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## TEACHERS' PERSPECTIVES ON CHANGES IN PHYSICAL EDUCATION AND SPORT COURSE CURRICULUM

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### ABSTRACT

With the transition from the industrial age to the information age, with the emerging globalization trend, some arrangements have been made in the education system according to the needs of the age. Curriculum is the reflection of the education system. For this reason, the arrangements made in the education system appear as changes in the curriculum. In 2017, some changes were observed in the Physical Education and Sport Course curriculum. These changes are reflected in the program's philosophy, content and measurement and evaluation approach. The aim of this study is to evaluate these changes with the perspective of teachers. Research is a qualitative research. Semi-structured interviews were conducted with six physical education and sports instructors in Trabzon. As a result of the

data obtained, it is seen that the teachers are aware of this change and generally accept this change positively. However, there are some obstacles to the implementation of the program. One of the important dimensions of the changes is the measurement-evaluation dimension. The program emphasizes the need to implement a process-oriented assessment -evaluation approach rather than the result. In this direction, most of the teachers are positive about this change. Teachers also believe that this approach will allow students to observe themselves and increase the efficiency of the course. However, it is emphasized that the time factor is one of the obstacles to the implementation of this assessment-evaluation approach.

**Key Words:** Physical Education and Sports, Curriculum, Teacher.

## INTRODUCTION

It is unthinkable for the Education System to remain indifferent to these changes in the field of education in order to keep up with the 21st century (Özden,1999). Educational programs are one of the most important tools that allow the changes in the education system to reflect on the educational environment (Ayas, Çepni & Akdeniz, 1993; Güven & İşcan, 2006). For this reason, the arrangements made in the education system appear as changes in the curriculum. These changes in education programs constitute a significant part of the reform of education (Sahlberg, 2006). The reform of change in education is a priority given by all countries in recent years. (Doğan, 2012; Sahlberg, 2006). From time to time in our country, the curriculum is changing. In 2017, a number of changes were made in the physical education and sports course curriculum (grades 5-8). These changes were presented to the teachers by organizing introductory seminars. These changes are summarized in Table.1.

**Table 1. Comparison of the Current Program with the Previous Program**

Comparison of the Current Program with the Previous Program		
	Old Program	New program
Simplification	92 Pages	31 Pages were excluded
	Explanations on Curriculum	
	Examples of Activities	Excluded
	Examples of Measurement and Assessment	Excluded
	Reference	Excluded/ Edited
	Additions / Regulations	
“Learning Area of “Active and Healthy Life”		Changed to “Active and Healthy Living”
Objective Statements		Simplified and Edited
Number of Objectives		Simplified and Edited

As shown in Table 1, the changes in the curriculum are reflected in the philosophy, content and measurement and evaluation approach of the program. The program includes a

holistic and student-centered approach, learning by doing and teacher guidance. In addition, skills development (cooperative work skills, social skills, critical thinking skills, active and healthy life skills, self-management skills, etc.) and values education principles (fairness, friendship, equality, responsibility, diligence, honesty) are highlighted. In addition, the program emphasizes the need to implement a process-oriented assessment approach rather than a result-oriented approach.

In order to evaluate the changes in the curricula, the opinions of those who are directly or indirectly involved in the change process should be identified (Fullan, 2001). Teachers are people who are involved in the process of change. It plays a key role in the success of the changes. (Fullan, 1991; Polettini 2000). Therefore, it is of great importance to determine their views on the changes made in the programs. (Baki, 2012). In this study, it is aimed to evaluate these changes made in physical education and sports course curriculum with the perspective of teachers. For this purpose, answers will be sought for the following questions:

- What are the views of teachers on the implementation of the curriculum?
- What are the obstacles to the implementation of the curriculum?
- What are the views of teachers on the implementation of the measurement-evaluation dimension of the curriculum?

## METHOD

Research is a qualitative research. Qualitative research is a research which uses qualitative data collection methods and follows a qualitative process for realizing perceptions and events in a natural environment in a realistic and holistic manner (Yıldırım, 1999). The sample of the study consists of six physical education and sports instructors. The demographic characteristics of these teachers are presented in Table.2.

