



Science, Movement and Health, Vol. XVI, ISSUE 2 Supplement, 2016

September 2016, 16 (2, Supplement): 430-441

Original article

THE PERCEPTION OF THE HEADMASTER TOWARDS PHYSICAL EDUCATION COURSE

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Abstract*

Aim: In this research, opinions of the headmaster who are working in different grades (primary school, secondary school and high school) with respect to the physical education course were examined.

Methods: In the research, out of qualitative research approaches, case study model was utilized. Study group of the research is composed of six headmaster working in the schools related to Ministry of National Education in the city center of Trabzon. As data collection tool, semi-structured interview technique was used. Descriptive statistics (frequency, percentage and mean) and content analysis were used in data analysis.

Results: When the findings of the study were examined, positive and negative opinions for physical education course were detected. In this regard, the reason for negative opinions about the physical education course is generally the fact that there is not any question about physical education course in the exams of Student Selection and Placement Center (OSYM) and physical education teachers do not teach their lessons properly. Opinions regarding the fact that the physical education course provides many achievements for the student with respect to its positive effect on physical, healthy, cultural, psycho-social, psychological and mental development and daily life were obtained. Moreover, findings obtained from the research showed that course hours of physical education are inadequate in the weekly course schedule. It is detected that in order to increase the quality of physical education course, there are tasks required to be fulfilled by physical education teachers, school director/board and supreme boards.

Conclusions: According to the results of the interview analyses made with the director, it is seen that the director and most of the students evaluated the physical education course as a valuable course which provides socialization while the parent and teachers of other branches evaluated it as an unnecessary and unimportant course.

Key words: Physical Education, Headmaster Course, Qualitative Research

Introduction

Today's education system, in which only knowledge is put at forefront, is losing its validity anymore. In education system the implementations, to improve skills, physical and mental features, form the components of modern education as much as knowledge does. After the conscious about the fact that physical education and sport courses have a characteristics of supporting all aspects of individuals occurs, the countries who are advanced in the level of education system, haven't avoided any kind of sacrifice to activate the physical education activities. Especially in the 20th century, physical education and sport expanded the effect and function fields of sport by causing people to be the exit door of expression, actualisation and development of their own (Yıldırım, 1993).

In the idea of educating people with the way of physical movements (Tamer and Pular, 2001); while in the beginning, physiologic and muscle building of people were used as base, nowadays the human body is considered as a whole

and cognitive, affective, kinesthetic and physical development is embraced (Demirhan, 2002). Physical education and sport activities are fundamentally given in and out of the courses as supplementary of general education and the individual should be considered as a whole within these activities (Özdemir, 2000).

Being able to accomandate to unstable knowledge and technology, use limited sources productively and coopareting with the education personnel to increase the productivity of education can only be possible with effective director skills. Headmaster are very important in the way of effectiveness and productivity of schools. Because the headmaster plan the future of the school, rotate the school and steer the alteration efforts in the school with the knowledge and skills they have (Garies ve Tschannen-Moran, 2005). Headmaster have a key role in the process of development and recovery of the schools. In this regard, they are catalytics and coordinators among various experts (Balci, 2007). Headmaster are in charge of

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Received 17.02.2016 / Accepted 21.03.2016

*the abstract was published in the 16th I.S.C. "Perspectives in Physical Education and Sport" - Ovidius University of Constanta, May 20-21, 2016, Romania



managing personnels, academic achievements of students and an issueless period the school has (Smith, 2006).

Headmaster have an active role in the physical education courses as well as in all courses. They are the key persons to provide all the activities in the school to succeed (Güçlü, 1997). Accordingly, the fact that the harmony between the headmaster and

physical education teachers who have the first degree liability to accomplish physical education courses (Demirhan, 2014), has a big place in the way of eliciting the general and specific purposes of the course, is an inevitable truth.

The purpose of this research is to examine the school director's perception towards physical education courses according to different variances (service years, schools' conditions, the number of physical education teachers in the school, management years vs.) with the approach of qualitative research which has the ability to ensure in-depth information.

