



RESEARCH FOR DETERMINING ON WHAT LEVEL PHYSICAL EDUCATION AND SPORT LESSON, CARRIED OUT IN ELEMANTERY SCHOOLS, REACHES ITS AIMS

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Abstract

The research has been carried out to determine on what level physical education and sport lesson, carried out in elementary schools, reaches its aims.

A survey has been developed in accordance with the aim. The comprehensibility, content validity and reliability of the research have been tested. The Cronbach's Alpha reliability coefficient of the survey has been found as 0,84. According to researchers, this is a valid coefficient, too.

The survey scope includes Physical Education and Sport lesson teachers working in elementary schools in Ankara, Çorum and Kırşehir city-centrums. The survey has been tried to be applied for all Physical Education and Sport lesson teachers within whole scope. So, a total of 276 participators, 198 of whom are males and 78 of whom are females, have been reached.

To the data obtained, as statistical operation; frequency (f), percentage (%), cross table (crosstab), and to distinguish the differences; chi Square (X^2) operations have been applied. After the operation, (%) distribution has been shown for each question and to differences between views, interpretations have been made taking 0,05 as confidence interval.

As result of evaluation of the data, the curriculum program of Physical Education and Sport lesson, carried out in primary schools, generally reaches its aims on medium level and female participators are more positive in inter-gender views when they are compared to male participators.

Key Word: Elementary, Physical Education and Sport, Aim

Introduction

One of the most striking features of mankind is to renew themselves and convey their knowledge and experiences, which they adopted, to new generations. They fulfill this through education and teaching process. Education is the process that leads individuals and communities to a proper life style and transferring the gained knowledge, ability and values to coming generations and at the same time changing man's behaviors through life experiences. (A. Yetim, 2000). It is the row of continuous activities that are applied to develop and gain knowledge, behavior and abilities. (M.M. Erkal, 1998). When it is taken from this aspect, we can say that education continues from the birth until the death of human. The only aim of education is to bring up individuals of high quality. To bring a qualified man is possible by intellectual development as well as physical, social and emotional development. That's why physical education and sport is taken as a part of contemporary education. When we look back to history, we see that the importance of Physical Education and Sport within common education was perceived in and worked on from different ways depending on social, economical, political and cultural changes and development. Especially in 20th C., people accepted physical education and sport as the exit door of expressing, fulfilling and improving themselves (A. Yetim, 2000). So, this shows that physical education and sport has an important function in bringing up qualified individual within the frame of general education. Today, Physical Education and Sport is

accepted as the conscious and planned activities which aim at the physical, intellectual, social and emotional development of human that is the basic source of growing generation and as supplemental and an indispensable part of common education. (I. Yildiran, A. Yetim, 1996). In elementary education period, children should learn to increase movement ability along with intellectual education. In that, they pass to a social environment from house environment in this period. They add new habits of their school life to those that they gained at home. The importance of habits of individuals which they adopt in school is of great importance in the actions of them within the phase from birth to death. However, so that s/he can show a healthy improvement for all aspects, it is only possible for a child to have a qualified education that is perfectly prepared. Since education is a completely intellectual-physical relationship concerning all organisms, intellect and body should be taken as one. To aim at and fulfill an education in contemporary sense, it can be conducted through implementing the physical education as well as intellectual education of the student. Physical education should be interpreted as part of the general education. Intellectual and physical educations present a parallelism in terms of their goals. Both educations have the quality of completing one another. (K. Tamer, 1987). Because of this, in our schools, especially in elementary schools, we should give importance to the physical education and sport lessons in the education of children who are present as organized and come to learn something. Government



seniors who are aware of this fact state in the 59th article of the constitution that “State takes all precautions to improve physical and mental health of individuals of all age groups, encourages sport’s being prevalent to the masses and protects successful sportsman.” (E.B. Milli, 2000). Within the main aims of National Education too, there is the passage declaring that the youth must be educated as balanced and healthily in terms of body, intellect, moral, mental and emotion; having independent and scientific thinking power and a wide world sight; respectful to human rights, giving importance to personality and enterprise, feeling responsibility for the society, maker and creative and productive individuals. (E.B. Milli, 2001). In our country, since the foundation of the republic until present time, many laws and decisions have been made to protect and educate children and young people. But, these acts and laws have not been completely implemented. We can attribute this to the lack of a radical state policy in our education system. Ruling governments are implementing an education system in parallel with their program. As a result, they have different sight for education. If we look at how Physical Education and Sport lessons are carried out in education institutions, when the plan and program of Physical Education and Sport lessons are prepared, the program which is decided and sent to schools by the ministry of national education is taken as the main program, the feasibility of which is disregarded, and because of the fact that the other cultural lessons in the program are envisaged to be dealt more; it is seen that no sufficient time is spared to physical education and sport lessons and as a common view, the idea, that this course is only the movements of arm and foot which is to be passed over, is widespread. We can attribute the reasons of these to the fact that the importance of Physical Education and Sport, in upbringing children, is not completely understood.

