



Ortaöğretim Öğrencilerinin Beden Eğitimi Ve Spor Dersine İlişkin Görüşlerinin İncelenmesi

Investigation of Secondary School Students' Views on Physical Education and Sports Lesson

ÖZET

Günümüzde çağdaş eğitim çerçevesinde eğitim faaliyetleri ile çocukların ve gençlerin zihinsel gelişimlerinin yanı sıra bedensel ve ruhsal gelişimlerinin sağlanması amaçlanmaktadır. Bu amaca ulaşmanın en etkili yollarından birinin beden eğitimi ve spor dersleri olduğu söylenebilir. Bu çalışmanın amacı, ortaokul öğrencilerinin beden eğitimi ve spor derslerine yönelik görüşlerini incelemektir. Araştırmanın çalışma grubunda Kahramanmaraş İl Milli Eğitim Müdürlüğü bünyesindeki okullarda gönüllülük esasına dayalı olarak öğrenim gören 20 öğrenci ile yüz yüze görüşme tekniği kullanılmıştır. Nitel araştırma yöntemlerinden biri olan görüşme yönteminin kullanıldığı çalışmada elde edilen veriler içerik analizi yöntemiyle çözümlenmiştir. Araştırma sonucunda ortaokul öğrencileri beden eğitimi ve spor derslerini sevdiğini, dersin eğlenceli ve faydalı olduğunu belirtmişlerdir. Aynı zamanda kursun olumlu beceriler kazandırdığı, farklı bir bakış açısı kazandırdığı ve yeni bilgiler edinmelerini sağladığı belirtildi. Araştırmaya katılan ortaokul öğrencileri; Sağlıklı yaşam ve beslenme konusunda farkındalığın artmasına katkı sağladığı, stresi azalttığı, sosyal ve psikolojik fayda sağladığı, fiziksel fayda sağladığı görülmüştür. Ayrıca katılımcılar ders saatlerinin yetersiz olduğunu söylerken, donanım eksikliği ve fiziki çevre koşullarının yetersiz olduğu sonucuna ulaşmışlardır.

Anahtar Kelimeler:Beden Eğitimi ve Spor, Orta Öğretim, Öğrenci

ABSTRACT

Today, it is aimed to ensure the physical and spiritual development of children and young people, as well as their mental development, with educational activities within the framework of contemporary education. It can be said that one of the most effective ways to achieve this goal is physical education and sports lessons. The aim of this study is to examine the views of secondary school students towards physical education and sports lessons. In the study group of the research, face-to-face interview technique was used with 20 students studying at schools within the body of Kahramanmaraş Provincial Directorate of National Education and on a voluntary basis. In the research, using the interview method, which is one of the qualitative research methods, the data obtained were analyzed by the content analysis method. As a result of the research, secondary school students stated that they liked physical education and sports lessons and that the lesson was fun and useful. At the same time, it was stated that the course provided positive skills, gave a different perspective and allowed them to obtain new information. Secondary school students participating in the study; It has been seen that it contributes to raising awareness about healthy life and nutrition, relieves stress, provides social and psychological benefits, and provides physical benefits. In addition, while the participants said that the lesson hours were insufficient, it was concluded that the lack of equipment and physical environmental conditions were insufficient.






Keywords:Physical Education and Sports, Secondary Education, Student

INTRODUCTION

Education is a planned, programmed and systematic learning activity made to create permanent and desired changes in people's behavior" (Ertürk, 1998: 12). Regarding the issue, the Ministry of National Education other hand, defines the duties and responsibilities of teachers as the objectives of the education program, the educational philosophies adopted, the individual differences and needs of the learners (MEB, 2017). The realization of this task and the training of learners in line with the goals and objectives educational process are undoubtedly directly proportional to the quality of teachers' field and pedagogical content knowledge (Yaman, 2011).

The share of teachers' qualifications is too great to be ignored in terms of achieving academic success and reaching the goals of the education system. Being able to catch up with the innovations and changes that exist in our age is a great advantage for teachers. because of this very important and a guide for teachers to direct the process by perceiving the existing changes while planning the learning-teaching processes (Noise et al., 2020).

