



## EVALUATION OF THE MEETINGS RELATED TO THE COLLEGE OF PHYSICAL EDUCATION IN THE SECONDARY SCHOOL STUDENTS

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### **Abstract:**

Participation in physical education and sports activities is undoubtedly very important in the developing of societies. Physical education and sports activities have many contributions to development of individuals. Therefore, it can not be denied that physical education and sports activities are one of the most important characteristics of education and training life. This study was managed to evaluate the opinions of middle school students about the physical education lesson. In this study, was used interviewed method which one of the qualitative research methods. Open-ended questions were used to determine the views and suggestions of the students in obtaining the data of the study. The study group of the study consisted of 60 middle school students in official secondary schools affiliated to Gaziantep Directorate of National Education. Content analysis was applied to the data obtained from the views of the students. Consequently, with the data obtained, it can be said that the physical education course is an effective and efficient course in terms of the development of the students. Students think that physical education course contribute to their physical, spiritual and social development. However; are influenced minority of lesson hours, lack of course materials, inadequate environmental conditions and teachers do not show the necessary self-discipline in a negative way by the efficiency of the course.

**Keywords:** secondary school, student, physical education

### **1. Introduction**

In accordance with the modern education concept, the realization of the aims of education is related to the physical education as well as the mental education. People physical, mental and they want to be spiritually healthy and happy, and one of the most effective ways to achieve this goal is physical education, sport and physical activity (Abakay et al., 2015; Alıncak, 2016). Physical education and games; child giving

direction is the most important factor in the adoption of correct behavior patterns in social life (Alıncak and Tuzcuoğulları, 2006). Education is also provided by physical education which is an indispensable element of general education (Güneş, 2003) most on and Asworth (2004) state that physical education classes have an impact on the students' whole life. Physical education is provide physically, mentally and psychologically developments. Physical education thanks to individuals to discover their own talents and see their ability to purify revolted, on equal terms competition, the place came the time to accept the defeat, to be able to appreciate their rivals, to be humble, learn to use his time in an effective and efficient manner. Individuals who participate in physical education and sport activities are willing to reach a certain level or to increase their performances over their previous performances. It can be seen that individuals exhibit different behaviors in order to achieve their goals in this process (Abakay, 2010; Alıncak, 2015). In this respect, physical education is an effective tool of modern education system which aims to educate people in a multi-faceted way while preparing them for the future (Mirzeoğlu, 2003).

Evaluation is a systematic process (Philips, 1997). This process allows a comparison of between actual results obtained and expected results meanwhile it helps being come to a conclusion for the future events (Kısakürek-1983). It is stated the importance of the participation in artistic and progress of societies developing many features of individuals. Generally, such activities being done develop many features of individuals (Bolyon and the others, 2012).

Changes and developments in education and teaching activities increased in our country in recent years. Since 2011, we have passed the 4+4+4 teaching system from 8 year compulsory education expression instead of primary education expression. Physical education course programme has been put into practice with revised guide since 2013 (Abakay et al., 2015).

Physical education and sports courses are thought in secondary schools with commissioned this programme in twice a week. The basic target of the secondary school physical education and sports course programme is to prepare their life long skills using movement, healthy lifestyle, physical activity, getting new skills, acting together and next level of education by socializing the individuals. Physical education has a great importance in terms of development of the students' physical, emotional, social, mental and spiritual properties from the individuals early childhood until the end of the secondary education.

One of the important role of the physical evolution of sport is, its fight with the obesity which is appeared at the age of childhood and youth of avoid the obesity it is especially emphasized that to join the exercises of physical education. So, it is increased to join these exercises in these ages. Especially in these periods of development, it is very important to join the physical education activities for the secondary school students.

The aim of the study is to confirm the ideas of the students about the physical education lessons.

So it is searched for the answered of these questions;

- 1) What are the ideas about the students' opinions about physical education lesson?
- 2) What are the ideas about the students' opinions about the advantages of physical education lessons?
- 3) What are the suggestions about the physical education lessons?

## 2. Method

A case study pattern, one of the qualitative research methods, was used in the study. Qualitative research is a method that provides flexible mobility to the researcher and provides different approaches in data collection methodology, analysis and design of research (Gay, Mills and Airasian, 2006).

The case study is a research design used in cases where the boundaries between the phenomenon and the environment are not clear and there is more than one evidence or data source (Yin, 1984; Yıldırım and Şimşek, 2006).