However, as being a state policy in developed countries, the importance of Physical Education and Sport for child’s education and health has been understood and therefore we see that Physical

Findings

Chart 1. Personal Information Distribution of the Attendants

Changeable		N (Share)	% (Share)
Gender	Male	198	71,7
	Female	78	28,3
	Total	276	100,0
Service Years in Schools	Less than 5 years	102	37,0
	6-10 years	108	39,1
	11-15 years	36	13,0
	16-20 years	18	6,5
	21-25 years	12	4,3
	Total	276	100,0
Weekly Lesson Loads Distribution	Less than 10 hours	36	13,0
	11-15 hours	72	26,1
	16-20 hours	72	26,1
	21-25 hours	48	17,4
	More than 26 hours	48	17,4

Education and Sport are given importance in all ages and levels. In our country too, the importance that our country must give for Physical Education and Sport encounters us in all dimensions. The next generation’s being healthy, successful and powerful in all aspects will be possible with a good education that will be given to them. Physical Education and Sport education is an important means so that this comes true. That’s why the importance which will be given to Physical Education and Sport is an important investment for the next generations to be grown as strong, healthy, reliable, moral (Y. Çobanoğlu, 1992). This can only be done with the importance we will give to Physical Education and Sport in our education institutions. In our research, the carrying out of Physical Education and Sport lessons, which have an important role in bringing up qualified individual, in elementary schools and on what level do they reach their aims are dealt.

Material and method

In the research, it is aimed to bring out on what level do Physical Education and Sport lessons, carrying out in primary schools, reach their aims. A survey has been developed in accordance with the aim. The comprehensibility, content validity and reliability of the survey have been tested. The reliability coefficient, Cronbach Alfa reliability of the survey has been found out to be 0,84. According to researches and works on this matter, this coefficient seems to be sufficient for the reliability of the scale. The survey scale of the research has been tried to be conducted on all Physical Education and Sport teachers who work in primary schools in Ankara, Çorum and Kırşehir city centers. In this way, it has been applied to a total of 276 participators, 198 of whom are males and 78 of whom are females. As statistical operation to the obtained data, cross table (crosstab), frequency and percentage (%) and to test the differences chi-Square (X^2) techniques have been applied. After the operation, for each question (%) distribution has been shown and for detecting the differences between the views interpretations have been made taking 0,05 as confidence interval.



	Total	276	100,0
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In Chart 1; the gender, their service years in the school, weekly lesson loads distribution of the participators are questioned. According to this inquiry, a total of 276 people have been participated to the survey. %71,7 of these are males and %28,3 are females. When we examine the participators' service years in schools and their weekly lesson loads distribution, we see, about service years; %39,1 of

them have 6–10 years, %37 have less than 5 years, %13 have 11-15 years, %6,5 have 16-20 years, %4,3 have 20-25 years of work and about their weekly lesson loads; %26,1 have 11-15 hours, %26,1 have 16-20 hours, %17,4 have 21-25 hours, %17,4 have 26 hours and more and %13 of them have less than 10 hours of lesson.

Chart 2. Education Types Distribution of the Surveyed Schools

Changeable	N (Share)	%(Share)
Single Education	156	56,5
Double Education	120	43,5
Total	276	100,0

As can be seen in the table above, %56,5 of the schools have single-education and %43,5 apply double education. This result shows us that we have not yet been able to completely pass to single education which is one of the necessities of contemporary education.

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Chart 3. The Distribution of Participators' View on the Question "On Which Proportion Does the Lesson Willingness of the Students Who Participate in Physical Education and Sport lessons happens?"

Changeable	Quite Much	Much	A little	Total
Male	90	72	36	198
	45,5%	36,4%	18,2%	100,0%
Female	66	12	-	78
	84,6%	15,4%	-	100,0%
Total	156	84	36	276
	56,5%	30,5%	13%	100,0%

In Chart 3, the question "on which proportion does the lesson willingness of the students who participate in physical education and sport lessons happen?" is inquired. When we examine the views of the participators according to their genders; we see

that %45,5 of male participators say "quite much", %36,4 say "much" and %18,2 say "a little"; whereas %84,6 of the female participators say "quite much", %15,4 say "much" and %13 say "a little".

Chart 4. The Share of Attendants' View on the Question "Do you think Physical Education and Sport Lessons are Enough for the Kid's Movement Necessity?"