We have to say that in the ever-developing world, physical education appears to be of great value in terms of mental and physical health of individuals. Sports activities facilitate communication between individuals and thus enable them to socialize. Physical education, which enables people to integrate with society, will always be in people's lives (Ayдын, 2017).

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How to Cite This Article

Sever, O., Özdemir Sever, M., Aksoy, M., Kebabcı, M. & Ünlü, N. (2023). "Ortaöğretim Öğrencilerinin Beden Eğitimi Ve Spor Dersine İlişkin Görüşlerinin İncelenmesi", Journal of Social, Humanities and Administrative Sciences, 9(64):2773-2780. DOI: <http://dx.doi.org/10.29228/JOSH AS.69440>

Arrival: 12 March 2023

Published: 31 May 2023

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This journal is an open access, peer-reviewed international journal.

We can see physical education as learning and teaching tool. The effect of games on student's learning ability; for permanent the learned knowledge in the student can be expressed by its benefits in gaining positive behavior and academic success. Besides being an interdisciplinary branch of science that aims to increase children's interest in school, to ensure that they are healthy individuals and to learn by having fun, they are an effective educational tool (Seyrek and Sun, 1991).

The main expectation in the implementation of the education system is to help individuals to develop their abilities further by revealing them. Regardless of the age category, the healthy development of individuals studying at almost any age depends on their developmental characteristics and well-prepared comprehensive education (Güneş, 2003:1). It should be ensured that young people and adults outside the school are not indifferent in physical education classes and the facilities where the lessons are held, and efforts should be made to have an impact on the environment by showing the influence of the sportsman spirit and character in the outside world. For this purpose, if necessary, teachers can use their knowledge, education and abilities to benefit young people outside the school and protect them from harmful habits (MEB, 2000).

Physical education allows people to concentrate on society. It plays an important factor creativity, productivity, sociability and cultural development in young people. It provides equal opportunity for talents. Physical education enables the individual to develop his/her social life and to increase his/her quality rapidly, as well as the necessary knowledge and skills. Competitions increase their struggle and provide cooperation between individuals. Physical education and its activities come to the fore important effect on the development of both children and adolescents (Aracı, 2006).

Relationship between sport and physical education in education; There is no doubt that there is a vital link between psychological, social and emotional development as the body develops. Children who do not participate in active activities in childhood may get angry and afraid, but children who develop in this regard will be able to participate in activities easily. Sport affects relationships, mental activities and emotional states among children. Investing in children's health and development also benefits their social, psychological and emotional development. it is an investment (Aydın, 2004).

Physical education classes which are accepted as an indispensable part of education and training can be provided with physical education teachers in the process of creating desired attitude changes in students. First of all, the physical education teacher should be equipped with interest, knowledge, ability and positive behaviors in psychomotor abilities, educational sciences, scientific methods, health sciences and social sciences. These features, which must be possessed, are very important for a physical education teacher to contribute to the development of the student as a whole. (Demirhan, 2001).

As with all teachers, the physical education teacher, with his individual qualities, is a role model and guides his students, while he strives for the education of students by using the knowledge, abilities and experiences he has in an efficient way. It is important that the teacher is equipped with these qualities, which can has a positive or negative effect students' view of the lesson and the teacher. Attitudes and behaviors of students towards lessons will be a criterion that determines the active student participation in classes, as well as the effect of the rich physical education lesson that the physical education teacher can give during the education and training period. In this process, the physical education lesson has a strategic place in helping the students to be useful to their environment by supporting their development at the level of their skills (Harrison and Blakemore, 1992).

Physical education allows people to concentrate on society. It plays an important role in creativity, productivity, sociability and cultural development in young people. It provides equal opportunity for talents. Physical education enables the individual to develop his/her social life and to increase his/her quality rapidly, as well as the necessary knowledge and skills. Competitions increase their struggle and provide cooperation between individuals. Physical education and sports activities have important effect on the development of both children and adolescents. It is also beneficial and necessary for them to have a good personality physiological development as well as physical development to overcome the psychological factors in the growing age without damage (Aracı, 2006).

Physical education is not only activities where physical activities are carried out and physical growth occurs; It is all of the activities in which healthy life information is taught and many skills are learned in a fun way as a group, providing a multi-dimensional development opportunity (Seaton, 1965).