Methods

In this section the information about the pattern used in the research, research group, data collection and analysis of datas are given.

Pattern of the Research

In this study; qualitative research, which concentrates on the subjects like how the phenomenons and experiences ocured and made sense, is used on socially structured truth, the close relationship of the group or between the operator

and the operated subject (Denzin and Lincoln, 2005). In the research; the interwoven model out of case study models defined as intense, integrating describing and analysis of an example, a phenomenon or social unity (Merriam, 1998, s.27), is utilised (Yin, 2003, s. 39). In interwoven case study, the case which is embraced or attached to the research, is studied by dividing various sub-units in its own (Yıldırım and Şimşek, 2013). The most specific feature of case study is that it tries to examine profoundly by concentrating on a current phenomenon, issue, case, individual and groups (Ekiz, 2009).

Study Group

This research which is conducted between the 2014-2015 educational period is carried out by six headmaster working in the schools related to Ministry of National Education in the city center of Trabzon. Demographic features of the study group are given in the table 1. In the election of study group, criterion sampling method out of purposeful sampling methods which are used frequently and enable the cases to be studied profoundly (Patton, 2014), is used. Criterion or criterions can be generated by researcher (Yıldırım and Şimşek, 2013). As criterion; features originated from the natur of the research, required this sampling method. In this research, the school where the research is conducted and the headmaster with whom the interviews are made by using the criterion sampling, are determined as up to the mark.

Table 1. Demographic Features of Participants

Sex	Code *	Age	Service life	Place of duty
M	Gökhan	50	20	Primary school
F	Meltem	55	16	Primary school
M	Fatih	53	18	Secondary school
M	All	49	16	Secondary school
M	Zeynel	51	12	Highschool
M	Hasan	54	24	Highschool

*The names stated above are code names representing the participants took part in the study.

Data Collection

Survey data was obtained from six headmaster working in the schools related to Ministry of National Education between the 2014-2015 educational period in the city center of Trabzon. In this study, semi-structured interview questionnaire which is recommended by Bogdan and Biklen (2003, s. 113) and which enables the participants to express their opinions freely on a determined subject, is prepared. In this regard, the researcher prepares the interview protocol which contains the questions that s/he planned to ask in advance (Türnüklü, 2000). Datas were obtained with the interview technique which is used frequently in the

qualitative research pattern. This technique contains the controlled and purposeful verbal communication between the researcher and the person who is in the place of subject in the research (Cohen ve Manion, 1994). The primary aim of using the interview technique is not to test a hypothesis, on the contrary; the aim is to try understanding other people's experiences and how they give a meaning to those experiences. Therefore, the focused point is people's opinions about their stories and definitions (Seidman, 1991). In this study, it is aimed with data collection to obtain deep information about the perception of headmaster towards physical education.



First of all, the literature related to the subject (Rainer et al, 2011; Şahin, 2011; Yılmaz, 2012; Demirhan, 2014) is scanned to reveal the perception of headmaster who work in different highschools towards physical education and the questions which have general qualification in the way of research's problem are prepared. Moreover, a basis is provided for the basic questions by taking the scientific publications about the problems in the field and previously stated problems. By asking the created general questions to six headmaster with the aim of pre-interview, understandability and clarity and sufficiency aimed at discovering the perception of physical education course of the questions and are tested. Purpose of the study is clarified to the participants attached to the study, and it is explained that the collected datas will only be used with the aim of service to the scientific study. At the beginning of the interview, it was indicated to the participants in volunteer based interviews, that they can get through the interview whenever they want and their identification will not be uncovered in collected datas. In this regard, the interview questionnaires are given to the participants and asked to be filled. As part of internal validity of questions in interview questionnaire, it is regarded that the questions are easy to understand and brief.

