VIEWS OF PHYSICAL EDUCATION AND SPORT TEACHERS ON SCHOOL SPORTS AND THE PROBLEMS THAT THEY ENCOUNTER[i]

Ibrahim Başyiğit[1],
Burak Gürer[2]
[1]Gaziantep University, Health Science Institution,
Physical Education and Sport Department,
Gaziantep, Turkey,
[2]Gaziantep University,
School of Physical Education and Sport,
Gaziantep, Turkey

Abstract:

In accordance with the instructions of the International School Sports Federation (ISF), school sports are organized in local, national, international and different age categories. There are many studies in the international literature about school sports, but the work done in this country is limited in our country. The purpose of the research is to examine the views of Physical Education and Sport Teachers on school sports and to raise issues they face. The sample of the study comprises ten physical education teachers working in Malatya, having at least ten years of experience and participating in school sports every year. In the study, the "interview" method was used for the phenomenological approaches included in the qualitative research design. In addition, "Document Analysis" method has been used in studying the related resources. Interview questions were prepared in line with the opinions of expert academicians in the field and interviews were recorded with voice recorder. Later on, conversation records were decrypted into texts and coded. Within the scope of view; participants' perceptions of school sports, their expectations and their views on the current situation. Problems encountered; participation, participation in issues were discussed. Participation in school sports was determined by the willingness of the students, but due to various factors (parents, exams, and academic expectations) participation was not at the desired level. It is proposed that school management and parents support sport, establishment of a professional operation network and economic education of physical education teachers.

Keywords: school sports, physical education teacher, school and sport, scope of view

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1. Introduction

The desire to action or move was one of the things that started with the existence of man and needed for life (Aydemir, 2014). Throughout history, people have constantly moved to meet their most basic needs. They were hunted to feed these needs, ran to catch their prey, swim to move in the water, ridden, used various tools (arrow, spear, etc.) to hunt and protect. This is also a sign of movement and sport, the nature of the person, and the importance of human life (Selçuk, 2010).

The movement of an individual is an instrument that has an important place for both itself and for the environment, as well as for a language, in which a person communicates with his / her environment and realizes his / her experience (Hasırcı, 2000). It is inevitable that these movements, which are made when considering the fact that moving has such an important place in human life, have to consciously make the movements in the framework of time rules (Aydemir, 2014). Along with the movement, people also need various knowledge and skills to be able to rescue their lives in society and in the environment they live in. The knowledge and skills can be acquired through training activities (Selçuk, 2010).

In contemporary education, physical education has an important place. The lessons in which physical education is given to schools are physical education and sports lessons. It is important for these lessons to be done with suitable tools, equipment and suitable environment so that they can reach their aim. In addition, physical education and sports teachers, who are practitioners of the course, should make awareness about the spore with the awareness of their contributions to the students and try to make the students gain sports habits at an early age (Orhan and Yoncalık, 2016).

Sport is an event that allows individuals to participate in social life and become more dynamic, and social dimension is preliminary. Nowadays, considering the collective dimension of sports, individuals engaged in sports and sports are communicating and socializing with different people through sports activities. In addition, it can be said that the sport brings together people from different perspectives, beliefs, which enables the individual to get out of the inner world and to interact with different people and different people, and to create a kind of cultural environment among the people. This aspect also shows that sport is a vehicle for social cohesion (Ilhan, 2008).

Fox et al. (2010) states that children are advised to solve disciplinary problems, to be concerned about school achievement, to provide systematic work habits, and to provide sports training by specialists. This sports training offered by specialists may include school sports activities that are applied to schools. School sports; sporting life for children can be a starting point as well as being an active opportunity to meet sports at an early age even if the sport does not go on. The participation of children in school sports also plays an important role in social, physical, mental and spiritual development

(İlhan et al., 2011). In addition, school sports are organizations that allow students to progress regularly and programmatically as well as progress towards their talents.

The knowledge, skills and knowledge that the students have gained in the sporting sense will help make their leisure time more useful and help to protect them from bad habits. It is an important activity that develops self-confidence, facilitates harmony with social rules, and brings to the fore the feeling of unity and solidarity (Akgül et al., 2012). There are many studies in the international literature on school sports, extracurricular activities and sportive activities (Marsh 1993; Dexter 1999; Eccles et al., 2003; Hawkins and Mulkey, 2005).