Changeable	Quite Enough	Enough	A Little Enough	Insufficient	Rather Insufficient	Total
Male		12	18	108	60	198
			6,1%	9,1%	54,5%	30,3%
Female	12		18	24	24	78
	15,4%		23,1%	30,8%	30,8%	100,0%
Total	12	12	36	132	84	276
	4,3%	4,3%	13%	47,8%	30,4%	100,0%

In Chart 4, the question "Do you think if Physical Education and Sport lessons are enough for the Kid's Movement Necessity?" is inquired. When we examine the views of the participators' according to their genders; we see that %6,1 of the male participators say "enough", %9,1 say "a little

enough", %54,5 say "insufficient", %30,3 say "rather insufficient" while %15,4 of the female participators say "enough", %23,1 say "a little enough", %30,8 say "insufficient" and %30,8 say "rather insufficient" and the answers in total show us that %4,3 of them say "quite enough", %4,3 say "enough", %47,8 say



“insufficient” and %30,4 of them say “rather insufficient”.

Chart 5. The Distribution of Attendants’ View on the Question “If Physical Education and Sport Lesson is exercised in accordance with its aim?”

Changeable	Quite Agree	Agree	Little Agree	Disagree	Rather Disagree	Total
Male	6	60	66	54	12	198
	3,0%	30,3%	33,3%	27,3%	6,1%	100,0%
Female	-	18	48	12	-	78
	-	23,1%	61,5%	15,4%	-	100,0%
Total	6	78	114	66	12	276
	2,1%	28,2%	41,3%	24%	4,3%	100,0%

In Chart 5. The question “If Physical Education and Sport Lesson is exercised in accordance with its aim?” is inquired. When we examine participators’ views to the question according to their sexes; we see that, %33,3 of the male participators say “I am a little agree”, %27,3 say “I am disagree” %6,1 say “I am rather disagree”, %3 say “I am quite agree”

while %61,5 of the female participators say “I am a little agree”, %23,1 “I am quite agree”, %15,4 “I am disagree” and in total %41,3 “I am a little agree”, %28,2 “I am agree”, %24 “I am disagree”, %4,3 “I am rather disagree” and %2,1 “I am quite agree”.

Chart 6. The Share of Participators’ View on the Question “Do You Think Physical Education and Sport Lessons satisfy (Physiological, Social and Psychological) needs of the students?”

Changeable	Very Much	Much	Average	Little	Doesn’t Satisfy	Total
Male	30	30	78	60	-	198
	15,2%	15,2%	39,4%	30,3%	-	100,0%
Female	24	6	42	6	-	78
	30,8%	7,7%	53,8%	7,7%	-	100,0%
Total	54	36	120	66	-	276
	19,5%	13%	43,4%	24%	-	100,0%

In Chart 6, the question “Do You Think Physical Education and Sport Lessons satisfy (Physiological, Social and Psychological) needs of the students?” is inquired. When we examine participators’ views on the question according to their genders; %39,4 of male participators tick



“average”, %30,3 choose “little”, %15,2 choose “very much” while % 53,8 of the female participators choose “average”, %30,8 of them choose “very much” ,%7,7 choose “much” and %7,7 tick “little” options and in total; %43,4 choose “average”, %24 choose “little”, %19,5 choose “very much” and %13 of them tick “much” options.

Chart 7. The Distribution of Participators’ Views on the aims of Physical Education and Sport Lesson and on What Level It Reaches Its Aims.

