

## Opinions of Sports School Students on The Secondary Education Physical Education and Sports Program

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### Abstract

Some studies state that teachers do not have sufficient knowledge for the implementation of the program, do not find the teaching and evaluation activities applicable, and have difficulty in implementing the program due to the lack of materials-tools and equipment. In this context, this research aims to determine the opinions of pre-service teachers about the Physical Education and Sports Education Program (5-8). In line with this purpose, we tried to find answers to the following questions: What are the teacher candidates' opinions in relation to their teaching programs gains, its content, learning-teaching processes, and measurement and evaluation practices. This research was carried out by utilizing the scanning model. In the study, quantitative research methods were used, and a questionnaire prepared by the researchers was used in order to determine the views of teacher candidates on the Physical Education and Sports Education Program. The universe of the research consists of 100 students studying at the Faculty of Sports Sciences of Bayburt University. When the research findings were examined, it was seen that the evaluations of the novice teachers toward the objectives of the education program were generally positive. On the other hand, it is seen that the novice teachers concentrate on the expression "I am undecided" about whether there are scientific errors in the outcome statements.

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## **Introduction**

Education programs are generally defined as a process that includes all formal or non-formal in-school and out-of-school activities that provide students with knowledge, understanding and values, which are carried out under the auspices of educational institutions for students to achieve their desired goals (Doll, 1992; Tan, 2005). Curriculum, which is a component of the education programs, includes the objectives to be gained by the students through the teaching processes and the critical behaviors related to each of the objectives; It is defined as a plan that presents the objectives, content, teaching materials to be used, methods and techniques, and evaluation situations for a learning level in line with the determined objectives (Gürol, 2004; Yılmaz & Sünbül, 2004). The more important it is that education and training programs are prepared and designed due to these important functions, it is equally important to evaluate them according to appropriate methods and reflect the evaluation results to the programs (Gözütok, 2001).

Curriculum evaluation is the last step of the curriculum development process and is a comprehensive, systematic and dynamic process (Kaya, 1997). Curriculum development is defined as "the process of collecting data on the effectiveness of educational programs with observation and various measurement tools, comparing and interpreting the obtained data with the criteria that are indicators of the effectiveness of the program, and making a decision about the effectiveness of the program" (Erden, 1998, 10). In this context, it is certain that curriculum evaluation is an indispensable tool for meeting the needs of students, education system and teachers, improving by correcting the faulty and unworkable aspects, and revising and updating the curriculum (Bantwini, 2010). The main objective of curriculum evaluation is to explain the continuous relationships between factors such as student achievement and teaching quality, student behavior and teaching methods and techniques in order to guide the curriculum to be implemented (Stake, 1977).

One of the most important components of program evaluation is teacher candidates or teachers. Studies indicate that the opinions of teachers, who are the developers of the curriculum at the classroom level and the implementers in the teaching environments, gain importance in the implementation of the curriculum in schools (Ornstein & Hunkins, 1988; Özcan & Mirzeoğlu, 2014).

When physical education and sports education programs are examined, the general purpose of these programs is to provide individuals with active and healthy life skills and movement skills that they will use in their daily lives (MEB, 2022). In line with these general purposes, individuals are expected to internalize the concept of movement and use it in physical activities and doing sports, explain the principles necessary to lead a healthy life, develop self-control skills through physical education and sports, and reflect concepts such as cooperation and fair play through sports to their lives.

These important duties of teachers in the implementation of the program make their views on the program more valuable. Although studies on the evaluation of physical education and sports education programs by teacher candidates or teachers are limited, when the results obtained from these studies are examined, it is observed that the curriculum needs revision (Erdođdu & Öçalan, 2010; Özcan & Mirzeođlu, 2014).

In the study conducted by Özcan and Mirzeođlu (2014), it was concluded that 75% of the teachers stated that the students could not acquire the targeted achievements with the practices and activities and the limited opportunities of the schools, and they evaluated according to their own criteria since there were no necessary explanations regarding the evaluation dimension of the program (2014). Erdođdu and Öçalan (2010), in their study evaluating the second level physical education and sports program, also took the opinions of the teachers on the evaluation of a total of 39 acquisitions in the sub-learning areas of movement and knowledge skills, active participation and healthy living in the program and reached the conclusion that these acquisitions can be partially applied in the teaching processes. Again, in the study conducted by Yılmaz (2007), it was concluded that the course hours were insufficient for the evaluation processes of the physical education curriculum, and that the teachers had difficulty in performing the assessment and evaluation practices due to the crowded classrooms.