Data Analysis

Data analysis methods are observed in two groups. These are descriptive and content analyses. Content analysis is the process of quantification (digitizing) according to clear instructions what people say and write (Patton, 1990). In the base of this approach, categorising what has been written

and told takes place (Simon ve Burstein' den aktaran Balci, 2011, s. 229). Descriptive analysis is more superficial than content analysis and mostly used in researchs in which the cognitive structure of research is determined clearly beforehand (Yıldırım and Şimşek, 2013, s.255). In this study, both of the analysis techniques are used.

Participant's code names are given before the data analysis. These codes make it easier to support the participant's interviews and themes. Afterwards, the recordings of interviews obtained from the participants are put down on paper. Then, this information put down on paper are given to the participants to confirm the accuracy of information, lacking informationis provided to fill out and common opinions and frequencies obtained from the participants are determined and codings are made. Because coding is the initial and basic procedure oriented towards discovering data contents in qualitative analysis (Punch, 2005). Later, the codes are gathered together in regard of their common features and category and sub-categories are reached. Sub-categories of ocurred categories and codes that represents these sub-categories are interpreted by explaining the relations between one another and results are determined (Maykut and Morehouse, 1994).

Results

In this section, the findings and interpretations obtained from participants' interviews which are put to content analysis, take place. In accordance with participants, the opinions which have the highest and lowest frequencies take place.

Table 2. The physical education course perception of students- parents- other brach's and physical education teachers, according to the headmaster

Categories	Sub-categories	f
Directors' (managers') opinions	Precious/valuable course	4
	Essential course	4
	Important course	3
	Appeals to so many things course	2
	Not idle course	2
	Ablosute must course	1
	Total	20
Students' opinions	Socializing course	6
	Relaxing course	5
	Fun course	3
	Getting some air course	2
	Coziness course	1
	Total	17
Parents' opinions	Unnecessary course	4
	Empty course	4
	Unimportant course	4
	Selected for a higher cumulative course	2
	Waste of time	2
	Soothing course	1
	Total	17



Other branch teachers' opinions	Unimportant course	5
	Empty course	4
	Waste of time	3
	Relaxing course for mind and body	1
	Positive course	1
	Total	14
Physical education teachers' opinions of their own course	Give the balls and let them play conception	5
	No worries about commentating the faculty with its rules	3
	Don't have the class in the class' period(watch TV, stay in room)	3
	Want success across the province or Turkey	1
	Total	12
	General Total	80

In table 2, the analysis and frequencies of students-parents-other branch's and physical education teachers' positive and negative opinions about physical education course in directors' eyes are given. In table 2, there are 5 categories about the theme of the physical education course perception of students- parents- other brach's and physical education teachers, according to the headmaster. These are; directors'(managers') opinions, students' opinions, parents' opinions, other branch teachers' opinions and physical education teachers' opinions of their own course. 6 sub-categories were obtained according to the directors' (managers') opinions. The codes which have the highest frequencies are precious/ valuable course (4), essential course(4), important course(3), appeals to so many things course(2) not idle course(2), absolute must course(1).

Fatih teacher's opinion in regard of precious/ valuable course sub-category; "Hence, physical education course is a valuable course which has relations with all other courses."

There are 4 sub-categories according to students' opinions. These are; socializing course(6), relaxing course(5), fun course(3), getting some air course(2) and coziness course(1).

Gökhan teacher's opinion in regard of socializing course sub-category; " Hence, it is very important for youth to sozialize. For socializing they shouldn't sit in their desks, instead they should play sports in pyhsical education courses and be involved in an interaction with their friends"

6 sub-categories were obtained according to the parents' opinions. These are; unnecessary course(4), empty course(4), unimportant course(4), selected for a higher cumulativ course(2), waste of time(2) and soothing course(1).

Mehmet teacher's opinion in regard of unnecessary course sub-category; "For example physical education in a science high school, kid's purpose is differnt in here, what's the point of making them play sports... I think it's unnecessary that every school has this course in their instructional plan."

5 sub-categories were obtained according to other branch teachers' opinions. These are; unimportant course(5), empty course(4), waste of time(3), relaxing course for mind and body(1) and positive course(1).