Physical education is an effective science in the development of psychology and characteristic features of people (Kürkçü, 2017). Since the organismal order of people is based on an active life, the lack of movement can cause some physical problems. In studies on lack of movement, it is seen that the child will gain mental and physical benefits

when he/she is in moderate or vigorous physical activity for 60 minutes a day in order to be a healthy individual (Atlı, Mirzeoğlu, & Erkut, 2017).

Play and physical education have an undeniable role for students to maintain their lives vigorously and dynamically. It should not be forgotten that psychological development, which is formed only by physical activities, is in harmony with mental development, will be beneficial for individuals and society to stay healthy, peaceful and vigorous (MEB, 2008).

This study was carried out to determine the opinions of secondary school students about physical education and sports lessons. In this context, an attempt has been made to answer the following questions:

1. Do you like physical education and sports class? From where?
2. What are your views on physical education and sports lessons in general?
3. Do you believe that physical education and sports lessons are beneficial?
4. Do you exercise regularly?
5. What are the liked and disliked aspects of physical education and sports lessons?
6. What are your views on the gains in physical education and sports lessons?

METHOD

Qualitative research is defined as research in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way (Yıldırım and Şimşek, 2013:46). The research design is Phenomenology, one of the qualitative research designs. The phenomenology pattern focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding of.

Research Group

The data about the research group are given in Table 1.

Table 1. Personal Characteristics of the Research Group (n= 20)

Variables Groups	Variables Groups	n	%
Gender	Male	12	60
	Woman	8	40
Type of School	Middle school	11	55
	High school	9	45

When Table 1 is examined, 60% of the participants are male students and 40% are female students. It is seen that 55% of the participants study in secondary school and 45% in high school.

Preparation and Application of the Open-Ended Questionnaire

In the study, a semi-structured interview form consisting of 6 items was used to collect qualitative data. Through the interview technique, which is frequently used in qualitative research, the researcher tries to understand unobservable situations such as attitudes, experiences, intentions, thoughts, mental perceptions, comments and reactions (Yıldırım & Şimşek, 2013:148).

Analysis of Data

The data obtained from the interview form used in the research were recorded with a voice recorder. Then, qualitative data were analyzed by content analysis method. Content analysis technique, which is frequently used, was used in the analysis of the data obtained from the questions in the interview form. (Yıldırım and Şimşek, 2013: 259).

FINDINGS AND COMMENT

Table 2. Do you like physical education and sports lessons? Distribution of student views on the question.

Themes	n	%
Yes I like	18	41
It helped me gain a different perspective.	14	31.8
Provided interpersonal communication skills	10	22.7
No I dont like it	2	4.5
Total	44	100

In Table 2, almost all 41% of the secondary school students participating in the research stated that they liked physical education and sports lessons. In addition, while 31.8% of secondary school students stated that they gained a different

perspective, 22.7% stated that they provided interpersonal communication skills. 2 students said that they did not like the lesson.

Table 3. What are your views on physical education and sports lessons in general? distribution of their views on the question.

Themes	n	%
enjoyable and fun	18	20.7
an effective lesson	16	18.4
Developing positive skills	13	15
The lesson should be given importance	11	12.6
Physical environmental conditions should be improved	11	12.6
Tools should be provided	11	12.6
The number of events should be increased	7	8.1
Total	87	100

In Table 3, almost all of the secondary school students who participated in the research stated that they believed the course was enjoyable and fun. When students were asked their opinions on physical education and sports lessons; 18.4% stated that it was an efficient lesson, 15% gave positive skills, 12.6% stated that the lesson should be given importance, physical environmental conditions should be corrected, and tools and equipment should be provided. In addition, 8.1% of the students who participated in the study stated that the number of activities should be increased.

Table 4. Do you believe that physical education and sports lessons are beneficial? distribution of their views on the question.

Themes	N	%
Yes	18	33.5
Contributing in many ways	17	31.4
It keeps us healthy	17	31.4
No	2	3.7
Total	54	100

In Table 4, the secondary school students participating in the research; While 33.5% stated that physical education and sports lessons were beneficial, 31.4% stated that they contributed in many ways and made them healthy. In addition, it was observed that 2 students did not find the course useful.

Table 5. Do you do sports regularly? distribution of their views on the question.