The Aims of Physical Education an Sport Lessons		Completely	Average	Little	Never Reach	Total	X ² / P
The ability to explain the speeches of Ataturk and other philosophers on Physical Education and Sport.	Male	60 30,3%	84 42,4%	42 21,2	12 6,1%	198 100,0%	26,503 0,000
	Female	48 61,5%	24 30,8%	6 7,7%	0 ,0%	78 100,0%	
	Total	108 39,1%	108 39,1%	48 17,4%	12 4,3%	276 100,0%	
To strengthen and develop suitable for the levels of all Organs and Systems.	Male	30 15,2%	114 57,6%	48 24,2%	6 3,0%	198 100,0%	12,802 0,005
	Female	18 23,1%	48 61,5%	6 7,7%	6 7,7%	78 100,0%	
	Total	48 17,4%	162 58,7%	54 19,6%	12 4,3%	276 100,0%	
To be able to adopt good posture habit.	Male	60 30,3%	108 54,5%	30 15,2%	0 ,0%	198 100,0%	7,184 0,028
	Female	36 46,2%	36 46,2%	6 7,7%	0 ,0%	78 100,0%	
	Total	96 34,8%	144 52,2%	36 13,0%	0 ,0%	276 100,0%	
The distribution of participators’ view for presenting on which level it reaches its aim of being able to adopt basic knowledge and skill about Physical Education and Sport.	Male	48 25,0%	114 59,4%	30 15,6%	0 ,0%	192 100,0%	17,115 0,000
	Female	36 50,0%	24 33,3%	12 16,7%	0 ,0%	72 100,0%	
	Total	84 31,8%	138 52,3%	42 15,9%	0 ,0%	264 100,0%	
To be able to move in parallel with the rhythm and music.	Male	24 12,1%	66 33,3%	96 48,5%	12 6,1%	198 100,0%	41,875 0,000
	Female	24 30,8%	24 30,8%	12 15,4%	18 23,1%	78 100,0%	
	Total	48 17,4%	90 32,6%	108 39,1%	30 10,9%	276 100,0%	
To adopt knowledge and skill on our folk dance and be willing to apply them.	Male	12 6,3%	72 37,5%	60 31,3%	48 25,0%	192 100,0%	48,771 0,000
	Female	30 38,5%	18 23,1%	24 30,8%	6 7,7%	78 100,0%	
	Total	42 15,6%	90 33,3%	84 31,1%	54 20,0%	270 100,0%	

P<0,05

Chart 7. Continuation

To be able to understand the meaning and the importance of national festivals and independence days.	Male	72 38,7%	78 41,9%	18 9,7%	18 9,7%	186 100,0%	45,762 0,000
	Female	54 69,2%	6 7,7%	18 23,1%	0 ,0%	78 100,0%	
	Total	126 47,7%	84 31,8%	36 13,6%	18 6,8%	264 100,0%	
To evaluate the spare times with sport activities by comprehending the benefits of Physical Education and Sport to health.	Male	48 24,2%	108 54,5%	42 21,2%	0 ,0%	198 100,0%	7,969 0,019
	Female	18 23,1%	54 69,2%	6 7,7%	0 ,0%	78 100,0%	
	Total	66 23,9%	162 58,7%	48 17,4%	0 ,0%	276 100,0%	
To be able to adopt knowledge, skill, manner and habits about basic first aid rules.	Male	24 12,1%	108 54,5%	66 33,3%	0 ,0%	198 100,0%	39,740 0,000
	Female	24 33,3%	18 25,0%	24 33,3%	6 8,3%	72 100,0%	
	Total	48 17,8%	126 46,7%	90 33,3%	6 2,2%	270 100,0%	
To love nature and be able to make use of the sun	Male	60 30,3%	78 39,4%	54 27,3%	6 3,0%	198 100,0%	10,931 0,012
	Female	36 46,2%	18 23,1%	24 30,8%	0 ,0%	78 100,0%	
	Total	96 34,8%	96 34,8%	78 28,3%	6 2,2%	276 100,0%	
To adopt the habit of working in co-operation and acting together.	Male	54 27,3%	102 51,5%	36 18,2%	6 3,0%	198 100,0%	8,678 0,034
	Female	24 30,8%	30 38,5%	24 30,8%	0 ,0%	78 100,0%	
	Total	78 28,3%	132 47,8%	60 21,7%	6 2,2%	276 100,0%	
The distribution of participators' view for presenting on what level they reach their aims of taking duty and responsibility, conforming to the leader and giving urgent decision.	Male	42 21,2%	84 42,4%	66 33,3%	6 3,0%	198 100,0%	10,893 0,012
	Female	30 38,5%	30 38,5%	18 23,1%	0 ,0%	78 100,0%	
	Total	72 26,1%	114 41,3%	84 30,4%	6 2,2%	276 100,0%	
The distribution of participators' view for presenting on what level it reaches its aim of self-confidence and deciding on place and urgently.	Male	42 21,2%	84 42,4%	66 33,3%	6 3,0%	198 100,0%	14,151 0,003
	Female	12 16,7%	48 66,7%	12 16,7%	0 ,0%	72 100,0%	
	Total	54 20,0%	132 48,9%	78 28,9%	6 2,2%	270 100,0%	