At present, school sports have a tendency to increase physical, mental, social, psychological, etc. (Eccles et al., 1999; Eccles et al., 2003; Fredricks and Eccles, 2006; Aydemir, 2014), which contributes to the development of many aspects. Nonetheless, physical education and sports teachers face various problems in participation in school sports (Aydemir, 2014). In this study, it was aimed to investigate the problems faced by physical education and sport teachers in school sports and the problems they encounter in school sports organizations.

2. Method
2.1. Research Model

In this research, "The issues of physical education and sports teachers' views on school sports and the problems they faced" were examined and the perspectives and problems faced were tried to be determined using the interview method included in the qualitative research design. The most basic feature that distinguishes research from other researches is oral communication. The researcher tries to gather information by talking like it is in daily life. Although the method of interviewing is known as a simple method, actually collecting data with this method requires a very long process. Qualitative researchers and researchers who use the interview method have an intensive study process in many subjects such as the characteristics of this method, prepared interview forms, testing the forms, planning the interviews with the participants, and the appropriateness of interviewing environments (Yıldırım, 1999).

The qualitative research model was used in the study because it was thought that the participants would be effective in determining the thoughts, experiences, expectations, concerns and suggestions related to the research topic. In the study, phenomenology (analysis) and document analysis approaches were used.

Phenomenology, according to Yıldırım and Şimşek (2005), it is a method that is used with the intention to get in-depth knowledge about an event or situation. Phenomenology is based on facts that are aware but do not have an understanding of in-depth and detailed knowledge.

2.2. Research Sample Group

The research was carried out in the province of Malatya in the academic year of 2017-2018. As a sample in the survey, 10 physical education and sports teachers working in

the Ministry of National Education (MoNE) were reached. Participants were noted for having at least 10 years of professional experience so that the schools they work with are the most crowded schools in the city and that they regularly participate in school sports.

2.3. Role of Researcher

The researcher works as a physical education and sports teacher in the MoNE. He also actively participated in school sports competitions every year for the four years he served. In addition, the researcher took part in the school sports organization committee in the district where he worked, and from time to time served as a referee and an observer. It has been thought that the researcher's involvement in the field as a physical education and sports teacher will make it more prevalent in the field of research and that this will make the study more feasible.

2.4. Interview Ambient

It was noted that when choosing the environments in which the interviews were made, the environment was favorable and silent. These spaces have not been used as an interview environment, as there may be distractions in the participants' working areas or in the home environment. The interviews were conducted in an environment where participants could feel comfortable by considering the preference of the participants.

2.5. Preparing the Interview Form and Obtaining the Data

In the research, "interview form method" was used as the data collection method. In addition, a "document analysis" method was also used to increase the validity of the research. Documents were examined; written sources related to the subject, information and documents obtained about school sports were examined.

The interviews were conducted between January 23, 2018 and February 3, 2018. The answers given by the participants to the questions during the interview were recorded by the researcher with a voice recorder. Before the interview, a contract was signed between the participant and the researcher stating that the interviewer would be registered and that the data obtained could be used for scientific purposes.

2.6. Analyzing the Data

Interviews are hand-delivered with voice recorder, transferred to the computer environment. After all the data is converted into text, it is passed to the analysis phase. In order to analyze the data obtained in the research in a meaningful way and to reach the results by interpreting the result relation, "descriptive analysis" method has been utilized from the qualitative patterns. The aim of the descriptive analysis is to make the raw data obtained without the research available for the readers to understand and benefit from these data (Altunışık et al., 2004). In addition, a "content analysis" method was included in the study to identify the definitions given from the interviews, the collection of related data under certain themes, and the concepts not seen at first sight

but hidden in their speech. After the resulting data were classified according to the pre-determined dimensions by the investigator, coding and themes were revealed. In the coding phase of the data, we have done qualitative studies before and the help of two experienced experts have been applied in this regard. Coding and the themes obtained by the researcher and the work of three individuals were collected in a general frame. Findings related to participation, school management, parent profile, and economic situation were presented in a single table, because similar responses were given to the participants in the problems encountered in school sports. "B" was used for each participant instead of the names of the physical education teachers participating in the research.