Since physical education and sports course has a program structure that supports the participation of students in secondary education (5-8) in sports and physical activities and aims to develop their physical, mental, emotional and social skills, the applicability of the program is also important for students to lead an active and healthy life. However, some studies state that teachers do not have sufficient knowledge for the implementation of the program, do not find the teaching and evaluation activities applicable, and have difficulty in implementing the program due to the lack of materials-tools and equipment (Gülüm & Bilir, 2011).

In this context, this research aims to determine the opinions of pre-service teachers about the Physical Education and Sports Curriculum (5-8). In line with this purpose, the teaching program of teacher candidates a. To the gains, b. to its content, c. Learning-teaching processes d. What are their views on measurement and evaluation practices? tried to find answers to the questions.

### **Method**

This research was carried out in the scanning model. In the study, quantitative research methods were used, and a questionnaire prepared by the researcher was used in order to determine the views of teacher candidates on the Physical Education and Sports Education Program.

### **Universe and Sample**

The universe of the research consists of 100 students studying at the Faculty of Sports Sciences of Bayburt University, and the sample of all students studying in physical education and sports teaching and sports colleges in Turkey. While determining the sample of the research, each of the departments that make up the School of Sports Sciences was considered as a cluster and the number of students in the sample was completed by taking equal numbers of students from each cluster. In this section, 25 students from each of the departments of Recreation, Physical Education and Sports Teaching, Sports Management and Coaching Education in the Faculty of Sports Sciences were included in the sample. In the cluster sampling method, not the units that make up the universe, but the clusters to which these units are connected are handled first, and the sample of the research is formed by selecting a sample from these clusters by simple or systematic random sampling method (Ural, 2011).

### **Data Collection Tools**

As a data collection tool in the research, a questionnaire developed by the researcher was used to get the opinions of pre-service teachers about the Physical Education and Sports Education Program. While preparing the questionnaire, individual interviews were conducted with the pre-service teachers and their views on the achievements, learning content, teaching methods and techniques, and assessment and evaluation of the programs were asked, and their opinions on the applicability of the program were obtained. Studies and research carried out in this context were examined by scanning the literature and a draft questionnaire form was created with the information obtained as a result of these studies. The suitability and content validity of

the questionnaire was evaluated by applying this questionnaire to 50 pre-service teachers. In this evaluation, the comprehensibility and necessity of the survey questions were evaluated. The final form of the questionnaire was given by showing the prepared form to three field experts who had received doctoral education in the field. The consensus rate among researchers was found to be 0.85.

### Data analysis

The data collected in the research are shown in the analysis tables. In these analysis tables, data on frequency and percentage values are given.

### Results

The opinions of the novice teachers about the achievements of the program are shown in Table 1, taking into account the answers given to the five statements in the questionnaire.

Table 1. The Distribution of the Opinions of the Candidate Teachers on the Program Achievements

Opinions	I don't agree at all	I do not agree	I am undecided	I agree	Definitely I agree
Outcome statements are suitable for students' levels.	8	12	2	43	37
The outcomes are structured under the right learning areas.	22	10	4	36	28
The gains are expressed in an understandable way.	4	7	19	13	57
There is no scientific error in the outcome statements.	1	21	37	41	-
The gain sequence is in a meaningful order.	13	15	20	19	33

When Table 1 is examined, it is observed that the novice teachers have generally positive views on the achievements of the program. This finding is supported by the fact that 43% of the novice teachers answered that I agree with the statement that the learning outcomes are appropriate for

the student's level, and that the number of novice teachers who think that the outcomes are included under the correct sub-learning area is 64, and that the number of novice teachers who think that the outcomes are expressed in an understandable way is 70. quality. The most striking detail in Table 1 is that 37 students responded as undecided to the statement about whether there was a scientific error in their outcome statements. The reason for this may be that the students do not see themselves as a master in the field or they do not have enough knowledge about the field terminology.

The opinions of the novice teachers about the content of the program and the answers given to the four statements in the questionnaire on this subject are shown in Table 2.

Table 2. Distribution of the Opinions of the Candidate Teachers on the Content of the Program

Opinions	I don't agree at all	I do not agree	I am undecided	I agree	DefinitelyI agree
The content is arranged in a meaningful order.	4	10	6	40	40
There is no scientific error in the content.	19	10	44	12	15
The content has been prepared in accordance with the age level of the students.	5	13	36	11	35
The content is compatible with other country programs.	20	2	18	27	33
The content is arranged in a meaningful order.	4	10	6	40	40

When Table 2 is examined, it is seen that the majority of the students hesitated to respond to the information about the content of the program, and they responded as undecided about the features such as the absence of scientific errors in the content of the program, being appropriate

for the age level of the students, and being compatible with other country programs. It was observed that 80% of the students responded to the statement that the content of the program was arranged in a meaningful order as "I agree" or "I strongly agree".