**Table 2. Demographic Characteristics of Teachers**

Teacher	Gender	Duration of Serving	State of Education	State of Participation in the Presentation Seminar
T1	Male	15 Years	Bachelor's Degree	Yes
T2	Male	7 Years	Bachelor's Degree	Yes
T3	Female	12 Years	Bachelor's Degree	Yes
T4	Male	4 Years	Bachelor's Degree	Yes
T5	Male	8 Years	Master Degree	Yes
T6	Male	21 Years	Bachelor's Degree	Yes

Semi-structured interview was preferred as a data collection tool. The reason why semi-structured interview was preferred is to deeply examine the reasons behind the answers of teachers during the interview and to direct new questions to the teachers depending on the process (Demir and Yorulmaz; 2014). In the data collection process, interviews were conducted with teachers for 15-20 minutes. During the interviews, the teachers were given permission to record the sound. At the end of the interviews, the voice recordings were recorded and the data were transferred to writing. In the analysis of the data, both researchers coded and analyzed the data transferred to the manuscript. By comparing the codes generated by the researchers, the codes that are incompatible with the codes were changed and harmonized. Codes were presented under appropriate themes by frequency.

## RESULTS

Teachers' views on the Implementation of the Content of the Curriculum are presented in Table 3 on the implementation of the content of the curriculum:

**Table 3. Teachers' Views on the Implementation of the Content of the Curriculum**

Implementation of The Content	f	Teachers
Raising Awareness of Students	2	T3, T5
Providing Involvement in Learning	6	T1, T2, T3, T4, T5, T6
Instilling Patriotism	5	T1, T2, T5, T6
Providing Life-Long Learning	4	T1, T2, T3, T5, T6
Increasing the Interest in the Course	4	T1, T2, T4, T5, T6
Providing Learning by Experiencing and Doing	2	T5, T6
Increasing Creativity	3	T1, T5, T6
Idealising the Content	1	T5

As it is seen in Table 3, it is noteworthy that among the opinions of teachers about the application of the content of the curriculum, the participation of the students in learning and the love of homeland is supported. Exemplary quotations supporting the view that the application of the content of the curriculum provides the participation of students in learning are presented below:

“...The adoption of a student-centered approach is correct, The students should act together with the teacher in planning the activities and they should definitely convey their activity as a presentation, In the physical education and sports course, the student should be in the center of the course, without being too intrusive, corrector should be in the regulating position, respond to the feedback from the student, take into consideration, share the value of the course with the students... explain the purpose of the course at the beginning of the course or subject and show the destination, for each course ...” (T6).

“...It enables the student to self-discover to develop the skill. It allows to educate individuals to learn....”(T1)

Exemplary quotations supporting the view that the implementation of the content of the curriculum supports the pupil's love of motherland:

“.....I think that the principles of values education should be interspersed with course. I think it is necessary to train a good athlete and also a patriotic athlete. In order to do this, we must apply the principles of values education, and we must give an example before applying these principles...” (T5)

“...Values education is the most important item in the changing program. Although the physical education course is a life-based learning course, values education can be easily received to the students in an abstract way and in this way students who have love of motherland and the consciousness of being fair are raised...”(T2).

### Obstacles to Implementation of Curriculum

Table 4 presents the teachers' views on the obstacles to the implementation of the curriculum:

**Table 4. Obstacles to Implementation of Curriculum**

Obstacles to Implementation	f	Teachers
Not Providing the conditions	4	T1, T2, T5
Material Deficiency	6	T1, T2, T3, T4, T5, T6
Ignorance of Individual Differences	5	T2, T4, T5, T6

As it is seen in Table 4, it is noteworthy that material deficiency and the fact that individual differences are ignored are among most teachers' views on the obstacles to the implementation of the curriculum.

The example of material deficiency seen as one of the obstacles to the implementation of the curriculum is as follows:

“.....*Adequate physical conditions, environment and materials must be sufficient to transfer these skills to the educational environment in a healthy way. Considering the conditions of our country and taking into consideration the importance given to the physical education course, the biggest problem experienced by the teachers is to provide the necessary conditions and the difficulties experienced by the materials...*” (T3).