3. Findings

Table 1: Participants' Perception of School Sports

	Codes from Interviews	Sub Themes	Participants
Perception of School Sports	To give labor, To take labor yield, Professionalism	Disciplined Work	B1, B4
	Sports infrastructure, Athlete training field, Ability determination, Sports based, Investment in success, Development of country sport, Country success	Sport Infrastructure	B8, B10
	Cooperation between institutions, cooperation between persons	Cooperation	B4, B5
	Personal development, Self-confidence, Self-expression, Physical development, Spiritual development, Positive point of view, Self-proclivity, Stress reliever	Personal development	B2, B6, B3, B7, B9
	Competition environment, Competitive sensation, Sportive activities, Sportive events, Sportive activities outputs	Sportive activities	B3, B5, B9
	Socialization, Social activity, Output of social activities, Visiting new places, Extracurricular activities	Socialization	B7, B5, B6, B2
	Educational tool, Academic achievement enhancing activities	Education Supporting Activities	B5, B7

Table 2: Findings of Current Situation of School Sports

	Codes from Interviews	Sub Themes	Participants
Perceived Current Situation	Training time, Insufficient preparation time, Insufficient sporting area	Time and Infrastructure	B3, B8,
	Format change, Organizational quality (Compared to MoNE period), Compressed competition schedule, Ease of paperwork according to MoNE period, Ministry of Youth and Sports studies, Institutional functioning	System Change	B1, B4, B6, B8, B9, B10
	Economic support, Rewarding, Encouragement, Quality of organization, Auditing in organization, Punishment, Sanction, Teacher's personal sacrifices	Reward and Punishment	B1, B6, B9, B10
	Low participation rate, lack of interest	Participation	B2, B5, B10

	Competition environment, Self-confidence, Socialization	Personal development	B3
	Success-indexed structure, Manager's point of view, Manager's desire to prove himself, Value given to organizations	Bureaucratic Challenges	B7, B10

Table 3: Findings of Participants' Expectations from School Sports

	Codes from Interviews	Sub Themes	Participants
School Sports Expectations	Economic incentives, Sports facilities, Sports equipment, Transportation conditions, Equipment, Materials, Budget, Sports areas, Appropriation, Rewarding	Economical situation	B1, B3, B4, B9, B10
	Authorized interest, School management support, Bureaucratic influence, Ministry of Youth and Sports and MoNE business sharing, Inter-institutional communication, Authorized interest	Bureaucracy	B1, B2, B3, B10
	Objective awareness, Workload sharing, Time planning, Training time, Density of courses and lessons, Contact, Ace suitability, Schedule of competition schedule, Security precautions, Health services, Audit, Sanction, Organizational arrangement	Planning	B1, B2, B3, B8, B9
	Fun environment, Stress reliever, Friendship, Student-centered approach, Responsibility awareness, Self-confidence, Healthy relationship	Social activity	B6, B7
	Athletic training, Field domination, Merit, Ability determination, Seriousness	Expertness	B1, B7, B8, B9

Table 4: Findings of Students' Participation in School Sports

	Codes from Interviews	Sub Themes	Participants
Participation	Parental point of view, Sport awareness, Teacher attitude, School management, Internet use, Media influence, Academic achievement expectation, Examination anxiety, Social perspective, Appreciation, Social environment, Value, Role model, Virtual environment	Environmental Factors	B1, B2, B3, B4, B5, B6, B7, B8, B9, B10
	Sports facilities, Sports equipment, Budget, Time, Transportation, Curriculum, Reward, Incentive	Planning	B2, B3, B4, B5, B6, B7, B8
	Interest, Request, Selectivity, Ability, Attitude	Student Features	B1, B2, B3, B5, B9, B10

4. Discussion and Conclusion

In our research, it was aimed to examine the problems faced by physical education and sport teachers in school sports and school sport organizations.

In line with the opinions of the participants about the perceptions of school sports within the scope of the research, school sports are considered to be activities involving sportive activities where regular work is important. Work on a regular basis has been proven by investigations that have affected positively the participation of the spore (Yılmaz, 2002; Bozkurt, 2014).

School sports are seen as an integral part of education, and it is understood that they contribute positively to the socialization and personal development of the students. From this point of view, it turns out that school sports have an important place in student development. School sports, however, are considered to be essential for national sport and contribution to sportive infrastructures. In the research conducted by Çolakoğlu and Karaküçük (2006), it was stated that school sports will contribute to the advancement of national sports, the dissemination of sports and the academic success of the students. This result is the end result of our research. It is also emphasized that cooperation between institutions is also important in terms of the efficiency of school sports activities.