Gökhan teacher's opinion in regard of unimportant course sub-category; "They(students) don't mind about it much when compared to other branches. While there are no questions about physical education in YGS, they see it as an unimportant course."

4 sub-categories were obtained according to physical education teachers' opinions of their own course. These are; give the balls and let them play conception(5), no worries about commentating the faculty with its rules(3), don't have the class in the class' period(watch TV, stay in room)(3), want success across the province or Turkey(1).

Mehmet teacher's opinion in regard of give the balls and let them play conception sub-category: " Maybe it's rare in physical education teachers but there is at ease- atten-hut, teach the march, let them free, give the balls and they do whatever they want conception in most of physical education teacher's mind."

In table 3, the analysis and frequencies about perception why there are negative aspects of physical education course in directors' eyes are given.

Table 3. The reasons of negative aspects of physical education courses, according to the headmaster

Categories	Sub-categories	f
Reasons of negative aspects	There are no questions about physical education course in the exams of Student Selection and Placement Center (OSYM)	6
	Physical education teachers don't have their classes as they should	6
	They are interested in extracurricular things in class period (watching TV-surf on the internet)	2
	Physical education teacher doesn't know the importance of	1



	the course They can't have class because of the lack of substructure	
General Total		21

In table 3, the category and the sub-categories, which represents the reasons of negative aspects of physical education course took place. These opinions are examined under "reasons of negative aspects" category. The opinions in this category are; there are no questions about physical education course in the exams of Student Selection and Placement Center (OSYM)(6), physical education teachers don't have their classes as they should(6), they are interested in extracurricular things in class period (watching TV-surf on the internet)(6),

physical education teacher doesn't know the importance of the course(2), they can't have class because of the lack of substructure(1).

Ali teacher's opinion in regard of there are no questions about physical education course in the exams of Student Selection and Placement Center (OSYM) sub-category; "The course which is not used in assessment and evaluation exam is unimportant course, I mean if it is not on TEOG, university entrance exam, it is unimportant."

In table 4, the analysis and frequencies about opinions oriented the gains of students in physical education courses in directors' eyes are given.

Table 4. The gains of students in physical education courses, according to the headmaster

Categories	Sub-categories	F
Physical development	Builds muscles.	3
	Teaches how to control the body.	2
	Protects from obesity.	2
	Improves motor skills.	1
	Total	8
Health development	Provides healthy life.	6
	Puts psychology in order.	5
	Reduces stress.	5
	Improves blood circulation.	1
	Total	17
Cultural development	Teaches fair-play.	6
	Teaches congratulating in case of winning or losing.	3
	Teaches behaving accordingly with the social convention.	2
	Contemporises.	1
	Total	12
Psycho-social development	Provides socialising.	6
	Provides energy.	6
	Increases communication with friends.	5
	Offers proving yourself/ establishin yourself(Coming into prominence)	5
	Offers different environments-new friends.	5
Total	27	
Effects on daily life	Teaches being organized.	4
	Increases self-care ability.	3
	Provides discipline.	2
	Total	9
Psychological development	Reducing stress	6
	Trusting	6
	Being happy	6
	Sense of succeed	5
	Sense of competition	4
	Teaches keeping nerves under control.	3
	Taking responsibilities	1
	Total	31



Mental development	Increase in school success	5
	Learning technique-tactik/ strategy	4
	Thinking fast	2
	Calculating angle-pace	2
	Total	13
General Total		117

In table 4, there are 7 categories and their sub-categories about the gains of students in physical education courses, according to the headmaster. These are; physical development, health development, cultural development, psycho-social development, effects on daily life, psychological development and mental development.

4 sub-categories were obtained from physical development category. These are; builds muscles(3), teaches how to control the body(2), protects from obesity (2), improves motor skills (1). Fiziksel gelişim kategorisine ait 4 alt kategori elde edilmiştir.

Mehmet teacher's opinion in regard of builds muscles sub-category; "It's important in healthy way, like building muscles."