P<0,05

Chart 7. Continuation

The distribution of participators' view for presenting on what level it reaches its aim of adopting	Male	18 9,1%	102 51,5%	78 39,4%	0 ,0%	198 100,0%	20,401 0,000
	Female	24 30,8%	30 38,5%	24 30,8%	0 ,0%	78 100,0%	

manners and habits that democratic life requires.	Total	42 15,2%	132 47,8%	102 37,0	0 ,0%	276 100,0%	
The distribution of participators' view for presenting on what it reaches its aim of providing nerve, muscle and joint coordination.	Male	30 15,2%	114 57,6%	48 24,2%	6 3,0%	198 100,0%	4,554
	Female	18 23,1%	42 53,8%	18 23,1%	0 ,0%	78 100,0%	0,208
	Total	48 17,4%	156 56,5%	66 23,9%	6 2,2%	276 100,0%	
The distribution of participators' view for presenting on what level it reaches its aim of playing friendly, appreciating the winner of the competition, accepting to lose and being against injustice.	Male	42 21,2%	84 42,4%	60 30,3%	12 6,1%	198 100,0%	3,612
	Female	24 30,8%	30 38,5%	18 23,1%	6 7,7%	78 100,0%	0,306
	Total	66 23,9%	114 41,3%	78 28,3%	18 6,5%	276 100,0%	
The distribution of participators' view for presenting on what level it reaches its aim of using the public equipments well and saving them.	Male	36 18,2%	66 33,3%	84 42,4%	12 6,1%	198 100,0%	6,048
	Female	18 23,1%	30 38,5%	30 38,5%	0 ,0%	78 100,0%	0,109
	Total	54 19,6%	96 34,8%	114 41,3%	12 4,3%	276 100,0%	

P<0,05

In Chart 7, the proposal which is one of the aims of Physical Education and Sport lesson, "the ability to explain the speeches of Ataturk and other philosophers on Physical Education and Sport", is inquired. When we examine the views of the attendants, we see that, %42,4 of male participators say "completely", %21,2 say "little", %6,1 say "none" while %61,5 of female participators say "completely", %30,8 of them say "average", %7,7 say "little". In the comparative analysis of the participators' view, X² value is found as 26,503. This value has meaning in 0,5 significance level (P<0,05). That means, there is a meaningful difference of opinion among participators. When we compare the participators' opinions in detail, we see that females focus on "completely" option more than males. In Chart 7, one of the aims of Physical Education and Sport lesson, "to be able to strengthen and develop suitable for the levels of all organs and systems", is inquired. To this question, %57,6 of male participators say "average", %24,2 say "little", %15,2 say "completely", %3 say "none" while %61,5 of female say "average", %23,1 say "completely", %7,7 say "little", %7,7 say "none" answers. Comparative X² value of the answers is found as 12,802. This value has meaning in 0,5 significance level (P<0,05). That means, there is difference of opinion in participators views. When compared to male, female participators' opinions mainly focus on "average" and "completely" options when compared to males. In Chart 7, one of the aims of Physical Education and Sport lesson, "to be able to adopt good posture habit", is inquire. When we examine the participators' answers to the questionnaire,

we see that, %54,5 of male participators say "average", %30,3 say "completely", %15,2 say "little" while %46,2 of female participators say "average", %46,2 say "completely" and %7,7 of them tick "little" option. In the comparative analysis of the participators' view, X² value is found as 7,184. This value has meaning in the 0,5 significance level (P<0,05). That means, there is a meaningful difference of opinion among participators' views. Males mainly choose "little" option while female participators have the majority in "completely" option. As it can be seen in the table above, one of the aims of Physical Education and Sport lessons, "being able to adopt basic knowledge and skill about Physical Education and Sport" questionnaire is inquired. To this question, %59,4 of male participators think "average", %25 think "completely", %15,6 think "little" while %50 of female participators think they "completely" reach their aims, %33,3 think "average", %16,7 think "little". In the comparative analysis of the participators' view, X² value is found as 17,115. This value has meaning in 0,5 significance level (P<0,05). That means, there is a meaningful difference of opinion among participators' views. When we compare the participators' view in detail, we see that females focus on "completely" option more than males. In Chart 7, one of the aims of Physical Education and Sport lessons, "to be able to move in parallel with the rhythm and music" is inquired. To this question, %48,5 of male participators think "little", %33,3 think "average", %12,1 think "completely", %6,1 think it "never" reaches its aim while %30,8 of female participators think