In the direction of the data obtained from the views of the participants, school sports influence students' personality development positively. Research in this area also supports this end result (Marsh, 1993; Eccles et al., 1999; Dexter, 1999; Hawkins and Mulkey, 2005). According to participants, school sports enhance the self-confidence of the students and improve their leadership skills. Participants who emphasize that there are various changes according to the turnover of school sports within the MoNE, changes such as easy to carry out licensing procedures via internet and removal of the necessity of photographs in identity cards are welcomed positively. Negative factors such as lack of participation, lack of incentives and rewards for the students participating in the events, lack of sanctions on the schools not participating in the activities, negative aspects of the managers' views on the school sport and lack of suitable time to train the school during school sports preparations it stands out.

McCullagh et al. (1993) reported that children should feel good about themselves first of all about motivation to participate in sporting activities. Therefore, the awarding of students who graduate in school sports organizations will encourage children to feel better and encourage spores. In addition, in the study conducted by Buonamano et al. (1995) in Italy, it is most important to have fun and belong to a team. From here, the presence of sports areas where children can have fun and practice can increase the interest of children in school teams and school sports.

Economic problems experienced within the scope of school sports activities negatively affect the activities (Aydemir, 2014). Participants express expectations about the delivery of school sports to the economic problems experienced during the preparation and competition periods. It is seen that the bureaucracy negatively affects the school sports, the manager's point of view, and the troubles in communication between the institutions make the physical education teachers hard work. Bureaucracy is a system within the organization with the most general and objective definition and is a complex system consisting of high-level technical skills and suitable for large operations in order to realize the determined policies (Aydemir, 2014).

In addition, the disruptions experienced in the planning of the organizations negatively affect the school sports. It is considered important that adequate safety and health precautions are taken in the event that the schedule of competitions is applicable by the participants. School sports are seen as stress relieving activities that increase

children's self-esteem and develop positive relationships with their environment (Sabancı, 2008; Tekkurşun et al., 2016). However, it has been emphasized that school sports are an organization that requires expertise that the referee appointed must have merit and that talented students should be identified. It is important to ensure student participation at the maximum level of activities so that school sports organizations can be efficiently run and achieve their goals. Sit and Lindner (2006) and Oyar et al. (2001) found that the desire to learn skills, to have fun, to be physically fit, to make friendships and to achieve success are important factors affecting spore participation in their work on motivation of spore participation.

Studies have shown that factors such as the motivation of children and young people to participate in sports activities and physical activities, recognition by others and winning a prize, the desire to belong to a team, the need for energy expenditure, and the influence of family, coach and some beneficial organizations (Gill et al., 1983; Şirin, 2008).

According to Yilmaz (2002) and Bozkurt (2014), only about 25 million children in the US who are under the age of 18, at school or out of school participate in various physical activities. In fact, the vast majority of children participates in intensively programmed sports and train about 11 hours a week for 18 weeks. Looking at these intense physical activities that children attend, doing sports gives positive results in terms of children, their peers, their families and society in their life. In the scope of the research; participants indicated that the announcement of school sports was made at the beginning of the school year and that the number of students who participated in and participated in school teams in the first place was quite high. It is mentioned that the interest and desire of the students in participation to school sports are at the top level but the participation is below the desired level due to various reasons. Family and community expectations, school management, community outlook, test print, attitudes and behaviors of physical education teachers are mentioned as environmental factors affecting participation in school sports. In addition, while students are selective in participating in school sports activities, they show a lot of interest in some branches and some branches do not want to participate. Participants show the media's influence on children as the reason for this situation. It is stated that some sports branches have a lot of place in the visual and written media, which influences the selection and interest of the students. Moreover, the individual abilities of students are also among the reasons that affect participation in school sports. The fact that sports facilities, sporting equipment and transport facilities are adequate, that a certain budget is not allocated for school teams during preparation and competition periods, and that no incentives or rewards are given to the students participating in the activities are among the reasons that affect attendance to school sports by participants.

As a result, sports sensation is an important factor in school sports. Bureaucracy has an indirect effect on the development of school sports. Besides, it can be said that physical education teachers are making efforts for the development of school sports.

Spreading and promoting the mass of the sport will have a positive impact on participation in school sports.

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