### 2.1. Research Group

The open-ended questionnaire, which was prepared for the purpose of determining the opinions of the class teachers about the play and physical activities course, was applied to 20 classroom teachers working in the official schools of Gaziantep Provincial Directorate of National Education. The data related to the research group are given in Table 1.

**Table 1:** Personal Characteristics of the Research Group (N = 60)

Variable	Groups	N	%
Gender	Woman	33	55
	Man	27	45

Table 1 presents some personal characteristics belonging to the research group. When we look at gender, 33 (55%) teachers are female and 27 (45%) teachers are male teachers have graduate education.

### 2.2. Preparing Open-Ended Questions and Practicing

With the aim of creating opinion poll form in the research primarily, an interview with around are hundred primary school students was done and they are required to write a composition concerning their view of physical education course for eight graders. Because are of the logical ways of testing content validity is to get expert opinion about it. In accordance with the opinions acquired, necessary modifications have been done.

An opinion pool from consisting of 3 open-ended questions and a usual question for the purpose of identifying gender features was used. It was possible for students to use expressions more than ones while expressing their ideas.

To be able to collect the research data, previously created opinion poll form have been applied to the district of Gaziantep by giving information about the purpose and

importance of responses to be given by students and sixty students been volunteer participants.

Curriculum is needed to be scheduled by taking into consideration facilities and conditions white they are being taken over.

### 3. Analysis of Data

The data obtained from the interview form used in the research were analyzed with the content analysis method used in qualitative research. In qualitative research, content analysis is used in the creation of theoretical and non-significant themes and, if any, sub-themes are created (Yıldırım & Şimşek, 2006). The data obtained were recorded, grouped, and coded separately. These groupings and coding were presented to the field experts and the final cases were prepared according to the evaluation of the experts. With the analysis of the content, themes were determined for each question and tables were created by calculating the frequency and percentage of the given themes. Descriptive analysis was used to evaluate the data. Finally, reports were made and findings were presented.

### 4. Findings and Comments

In this part, he results are given about the meeting with the search group.

**Table 2:** The search groups ideas about the physical education lessons

Themes	n	%
Entertaining lessons	45	25.8
The useful lesson	40	23
Different activities need to be done	28	16.1
The missing equipment	28	16.1
The physical conditions aren't enough	25	14.3
The lesson's aren't done	8	4.7
<b>Total</b>	<b>174</b>	<b>100</b>

In table 2, it is given the opinions of the search group about the physical education lesson. There are six themes on the table. According to the table, the results are; entertaining lessons are (25.8%), the useful lessons are (23%), different activities (16.1%), the missing equipment (16.1%), the physical conditions aren't enough (14.3%), the lessons aren't done (4.7%).

**Table 3:** The distribution of the opinions of the research group related to the game and physical activities course

Themes	n	%
Yes I associate	14	70
Sometimes I associate	4	20
No I'm not associating	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

In Table 3, the distribution of opinions of the research group related to the game and physical activities course is given. 3 themes emerged in the distribution of the participants' views on how they relate the play and physical activity lessons to other courses. According to this; 14 teachers (70%) associate, 4 teachers (20%) sometimes associate, 2 teachers (8%) stated that they do not associate.

**Table 4:** The distribution of the opinions of the research group on the effect of the game on learning

Themes	n	%
Learning becomes easier and faster	18	26.9
Developing intelligence	16	23.9
Developing the child's imagination	13	19.4
Increasing attention and motivation	11	16.4
Increasing thinking ability	9	13.4
<b>Total</b>	<b>67</b>	<b>100</b>

Table 4 presents the distribution of opinions of the research group about the effects of the game on learning in general. 5 themes emerged from the participants' views on the impact of the game on learning. Participants showed more than one theme. Among these themes, learning is easier and faster (26.9%), improving intelligence (23.9%), developing child's imagination (19.4%), increasing attention and motivation (16.4%), increasing thinking ability (13.4%). themes have come to the fore.

**Table 5:** The distribution of the opinions of the research group about the problems they encounter in the course of play and physical activities

Themes	n	%
Lack of tools	12	25
Insufficient physical conditions	11	22.9
Lack of knowledge in the course	9	18.8
Class size is crowded	9	18.8
Individual differences between students	7	14.5
<b>Total</b>	<b>48</b>	<b>100</b>

Table 5 presents the distribution of the opinions of the research group on their thoughts about the problems they encounter in the course of play and physical activities. 5 themes emerged from the participants' views on the problems they encountered in the course of play and physical activity. Participants showed more than one theme. Among these themes, according to percentage ranking, lack of equipment (25%), insufficiency of physical conditions (22.9%), lack of knowledge (18.8%), class size (18.8%), individual differences between students (14.5%) themes have come to the fore.

