. I think there should be a longer time to get enough experience in practice. Teaching practice is a course given senior year. I think this should be increased to 2 or 3 years (P7).*
3. *The time for practice is sufficient (P17).*

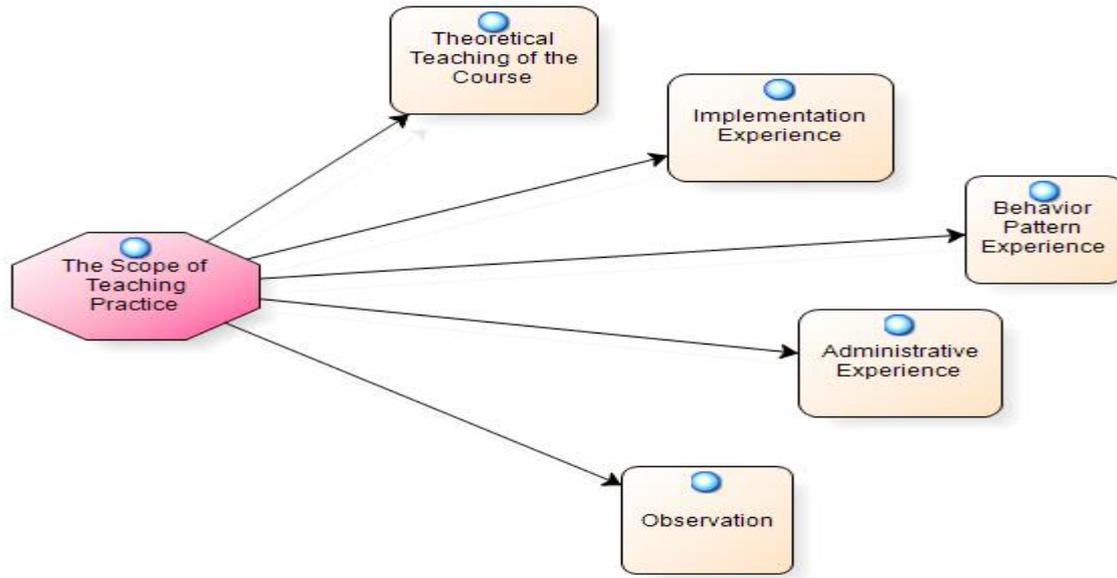
### Conclusion And Recommendations

In this study, which is designed according to the qualitative research method, it was aimed to evaluate the opinions of the administrator and the educator personnel responsible for the implementation in the practice schools in Batman province center regarding the teaching practice course that physical education and sports teacher candidates participated in. The results obtained from the study are grouped under four themes, including “The Position of Teaching Practice”, “The Gains from Teaching Practice”, “The Scope of Teaching Practice” and “Time for Teaching Practice” found in the curriculum.



**Model 1.** The Gains from Teaching Practice

The vast majority of administrators and educators have stated that teaching practice is necessary, teaching practice contributes to the professional experience of teacher candidates, and if the lack of coordination is solved, it is a successful practice which is essential for teacher candidates to learn by practicing and experiencing in the field (Model 1). However, they have pointed out that the time for teaching practice in the university curriculum is insufficient for teaching practice and implementation, and one semester of practice is only contributing to the student's orientation process. Administrator and educator personnel have not considered the teaching practice time in the university curriculum as sufficient. In this context, they have stated that teaching practice course should be done before the senior class (P2), and recommended expanding the course to 2 or 3 years (P7).



**Model 2.** The Scope of Teaching Practice

Moreover, administrators and educators have stated about the scope of teaching practice included in the university curriculum that they have the students conduct theoretical teaching and observational activities, and gain practice, behavior pattern and the managerial experience (Model 2). Administrator and educator personnel stated that they informed the candidate teachers about the preparation, teaching, teacher-student relations and the implementation of the course and have them implement it (P1), that teacher candidates observe the practice teacher for the first 4 weeks, and they teach the course and try to comprehend the teaching profession in the following weeks (P14), and that they inform the candidates about the administrative issues and give examples of relevant documents and examine the annual and daily plans together (P23).

When the literature is examined, it is seen that similar results and suggestions are included in previous studies. In their study, Alaz and Konur (2009) pointed out that squeezing the teaching practice course into one day causes a lack of practice. On the other hand, in their study Dursun and Kuzu (2008) reported that ensuring the coordination between the faculty and the practice school is important for the implementation process. In their study, Şimşek *et al.* (2013) determined that candidate teachers should practice for a longer period of time in the same class, the number of candidate teachers assigned to each tutor should be reduced, an effective cooperation between the faculty and the school personnel should be ensured, and the duration of the teaching practice course should be extended in terms of both weekly teaching time and the number of semesters. In their study, Sılay and Gök (2004) stated that the lack of coordination between the practice schools and the faculty creates problems in candidate teachers' practice.

The "Teaching Practice" provides the opportunity for school teachers to participate in a comprehensive way throughout a semester. Through this course, candidate teachers have the opportunity to participate in all the hours of the physical education course for one day a week throughout a semester (Çiçek and İnce, 2005). When examining the results of this study and other studies in the field, it is seen that teaching practice course has an important place in candidate teachers' pre-professional experience. In this context, this study, which is designed according to the qualitative research method, can be compared with the results of the study conducted by repeating the same sample group with quantitative research method. The study may be carried out on a wider sample group to obtain different opinions and suggestions in order to improve teaching practice.

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