4 sub-categories were obtained from health development sub-category. These are; provides healthy life(6), puts psychology in order(5), reduces stress(5), improves blood circulation(1).

Ahmet teacher's opinion in regard of provides healthy life sub-category: "Healthy life provides sport. Because people go on a walk or play sports to live healthy, digest what they eat. I see physical education course important in terms of health."

4 sub-categories were obtained from cultural development sub-category. These are; teaches fair-play (6), teaches congratulating in case of winning or losing(3), teaches behaving accordingly with the social convention(2), contemporises(1).

Ahmet teacher's opinion in regard of teaches fair-play sub-category: "I mean fair play culture is taught by physical education courses. This subject is especially important."

5 sub-categories were obtained from psycho-social development sub-category. These are; provides socialising (6), provides energy (6), increases communication with friends (5), offers proving yourself/ establishin yourself(Coming into prominence)(5), offers different environments-new friends(2).

Ali teacher's opinion in regard of provides socialising sub-category: "Physical education is an useful course with helping student to socialize and contributing positively to kids inner peace and psychology."

3 sub-categories were obtained from effects on daily life sub-category. These are; teaches being organized(4), increases self-care ability(3), provides discipline(2).

Meltem teacher's opinion in regard of teaches being organized sub-category: "...in my childhood years, my teacher taught my bag was very messy. I mean we used to put everything in it. When I started playing sports, my bag started to be organized. I seperated the dirty clothes from the clean ones. Spor taught me tidiness."

7 sub-categories were obtained from psychological development sub-category. These are; reducing stress(6), trusting(6), being happy(6), sense of succeed(5), sense of competition(4), teaches keeping nerves under control(3), taking responsibilities(1).

Gökhan teacher's opinion in regard of reducing stress sub-category: "...student has class for 9 hours, s/he gets bored, feels suffocated, I mean s/he needs to relieve stress, get comfy, be social, have physical education course..."

4 sub-categories were obtained from mental development sub-category. These are; increase in school success(5), learning technique-tactik/strategy(4), thinking fast(2), calculating angle-pace(2).

Gökhan teacher's opinion in regard of increase in school success sub-category: "Students are more successful in school thanks to physical education courses."

In table 5, the analysis and frequencies about sufficiency of physical education courses in weekly curriculum in directors' eyes are given.

Table 5. Opinions about sufficiency of physical education courses, according to the headmaster

Categories	Sub-categories	f
Physical education courses in weekly curriculum aren't sufficient. (5)	No enough time for the skill that will be taught.	2
	Class is over until student gets ready for the class.	2
	Total	4
Physical education courses in weekly curriculum are sufficient. (1)	Sufficient if the lesson is taught full.	1
General Total		5



In table 5, there are 2 categories about opinions for sufficiency of physical education courses, according to the headmaster. These are; physical education courses in weekly curriculum aren't sufficient (5), physical education courses in weekly curriculum are sufficient(1).

K103's opinion in regard of physical education courses in weekly curriculum aren't sufficient category: " ...I think lesson hours of physical education course should be increased because it's insufficient..."

In table 6, the analysis and frequencies about actions to be taken to improve quality of physical education courses in directors' eyes are given.

Table 6. Opinions of headmaster about improving quality of physical education courses

Categories	Sub-categories	f
Actions should be done by physical education teacher	Having the class efficiently under any circumstances	3
	Having knowledge of all branches	3
	Loving his/her job	2
	Should be like brother-sister, mother-father to student	2
	Being prepared for the class	2
	Having the class with its purposes and gains	2
	Should have good attitude and behaviour	1
	Directing the kids interested in sport	1
	Being open to new ideas	1
	Being intellectual	1
	Total	18
Actions should be done by headmaster/managers	Joining competitions that teacher organizes	2
	Making physical education teacher feel s/he is precious	2
	Being in touch with physical education teacher	1
	Asking the needs of teacher about the course	1
	Providing the required materials for the course	1
	Guiding the teacher	1
	Total	8
Actions should be done by supreme boards	Required substructure should be provided to schools	5
	Training well educated physical education teachers	2
	Showing respect to profession	2
	Should have the policy of bringing up citizens who play sports	1
	Total	10
	General Total	36

In table 6, there are 3 categories about opinions of headmaster about improving quality of physical education courses. These are; actions should be done by physical education teacher, actions should be done by headmaster/managers, actions should be done by supreme boards.