“completely”, %30,8 think “average”, %23,1 think “never”, %15,4 think that it reaches its aim on “little” level. In the comparative analysis of the participators’ view, X^2 value is found as 41,875. This value shows us there is a meaningful view difference. When the table is examined in detail, male participators are on the opinion that it reaches its aims on “average” and “little” levels in comparison with females. In Chart 7, one of the aims of Physical Education and Sport lessons, “to adopt knowledge and skill on our folk dance and be willing to apply them” is inquired. To this question, %37,5 of male participators reply as “average”, %31,3 reply “little”, %25 reply, “never” and %6,3 reply “completely while %38,5 of female participators reply “completely”, %30,8 reply “little”, %23,1 say “average” and %7,7 of them give the answer of “never”. In the comparative analysis of the participators’ view, X^2 value is found 48,771. This value shows us there is a quite meaningful difference of opinion. ($P < 0,05$). In detailed examination of the answers, female participators mainly focus on “completely” option whereas male participators generally focus on “average” and “little” options. In Chart 7, one of the aims of Physical Education and Sport, “to be able to understand the meaning and the importance of national festivals and independence days” is inquired, for presenting on what level it reaches its aim; %41,9 of male participators say “average”, %38,7 say “completely”, %9,7 say “little” %9,7 say “never” while %69,2 of female participators say “completely”, %23,1 say “little”, %7,7 of them say “average”. In the comparative analysis of the participators’ views, X^2 value is found 45,762. This value is quite meaningful ($P < 0,05$). That is, there is a quite meaningful difference of opinion. In detailed examination of the table, females mainly focus on “completely” option when they are compared to male participators.

In the chart above, one of the aims of Physical Education and Sport lessons, “to evaluate the spare times with sport activities by comprehending the benefits of Physical Education and Sport to health” questionnaire is inquired. When we examine participators view for presenting on what level it reaches its aim, we see that %54,5 of male participators say “average”, %24,2 say “completely”, %21,2 say “little” while % 69,2 of female participators say “average”, 23,1 say “completely”, %17,4 of them say “little”. In the comparative analysis of the participators’ view, X^2 value is found 7,969. This value shows there is a meaningful difference of opinion ($P < 0,05$). When answer columns are examined in detail, female participators seem to focus on mainly “average” option in comparison with males. In Chart 7, “to be able to adopt knowledge, skill, manner and habits about basic first aid rules” questionnaire is inquired. When we examine participators’ answers, %54,5 of male participators think “average”, %33,3 think “little”, %12,1 think “completely” while %33,3 of female participators think “completely”, %33,3 think

“little”, %24 think “never” and %8,3 think that it “never” reaches its aims. In the comparative analysis of the participators’ view, X^2 value is found 39,740. This value shows there is a meaningful difference of opinion ($P < 0,05$). In detailed examination of the answers, it is seen that female participators mainly focus on “completely” option whereas male participators generally focus on “average” option. In Chart 7, one of the aims of Physical Education and Sport lessons, “to love nature and be able to make use of the sun, fresh air” questionnaire is inquired. When we examine participators’ answers in detail, for presenting on what level it reaches its aim, we see that, %39,4 of male participators state “average”, %30,3 say “completely”, %27,3 say “little” and %3 state “never” while % 46,2 of female participators state “completely”, %30,8 state “little”, %23,1 say “average”. In the comparative analysis of the participators’ view, X^2 value is found 10,931. This value shows there is a meaningful difference of opinion ($P < 0,05$). In detailed examination of the answer columns, it is seen that female participators mainly focus on “completely” option whereas male participators generally focus on “average” option.

In Chart 7, when the questionnaire, “to adopt the habit of working in co-operation and acting together”, which is one of the aims of Physical Education and Sport lessons, is examined for presenting on what level it reaches its aim, we see that % 51,5 of male participators say “average”, %27,3 say “completely, %18,2 say “little”, %3 say “never” while %30,8 of female participators say “completely”, %38,5 say “average”, %30,8 say “little”. In the comparative analysis of the participators’ view, X^2 value is found 8,678. This value shows there is a meaningful difference of opinion ($P < 0,05$). In detailed examination of the answer holes, it is seen that female participators show distribution on “average”, “completely” and “little” options whereas male participators generally focus on “average” option. In Chart 7, one of the aims of Physical Education and Sport lessons, “taking duty and responsibility, conforming to the leader and giving urgent decision” questionnaire is inquired for presenting on what level it reaches its aim. When we examine participators’ answers to determine on what level reaches it this aim, we see that %42,4 of male participators think “average”, %33,3 think “little”, %21,2 think “completely”, and %3 think “never” while %38,5 of female participators think “completely”, %38,5 think “average”, %23,1 think “little”. In the comparative analysis of the participators’ view, X^2 value is found 10,893. This value shows a meaningful difference of opinion among participators ($P < 0,05$). In detailed examination of the table, females mainly focus on “completely” and “average” options while male participators mainly focus on “average” option. In Chart 7, one of the aims of Physical Education and Sport lessons, “feeling self-confidence and deciding on place and urgently” questionnaire is inquired for