Themes	N	%
Yes	10	50
Sometimes	8	40
No	2	20
Total	20	100

In Table 5, 50% of the secondary school students participating in the research stated that they regularly do sports. In addition, 40% of the students stated that they sometimes do sports, while 20% do not do any sports at all.

Table 6. What are the liked and disliked aspects of the physical education and sports lesson? distribution of their views on the question.

Themes	N	%
fun lesson	18	19
An enjoyable lesson in every way	17	17.9
A lesson that contributes to our socialization	16	16.9
A lesson that makes us happy	16	16.9
Tool-equipment missing	11	11.5
Inadequate physical and environmental conditions	11	11.5
I don't like the lesson	2	2.1
The teacher is not teaching	2	2.1
exam anxiety	2	2.1
Total	95	100

In Table 6, the majority of secondary school students participating in the research study physical education and sports; While 19% stated that it is a fun lesson, 17.9% stated that it is an enjoyable lesson in every aspect, 16.9% stated that it is a lesson that contributes to our socialization and a lesson that makes us happy. In addition, the students participating in the research; 11.5% of them stated that there is a lack of equipment and physical environmental conditions are insufficient. In addition, some students; He stated that he did not like the lesson, that the teacher did not teach and that he had test anxiety.

Table 7. What are your views on the achievements in physical education and sports lessons? distribution of their views on the question.

Themes	N	%
We learned new information	18	14.2
We learned about the benefits of physical education	17	13.3
We learned new sports branches we enjoy	15	11.8
Lesson hours are not enough	15	11.8
We became conscious about healthy living and nutrition	13	10.2
It helps us to relieve our stress.	13	10.2
Provides social and psychological benefits	11	8.5
Provides physical benefits	11	8.5
Lesson not being held	11	8.5
we didn't learn anything	2	1.5
we didn't learn anything	2	1.5
Total	128	100

In Table 7, the majority of the secondary school students participating in the research study physical education and sports; They stated that it allows them to learn new information, learn the benefits of the course, learn new sports branches and enjoy, but the course hours are not enough. In addition, regarding the achievements of the students' physical education and sports course; It has come to the fore that they become conscious about healthy living and nutrition, contribute to relieve stress, provide social and psychological benefits, and provide physical benefits. It was observed that some students stated that the lesson was not taught and that they did not learn anything.

DISCUSSION AND CONCLUSION

Almost all of the secondary school students who participated in the study stated that they believed the course was enjoyable and entertaining. When students were asked their opinions on physical education and sports lessons; While an efficient lesson comes to the fore that it brings positive skills, some students; It was seen that they expressed their opinions such as giving importance to the lesson, improving the physical environmental conditions, providing tools and equipment. In line with the opinions expressed by secondary school students; We can say that physical education and sports lessons are beneficial, but the interest in the lesson will increase with the elimination of the lesson materials. Abakay et al. (2015) stated in the study he conducted that the lesson was not taught efficiently due to the inadequate physical environmental conditions of the teachers, the lack of lesson hours and different environmental conditions. In addition, in another study by Aybek et al. (2012), it was determined that students' attitudes towards physical education lesson were generally at a high level. In another study conducted by Çelik and Pular (2011) it was determined that students' attitudes towards physical education lesson were at a high level. It can be thought that the reason for the emergence of these results lies in the fact that the students get enough efficiency from the physical education lesson. It is known that in the educational environment, course tools and materials have an important place in achieving the goals of the program. In particular, the tools and materials used in the lessons have a great importance in achieving the goals of physical education lessons. The fact that schools have rich tools and materials in physical education lessons positively affects students' motivation towards the lesson. In addition, course equipment is very important in order to make the lessons more enjoyable and to reach the skills that are tried to be achieved more easily. It has been determined that there are usually sports halls and sufficient equipment in the schools where the athletes and teams who make it to the finals in school sports in our country study (Erhan and Tamer, 2009).

Secondary students participating in the study; It has been found that physical education and sports lessons contribute to many aspects that they see as beneficial and make them healthy. From this point of view, it can be said that physical education and sports lessons benefit students in many ways. When we look at the studies on secondary school students, it is seen that the attitudes and behaviors of secondary school students about physical education lesson are positive (Zengin et al., 2016; Alıncak et al., 2016). Ayan et al. (2017) stated that students who regularly take part in physical education and sports activities are advanced in many ways.