Fatih teacher's opinion in regard of having the class efficiently under any circumstances category; "If there is class, and they have two hours for the class, they should have their classes efficiently under any circumstances."

6 sub-categories were obtained from actions should be done by headmaster/managers category. The ones which have the highest frequencies are joining competitions that teacher organizes(2), making physical education teacher feel s/he is precious(2).

Meltem teacher's opinion in regard of joining competitions that teacher organizes sub-category;

"...headmaster should support physical education teachers and provide materials for the course, join the competitions that physical education teachers organize."

10 sub-categories were obtained from actions should be done by physical education teacher category. The ones which have the highest frequencies are having the class efficiently under any circumstances(3), having knowledge of all branches(3).

4 sub-categories were obtained from actions should be done by supreme boards. The ones which have the highest frequencies are required substructure should be provided to schools(5), training well educated physical education teachers(2)

Zeynel teacher's opinion in regard of required substructure should be provided to schools sub-category; "It's for sure that our school's sport substructure is inadequate, it was the same with the other schools I worked in. They shouldn't build schools like a bolt out of the blue, they should build schools with in advanced planned sport opportunities."

In table 7, the analysis and frequencies about whether or not there should be questions about physical education courses in exams of Student



Selection and Placement Center (OSYM) like took place.
 KPSS, TEOG or not, according to the headmaster

Table 7. Headmaster opinions about whether or not there should be questions about physical education courses in exams of Student Selection and Placement Center (OSYM)

Categories	Sub-categories	F
There should be questions in OSYM (4)	To increase the importance of the course	4
	The rules to be learnt in physical education branch	2
	Total	6
There shouldn't be question in OSYM (2)	Because it is not suitable for the purpose	2
	Because the course will lose its validity as a practice course	2
	Total	4
General Total		10

Two categories were obtained from theme of headmaster opinions about whether or not there should be questions about physical education courses in exams of Student Selection and Placement Center (OSYM) These are; there should be questions in OSYM (4), there shouldn't be question in OSYM (2).

2 sub-categories were obtained from there should be questions in OSYM. These are; to increase the importance of the course(4), the rules to be learnt in physical education branch(2).

Ahmet teacher's opinion in regard of to increase the importance of the course sub-category; " If there are questions about history and maths, there can be rule question about physical education, voleyball, football. I can't say they should or not but they can ask. In this way the importance of the course would raise."

2 sub-categories were obtained from there shouldn't be questions in OSYM. These are; because it is not suitable for the purpose(2), because the course will lose its validity as a practice course(2).

Mehmet teacher's opinion in regard of because it is not suitable for the purpose sub-category; "...If there would be question about physical education course in OSYM, we would have to teach the course in class on board. It would raise the importance of the course in some ways, but it is not suitable for the purpose."

Discussion

In this research, the findings below, from the study which is made to determine headmaster' opinions about physical education course were obtained.

In this study, physical education courses are found important by most of the headmaster. Most of the headmaster believe this is a necessary course. In paralel with the results of this study, it was obtained that headmaster evaluate the physical education course as important and necessary Durukan, et al. (2001); Şahin, (2011);

Yılmaz, (2012); Tural, (2014). But Lock draws attention to that in his study he made with the

headmaster in 1995, physical education course was put at the end of importance list when compared to other branches. This study completely contrasts with the findings of conducted studies. In the study, it was stated that physical education course is a socializing, relaxing, fun course for the students, according to the headmaster. The results, which are in paralel with the results of this study were attained by Çetin, (2007); Güllü, (2007); Öncü, (2007); Eken (2008) too.