presenting on what level it reaches its aim. When we examine participants' answers on this questionnaire, %42,4 of male participants say "average", %33,3 say "little", %21,2 say "completely" and %3 say "never" while %66,7 of female participants say "average", %16,7 say "completely" and %16,7 say "little". In the comparative analysis of the participants' view, X^2 value is found 14,151. This value shows a meaningful difference of opinion among the participants ($P < 0,05$). In detailed examination of attendants' answers, females mainly focus on "completely" when compared to male participants. In Chart 7, one of the aims of Physical Education and Sport lessons, "adopting manners and habits that democratic life requires" is inquired. When we examine participants' answers to determine on what level this aim reaches, we see that %51,5 of male participants choose "average", %39,4 tick "little", %9,1 tick "completely" option while %38,5 of female participants choose "average" option, %30,8 tick "completely", %30,8 tick "little" option. In the comparative analysis of the participants' view, X^2 value is found 20,401. This value shows a meaningful difference of opinion ($P < 0,05$). That is, there is a difference of opinion among the participants. In detailed examination of the table, male participants mainly focus on "completely" when compared to female participants. Female participants' opinions show an equal distribution. In Chart 7, one of the aims of Physical Education and Sport lessons, "providing nerve, muscle and joint coordination" questionnaire is inquired. When we examine participants' answers on this questionnaire, %57,6 of male participants tick "average", %24,2 tick "little", %15,2 tick "completely" and %3 tick "never" while %53,8 of female participants tick "average", %23,1 tick completely and %23,1 tick "little" option. In the comparative analysis of opinions, X^2 value is found 4,554. This value is meaningless in significance level ($P > 0,05$). That is, there is no meaningful difference of opinion among participants. In Chart 7, one of the aims of Physical Education and Sport lessons, "playing friendly, appreciating the winner of the competition, accepting to lose and being against injustice" questionnaire is inquired for presenting on what level it reaches its aim. When participants' answers on this questionnaire are examined, we see that, %42,4 of male participants tick "average", %30,3 tick "little", %21,2 tick "completely" and %6,1 tick "never" option while %38,5 of female participants tick "average", %30,8 tick "completely," %23,1 tick "little" and %7,7 of them choose "never" options. In the comparative analysis of opinions, X^2 value is found 3,612. This value is meaningless in significance level ($P > 0,05$). That is, there is no meaningful difference of opinion among participants. In Chart 7, one of the aims of Physical Education and Sport lessons, "using the public equipments well and saving them" questionnaire is inquired. When the participants' answers, related to what level it reaches its aim, are examined, it can be

seen that %42,4 of male participants tick "little", %33,3 tick "average", %18,2 tick "completely" and %6,1 tick "never" option while %38,5 of female participants tick "average", %38,5 tick "little", %23,1 of them tick "completely" option. In the comparative analysis of opinions, X^2 value is found 6,048. This value is meaningless in significance level ($P > 0,05$). That is, there is no meaningful difference of opinion among participants.

Discussion and conclusion

Being 198 male and 78 female, a total of 276 Physical Education and Sport lesson teachers have been participated in the survey. Service years of the participants vary between 5-10 years and their weekly lesson distribution shows intensity between 11-20 hours (Chart 1). According to the data obtained, we can say that the number of male Physical Education and Sport lesson teachers are more than the number of females and most of the participants are young and their lessons are generally 12 hours, which is of lesson load that is charged for salary. %56 of the schools, where the survey was applied, carry out single education and %43,5 carry out double education. (Chart 2). This result shows us full day education hasn't been passed and ideal education hasn't been reached yet. We can attribute the reasons of these to the insufficiency of school, infra-structure, education equipments and excessive number of students. We see that, in general, the view of the students attending Physical Education and Sport lessons carried out at schools focus on "quite more" option while "more" option follows it however female participants focus more on "quite more" option when compared to males in terms of the gender-views (Chart 3). This result shows us students have interest in and wish for Physical Education and Sport lessons at schools. Participants find the number of Physical Education and Sport lessons carried out at schools rather insufficient in general in responding the necessity of movement of children. Although there is no meaningful difference of opinion in the answers given according to genders, female participants focus more on "a little sufficient" and "quite sufficient" when compared to male participants (Chart 4). According to this result, we can say two hours of Physical Education and Sport lessons are not enough in responding the movement necessity of children. Participants are generally on the opinion that Physical Education and Sport Lessons at schools are barely carried out in accordance with their aims. We see that male participants have the majority on "I agree" option when compared to the female in the answers according to genders (Table 5). So that a lesson can be carried out according to its aim, there have to be enough facilities and equipments and education materials. (B. Çumralgil, 1995, N.F. Kishali, 1999), in the research they made, determined one of the most important reasons why Physical Education and Sport lessons at educational institutions cannot reach their aims are the facility, equipment and material. According to many