Secondary school students participating in the research; While 50% of them are seen to do sports regularly, it is stated that some of them do sports sometimes and some do not do any sports at all. Kangalgil, Hünük, and Demirhan (2006) stated in their study that the students who regularly do sports like the physical education lesson more. Messing (1980) stated that he develops the habit and understanding of doing sports regularly in physical education classes, in students, and in their post-secondary lives. In this context, the interest of the students who regularly take part in sports and sports activities to the lesson is positive have high attitudes towards physical education lesson. In the literature, there are research findings supporting this result (Zengin, 2013; Chung & Philips, 2002). In the study conducted by Aybek et al. (2012), it was determined that students who have high Students who have more interests and attitudes in physical education and sports activities have a high interest in physical education lessons. In research conducted on the subject it has been determined that the majority of the student population in our country does not have the habit of doing

regular sports (Kara et al., 2003; Şimşek et al., 2005; Gümüş et al., 2011; Aksoydan and Çakır, 2011; Akman et al., 2012).

Majority of the secondary school students participating in the research study physical education and sports; While they stated that it was a fun lesson and an enjoyable lesson in every respect, it was seen that some of them stated that it was a lesson that contributed to their socialization and a lesson that made them happy. At the same time, participants in the study; While it was seen that they expressed their opinion that the lack of equipment and physical environmental conditions were insufficient, some students also stated that; It was stated that they did not like the lesson and did not take the lesson warmly due to exam anxiety. Therefore, it can be said that the students find the lesson enjoyable in many ways, they are happy in the lesson, but the lesson is inefficient from time to time due to different situations. In their study on high school physical education and sports teachers, Alıncak et al. (2016) concluded that the subjects of course equipment, physical conditions, increasing course hours, making the course more productive came to the fore in order to make the physical education course more effective and productive. It is known that the course equipment and fields used in the education and training process affect the motivation of the students towards the courses (Erhan & Tamer, 2009; Zeng et al., 2001). However, in the studies conducted, it was stated that the tools-materials and facilities required for the teaching of physical education classes in our country are insufficient (Taşmdepligil et al., 2006; Hergüner et al., 2004). It has been stated that the lack of facilities-materials or course equipment in physical education lessons negatively affects students' attitudes towards physical education lessons (Aybek et al., 2012). In a similar study conducted by Bal (2010), it was stated that the inadequacy of the hall, facilities, tools and equipment in physical education classes caused various problems both in the attitudes of the students towards the physical education lesson, in the implementation of the lesson and in the achievements of the students.

Majority of the secondary school students participating in the research study physical education and sports; They stated that it allows them to learn new information, learn the benefits of the course, learn new sports branches and enjoy, but the course hours are not enough. In addition, regarding the achievements of the students' physical education and sports course; It has come to the fore that they become conscious about healthy living and nutrition, contribute to relieve stress, provide social and psychological benefits, and provide physical benefits. It was observed that some students stated that the lesson was not taught and that they did not learn anything. From these considerations, we can say that physical education and sports lessons provide students with gains in many ways. Taşktepligil, İmamoğlu, Yılmaz, and Kılıçgil (2006) say that weekly physical education lesson duration is not enough to reach general and specific goals, and students generally like physical education lessons.

As a result, secondary school students stated that they liked physical education and sports lessons and that the lesson was fun and useful. At the same time, it was stated that the course provided positive skills, gave a different perspective and allowed them to obtain new information. Secondary school students participating in the study; It has been seen that it contributes to raising awareness about healthy life and nutrition, relieves stress, provides social and psychological benefits, and provides physical benefits. In addition, while the participants said that the lesson hours were insufficient, it was concluded that the lack of equipment and physical environmental conditions were insufficient.

Suggestions

This study, which was carried out with secondary school students, can be conducted with students studying in different provinces and districts, and the results of the research can be compared with each other.

In order to increase students' attitudes towards physical education and sports lessons in a positive way, the content of the lesson should be diversified, the gymnasium, area, materials and materials should be provided, and information should be given about the benefits and benefits of physical education and sports on individuals.

In order to raise the attitudes of students studying in public schools, priority should be given to the improvement of school sections (school garden, indoor and outdoor sports halls) used for this course.

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