The opinions of the novice teachers about the content of the program and the opinions of the teachers regarding the five statements given in the questionnaire on this subject are given in Table 3.

Table 3. Distribution of Opinions of Candidate Teachers on the Learning-Teaching Processes of the Program

Opinions	I don't agree at all	I do not agree	I am undecided	I agree	Definitely I agree
Teaching-learning processes are enriched with activities.	27	12	3	27	31
Concrete materials were used in the activities.	8	22	9	31	30
Different methods and techniques were used in the learning-teaching processes.	35	25	2	20	18
The activities in the learning-teaching processes are suitable for the developmental characteristics of the students.	23	19	34	11	13
Activities in the learning-teaching process are associated with other disciplines.	4	10	6	40	40

When Table 3 is examined, candidate teachers who stated that learning and teaching processes are enriched with activities constitute 56% of all teachers. Again, the number of novice teachers who stated that concrete materials were used in the activities is 61% of all teachers. 60 of the teachers responded as I disagree or totally disagree with the statement that different methods and techniques are used in teaching processes. It was observed that most of the teachers responded as undecided to the statement about the compatibility of the activities used in teaching processes with the characteristics of student development and associating them with other disciplines. Responding to these statements as being undecided was evaluated as that the candidate teachers did not have knowledge on this subject.

The opinions of the novice teachers about the three statements regarding the assessment and evaluation processes of the program are given in Table 4.

Table 4. Distribution of Opinions of Candidate Teachers Regarding the Assessment and Evaluation Processes of the Program

Opinions	I don't agree at all	I do not agree	I am undecided	I agree	Definitely I agree
Different evaluation methods were used in the measurement and evaluation processes.	3	22	34	37	4
Different forms were used in the measurement and evaluation processes.	7	12	11	43	27
Alternative measurement methods were used in the measurement and evaluation processes.	31	24	26	9	10
Different evaluation methods were used in the measurement and evaluation processes.	23	19	34	11	13
Different forms were used in the measurement and evaluation processes.	4	10	6	40	40

When Table 4 is examined, it is seen that 34 teachers responded as undecided to the statement showing that different teaching methods and techniques were used in the assessment and evaluation processes, and 43 students responded as I agree with the statement that different forms were used in the assessment and evaluation processes.

### **Discussion And Conclusion**

When the research findings were examined, it was seen that the evaluations of the novice teachers towards the objectives of the education program were generally positive. On the other hand, it is seen that the novice teachers concentrate on the expression "I am undecided" about whether there are scientific errors in the outcome statements. In a small number of studies on this subject, it has been seen that teachers evaluate the objectives of the program with a more realistic eye and evaluate the degree of achieving the objectives of the program as moderate (Demirhan et al., 2008). In the study conducted by Gülpek (2020), although it was described that the literacy levels of physical education and sports teachers are quite good, it is thought that the lack of opinion of the novice teachers on the compatibility of the program with the programs of other countries or its scientific equivalent is due to the fact that they do not have enough information on this subject.

Considering the evaluations of the novice teachers about the teaching processes of the program, it was observed that the majority of the teachers thought that the teaching processes were enriched with activities carried out with concrete materials. On the other hand, the studies were carried out not for the evaluations of the activities of the program, but for their proficiency levels, and due to the results that the tools and equipment to be used in physical education and sports classes are inadequate at the rate of 88% and the lack of gymnasium, tools and equipment, the desired physical education and sports practices in schools. it was found that no benefit was seen (Körmükçü, 2006; Solmaz, 2006). In studies where the application levels of the activities in the program are evaluated, it is stated that this level is evaluated as good by candidate teachers and as medium level by instructors (Demirhan et al., 2007).

When we look at the views of the candidate teachers about the content of the program, it is seen that the teachers do not have enough information about the content. This finding is also inconsistent with the findings of the few studies on this subject. In the study conducted by

Demirhan et al. (2008), it is seen that teachers express their opinions about having sufficient knowledge about physical education course content.

Considering the results of this research, it is seen that the number of studies on this subject is very insufficient. It is recommended to increase the number of studies on this subject, to organize informative seminars or congresses for prospective teachers about training programs, and to include training program review courses in teacher training programs.

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