researchers, limited number of students, density of program content, classroom management, exams, state of course books, lack of equipment – material and other physical conditions of school are the main reasons why lessons cannot reach their aims. (R.D. Kimpston 1985, K. Tobin, 1987, J.J. Gallagher, 2000, H. Öztaş, E. Özay, 2004). (G.S. Kenyon, M.C. Pherson, 1973) are on the opinion that the more you find the opportunity and ground to do sport, the more the individuals' habit of doing sports increases. (F.A. İmamoğlu, 1989) declares a suitable ground for an effective Physical Education and Sport Lesson as a precondition. Participators state that Physical Education and Sport lessons at schools meet the psychological, sociological and physiological necessities of student on medium level in general. In the answers given according to genders, female participators have the majority in “very much” option and male participators have majority in “little” options. (Table 6). According to researchers, elementary school period is the period when the necessity of children for movement is on utmost level. This necessity has to be provided before so that children can focus on their lessons. With movement activity, child will adopt both physical and mental improvement. Since child will be with his peers, he will be educated sociologically and psychologically as well. According to the educators, education is a whole unit and physical, social and psychological education has to be given as well as mental education of students. Yaka, 1991), in one of his research that he carried out, states that such lessons as drawing, music and physical education, which have an important place in emotional improvement of a young, in his creativity, socialization and moreover in providing body – intellect, are made unnecessary and useless lessons. This view has the quality to support the finding of the survey. We have to give importance, at least as much as the other lessons, to Physical Education and Sport lesson which is so important for their development. (I. Yıldırım, et al., 1996) in their work, think that Physical Education and Sport lesson provides positively for students in terms of physical, mental and emotional aspects. Of general aims of Physical Education and Sport lessons; The ability to explain the speeches of Atatürk and other philosophers on Physical Education and Sport, strengthen and develop suitable for the levels of all organs and systems, adopt good posture habit, adopt basic knowledge and skill about Physical Education and Sport, to move in parallel with the rhythm and music, to adopt knowledge and skill on our folk dance and be willing to apply them, to understand the meaning and the importance of national festivals and independence days, to evaluate the spare times with sport activities by comprehending the benefits of Physical Education and Sport to the health, to adopt knowledge, skill, manner and habits about basic first aid rules, to be able to make use of the sun and love nature, to adopt the habit of working in co-operation and acting together, to

take duty and responsibility, conform to the leader and give urgent decision, to adopt manners and habits that democratic life requires proposals are seen mainly in medium level. Comparative X^2 analysis of participators' view is meaningful in 0,05 significance level. ($P < 0,05$). That means, there is a meaningful difference of opinion in inter-gender views. When charts are examined in detail, female participators in comparison with male participators think positively on what level Physical Education and Sport lessons reaches (Chart 7). While being able to provide nerve and muscle coordination, playing friendly and accepting to merit the winner of competition, being against cheating and injustice, using state sources positively and being able to protect them are mainly seen on medium level; the comparative X^2 analysis of inter – gender views is not meaningful according to 0,05 significance level ($P > 0,05$). That means, there is no meaningful difference of opinion with the views of participators (Chart 7).

The reasons why Physical Education and Sport lessons reach their aims generally on medium level are lack of infrastructure for courses, saloon and equipment, hours of lesson and lack of teachers, not telling the importance of Physical Education and Sport for all ages to parents and school managers, since children are made ready for an exam marathon from the 4th grade of elementary school on, and since Physical Education and Sport lessons are thought to take child's time in vain and prevent them from studying lesson. According to researchers, the inability to carry out curriculum activity as it was originally aimed stems from outer factors and the thought, comprehension, attitude, knowledge, belief and expectation of the teacher are important factors in implementing the program. (E. Öztürk, H. Demircioğlu, 2002, B. Altunoğlu, E. Atav, 2005, O.D. Schremer, 1991, L.L. Cronin-Jones, 1991). As a result of all the data obtained;

We can say the level of Physical Education and Sport Lesson is generally on medium at schools within the scope of the survey. But for us, this level isn't sufficient. This level, at least, has to be close to “completely reach” level.

Suggestions

- Understructure, saloon, pitch and equipment opportunities through which the lessons are done have to be provided
- Education staff of schools has to be provided.
- Number of hour of lessons has to be increased.
- The importance Physical Education and Sport lessons especially in the development of child has to be explained to students and families as a government policy.
- Aims and goals have to be determined well and program has to be prepared according to them.



- Ministry of National Education has to deal with practice as well as theoretic.
- Physical Education and Sport lessons have to be given due importance firstly by the managers.
- Assembling school sport clubs has to be encouraged and widened.
- District saloons and pitches where more than one schools can do lesson have to be set up in big cities.
- By investigating whether Physical Education and Sport lessons reach their aims in certain intervals, the faults and problem have to be decided and necessary precautions have to be taken.

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