In this study, it was stated that physical education course is an unnecessary, unimportant, selected for a higher cumulative course for the parents, according to the headmaster. Results of present study are not encountered in paralel studies in literature(Öncü, 2007; Yılmaz, 2012). It can be said that this situation originated from the fact that parents don't know the importance of physical education course. Şahin (2011) in his study, in his results that he obtained from this subject, detected that some of the datas display negative posture while the parents are not conscious; on the other hand he detected that some of the datas display positive posture while the parents are aware of that physical education contributes to development phases and is important. Differing from the results of present research; Öz sandıkcı (2010), precipitated that parents look positively on their kids to play sports.

In this study, it was stated that physical education course is an unimportant, empty, waste of time, relaxing for mind and body and positive course for other branch teachers, according to the headmaster. Xiang (2002) based the fact that other branch teachers have negative consideration of physical education course on that there are lots of not well educated teachers about physical education. Thereanent, Yılmaz (2012) detected that other branch teachers think physical education course is not necessary at all, according to the headmaster. Conversely, Arslan & Altay (2009) detected that other branch teachers think physical education course is important.

In research, in consequence of interviews made with headmaster, it's extrapolated that physical education teachers have the perceptions like give



the balls and let them play conception, don't have the class in the class' period (watch TV, stay in room), want success across the province or Turkey about their own course. In parallel to present research; as a result of Tural (2014) made interviews with headmaster, it's detected that physical education teachers have the perception of give the balls and let them play and they are interested in extracurricular things in class period.

In research, according to the headmaster, the reasons of negative aspects about physical education course are there are no questions about physical education courses in exams of Student Selection and Placement Center (OSYM)(K PSS, TEOG...), physical education teachers don't have their classes as they should, they don't know the importance of the course(2), they can't have class because of the lack of substructure. In parallel to this research; as a result of Yılmaz(2012) and Tural(2014) made interviews with headmaster, it's detected that physical education teachers don't have their classes as they should and maintain the class as if it's an empty lesson.

It was stated in Fang, (1998); Çamlıyer, (1997); Koçyiğit and Öztürk, (1992); Başoğlu, (1995); Erhan, (2009); Çalgın, (2003); Çolakoğlu, (2004); Aybek, (2007); Şahin (2011); Taşmektepligil et al. (2006); Özkaya (2009); Yılmaz (2012)'s studies that physical education course is not made time to time because of the lack of materials. According to findings from Solmaz (2006)'s study, most of the schools in Turkey are inadequate at the rate of %88 for physical education courses from the point of materials. And that confirms the subject of interviews made with headmaster about lack of substructure. There are no results in literature different from present study's results.

In research, according to headmaster, it was detected that physical education course has gains for the students in regard of physical development, health development, cultural development, psychosocial development, positive effects on daily life and mental development. In other words, it was landed up from the view of headmaster, that physical education course has positive effects on students' development phases. It is come through, in other studies in literature, that physical education course contributes to physical, psychological, mental, social and health developments; valuing spare time and personality characteristics of students (Durukan et al. 2001; Altıntaş, 2006; Şahin, 2011; Yılmaz, 2012; Tural, 2014). In Saçlı & Demirhan, (2008)'s study results, it was detected that physical education course provides deep relation between cognitive, affective and kinesthetic areas, critical judgement. In Altıntaş, (2006); Özçelik, (2007); Kalyoncu, (2008); Tokat, (2013)'s

studies, it was detected that physical education course provides being healthy, physical development, keeping in training and teaches socializing. In Karaküçük, (1999); Şahin (2011); Yılmaz, (2012); Tokat's (2013) and Tural, (2014)'s studies, according to the headmaster, it was stated that physical education course improves success by providing mental development. Differing from present study, in Gözen(2007)'s study, according to headmaster, it can be seen that the aimed mental, social and physical development in physical education course can partly be accomplished. Though Eliöz et al. (2013) detected that physical education course has no effects on academical success. In regard of these results, we can say that physical education is a course which has positive contribution on development phases of students and is an inseparable entire with all these development phases.