An example of the view that individual differences, which are seen as one of the obstacles to the implementation of the curriculum, are ignored is as follows:

“...The most important part of the physical education and sports course is learning by experiencing and doing. The teacher is only guiding and supportive. In doing so, individual differences should not be ignored. It is difficult or impossible to achieve some objectives only through a holistic approach therefore the holistic approach may have negative consequences. ...”(T5).

### Teachers' Views on Implementation of Measurement and Evaluation Dimension of Curriculum

Table 5 presents the teachers' views on the obstacles to the implementation of the assessment dimension:

**Table 5. Teachers' Opinions on the Implementation of the Measurement-Evaluation Dimension of the Curriculum**

Views on Measurement and Assessment	f	Teachers
<b>Positive</b>		
Providing an Opportunity for Students to Observe Themselves	4	T1, T4, T5, T6
Improving Effectiveness of the Course	3	T2, T5, T6
Providing an Opportunity for Individual Assessment	2	T5, T6
<b>Negative</b>		
Waste of Time	2	T2, T3
Not Considered Necessary	2	T2, T3

As can be seen in Table 5, the views of the teachers' program on the implementation of the measurement and assessment dimension are generally positive. Among the positive views, the view that measurement and evaluation approach allows students to observe themselves has been mostly stated. Among the negative opinions, the view that the measurement evaluation approach is time-consuming and unnecessary has been mostly stated.

The exemplary citation for the positive view of the assessment of the curriculum allows the student to observe himself / herself:

“...An assessment that allows students to be aware of their performance. It allows them to observe how, in what way, and to what extent their performance improves in the process....” (T4).

The exemplary excerpts of the measurement program of the curriculum and the negative opinion of unnecessary time is the following:

“...Process-oriented evaluation brings with many materials such as product file, project and observation form. I think it is a waste of time and unnecessary to use all of these materials...” (T2).

## **DISCUSSION and CONCLUSION**

As a result of the findings, the teachers are aware of the change in the curriculum and it is generally seen that they accept this change positively. In the literature, there are some studies in which the expectations of teachers and the curriculum are parallel. (Hacısalıhoğlu, Mirasyedioğlu & Akpınar, 2004; Olkun and Toluk Uçar, 2006). Also, Işıkgöz (2005), in his work named “Physical Education Teachers' Opinions about the Basic Principles of Physical Education and Sport Course Curriculum (A Case of Sakarya Province)”, states that most of the teachers have positive opinions on changes in the curriculum.

Through the changes in the curriculum, participation in learning and lifelong learning are provided, the love of homeland and the idea that the interest and creativity come to the fore are dominant. Students are at the center of learning thanks to the constructivist approach emphasized in the curriculum. Since they are in the center, they are more interested in the lesson and thus lifelong learning takes place (Bilir, 2008).

There are some obstacles to the implementation of the curriculum. These obstacles are the lack of conditions, material deficiency, and disregard of individual differences. Gülüm and Bilir (2011), in their study named “Physical Education Teachers' Opinions about the Conditions of Applicability of Physical Education Curriculum”, suggests that the fact that teachers could not be provided with the necessary physical conditions (tools, equipment, facilities) is an obstacle to implement the program. Similarly, Güllü, Güçlü, and Kafkas (2007) emphasizes that the inadequacy of physical education facilities is an important obstacle to implement the program in their study named “Examining Implementation of the New Physical Education and Sports curriculum for 4th, 5th, and 6th Grade Students by Physical Education and Sports Teachers”.

One of the important dimensions of the changes in the curriculum is the measurement and evaluation dimension. The program emphasizes the need to implement a process-oriented assessment approach rather than result. This is already the case with the assessment approach adopted by the constructivist approach. In this direction, most of the teachers are positive about this change. Teachers also believe that this approach will allow students to observe themselves and increase the efficiency of the course. However, it is also emphasized that the failure to believe the time factor and necessity is one of the obstacles to the implementation of this assessment and evaluation approach. In Yıldız-Duban (2013)'s study, it has been revealed that the biggest obstacle to the application of the dimension of measurement assessment is that teachers do not believe in the necessity of this dimension and think that they are unnecessary and time consuming.

In the present research, the evaluation of the curriculum of the Physical Education and Sports Course with the eyes of the teacher was put forward. However, considering the student factor affected by this process, changes in this curriculum can be evaluated by students.

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