**Table 6:** The distribution of opinions of the research group  
on their suggestions about play and physical lesson

Themes	n	%
Physical and environmental conditions should be corrected	18	23.7
Lack of equipment	18	23.7
In-service training should be given in the field of physical education and game teaching	13	17.1
Games in the curriculum should be diversified	12	15.8
Subject teachers	8	10.5
Grade current rates should be corrected	7	9.2
<b>Total</b>	<b>76</b>	<b>100</b>

Table 6 presents the distribution of opinions of the research group on their suggestions about the play and physical activities course. When the participants' suggestions about the play and physical activities lesson were examined, 6 themes emerged. Participants showed more than one theme. According to the percentage ranking, physical and environmental conditions should be corrected (23.7%), lack of tools (23.7%), in-service training should be provided in the area of physical education and play (17.1%), games in the curriculum should be diversified (15.8%), branch teachers should enter the course (10.5%), class current rates should be corrected (9.2%) themes were seen to come to the fore.

## 5. Conclusion, Recommendations and Discussion

In this part of the research, the results obtained from the interviews with the classroom teachers in the official schools attached to the Ministry of National Education about the play and physical activities course are given.

When we look at the opinions of the research group about the game and physical activities course, it is stated that the course is useful in terms of the students' development but the content of the course is not suitable for the student level. In addition, the research group stated that they did not have sufficient knowledge, lack of material and physical conditions were not sufficient. From this point of view, we should say that the curriculum of the course should be reviewed, the materials needed for the course to be made efficient and the physical conditions should be corrected. Alıncak et al., (2015) found similar results to our findings in their study.

It was observed that the majority of the research group (70%) associated the play and physical activity course with other courses. Some of the teachers sometimes stated that they do the association. Based on these thoughts, we can say that teachers associate other lessons effectively to teach other lessons.

The majority of the research group stated that it was easier and faster to learn together with the game. In addition, the game develops children's imagination, attention, motivation and thinking ability. Therefore, it can be said that the game contributed greatly to learning and benefited the personal development of the students. Firat (2007), in the teaching of foreign language teaching, constantly bringing students to the fore, they are active, by doing, by trying to learn to make them learn, with this

method, each student to join the course willingly, the students learn the words easily, remember to keep in mind, and when asked the question stated that they can answer without any difficulty. Ayan et al., (2017) have found that individuals who participate in physical education and / or physical activities regularly have higher emotional intelligence levels. Tural (2005), in mathematics teaching games and activities, davranış rhythmic counts, natural numbers, addition, subtraction, multiplication (grip and practice) to achieve behavior at the level of traditional teaching has reached the conclusion that more effective.

When we look to the opinions of the research group on the problems, some opinions occurred that the lack of tools and physical conditions, the teachers experiencing problems, the class size problem. From this point, we can say that the unfavorable situations caused the course to be unproductive. In their study, Güven and Yıldız (2014) found that classroom teachers did not perform their games and physical activities lessons adequately due to lack of equipment, physical education and lack of knowledge and equipment related to the lessons of physical education and classroom teaching. Abakay et al., (2015)

It is concluded that the majority of teachers have insufficient skills in terms of some features (program, physical conditions, student characteristics, course hours, environmental conditions). In order to be more effective in physical education lesson, Alıncak et al, (2016) stated some important factors that the tools and materials, physical conditions, lesson hours. In the some studies, most of the teachers prepare the textbook that is not suitable for the level of students (Kazu and Aslan, 2014; Alıncak et al., 2015). In addition, Dalaman, (2010), Alakurt, (2009), stated that the inadequacy of the physical conditions of schools is the most important problem.

When we look at the opinions of the research group, the participants have criticized that physical and environmental conditions, lack of equipment, teacher's in-service education. In addition, the teachers who participated in the research made suggestions that are diversification of the games in the curriculum, branch teachers had to enter the class.

As a result, primary school teachers stated that the classes were crowded, the physical environment was inadequate and the teachers entering the classes had problems because they did not get enough education about this course and they should be solved. It was concluded that physical education teachers should enter in this lesson and the in-service training should be provided within the scope of this lesson.

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