In this research, it was detected that, according to most of the headmaster, physical education courses in weekly curriculum aren't sufficient, and for part of them, physical education courses in weekly curriculum are sufficient. It can be said that students can't get enough efficiency from physical education courses because of inadequate class hours. There are parallel results to results of this study in literature. In Kangalil & Dönmez, (2003); Şahin (2011) and Yılmaz, (2012)'s studies it was seen that weekly curriculum aren't sufficient. Differing from present study, in Gözen(2006) ; Özkaya, (2010); Tokat, (2013) and Tural, (2014)'s studies, it was detected that headmaster think physical education courses in weekly curriculum are sufficient.

When perceptions of headmaster about improving quality of physical education courses, it was detected that there are actions should be done by physical education teachers, headmaster/managers, supreme boards. Actions should be done by physical education teachers are: having the class efficiently under any circumstances, having knowledge of all branches, being prepared for the class. In Özkaya, (2010); Tokat, (2013); Tural, (2014)'s studies, in parallel to this study, it was seen that physical education teachers should have knowledge about both his/her own branch and professional.

In study, it was detected that headmaster/managers should join competitions that teacher organizes, make physical education teacher feel s/he is precious, be in touch with physical education teacher, ask the needs of teacher about the course, provide the required materials for the course to improve the quality of physical education courses.

Yet; in Lock et al. (1995); Taşmektepligil et al. (2006)'s studies with headmaster, they detected that



headmaster don't give enough support for sport activities. In Göktaş et al. (2011), Sönmez & Sunay (2004), Çumralıgil (1995); Uğur & Yenal (2004)'s studies, physical education teaches indicate that headmaster/managers and supreme boards don't give enough importance to them which is required for the course. This situation can be one of the most important reasons why physical education courses remain in the background. Also, Keay(2006) asserts that headmaster are responsible for physical education courses to actualize efficiently.

It can be said that headmaster' attitude towards physical education courses are on an important point for the course to achieve the aim. In this regard, it is required headmaster to reveal their perception of physical education course for it to reach the position it deserves. In addition to this, although headmaster' perception of physical education courses are examined differently in literature (Yılmaz, 2012; Şahin, 2011; Taşmektepligil, 2006), there are no scientific studies directly about the subject, except from perceptions of headmaster.

In research, it was detected that supreme boards should provide required substructure to schools, train well educated physical education teachers, have the policy of bringing up citizens who play sports to improve the quality of physical education course. In paralel to this; in Pehlivan, (2009); Tural, (2014)'s studies it was detected that there are problems originated from deficiency of well educated physical education teachers and teachers don't get qualified education in college. In Şahin (2011) and Eken (2008)'s researches it was stated that lack of substructure should be fulfilled to have the physical education courses qualified enough. In this regard the responsibilities should be taken for qualified courses, should be taken not only by physical education teachers but also by headmaster/managers, supreme boards, parents and also students.

In research, it was indicated that at the end of their interviews about whether or not there should be questions about physical education courses in exams of Student Selection and Placement Center (OSYM), most of the headmaster think that there should be question in exams of Student Selection and Placement Center (OSYM). The headmaster sharing this idea, stated that if there would be questions about physical education course in exams of Student Selection and Placement Center (OSYM), the importance of physical education courses will increase and the rules about branches in this course should be learnt. The other part of headmaster stated that, there shouldn't be questions about physical education courses in exams of Student Selection and Placement Center (OSYM),

because there is no theoretical exam which fits the purpose of physical education course and in that situation the course wouldn't be a practical course anymore. In regard of these results, it can be said that if there would be question about physical education courses in exams of Student Selection and Placement Center (OSYM), it would be an important step for improvement of importance, prestige and necessity of the course.

Conclusions

According to the results of the interview analyses made with the director, it is seen that the director and most of the students evaluated the physical education course as a valuable course which provides socialization while the parent and teachers of other branches evaluated it as an unnecessary and unimportant course.

Acknowledgments

I thank all headmaster for participating in this study. No funding was used for this study.

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