

## Evaluation Of Physical Education Teachers' Opinions About Course Duration And Hours In Schools

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### Abstract:

One of the biggest goals of the education system is to increase student success academically. There are many factors that affect student success. One of these is the course hours and duration. Therefore, teachers' attitudes towards the duration and hours of the lessons are very important for the lessons to be efficient and useful. The aim of this study is to evaluate the opinions of physical education teachers about the course time and hours in schools. The research is a qualitative study. The study group of the research consists of 20 physical education teachers and this study group was determined by the maximum diversity sampling method. In the study group of the study, face-to-face interview technique was used with 20 physical education teachers within the Iğdır Provincial Directorate of National Education, on a voluntary basis. In the study, the data obtained by using the interview method, which is one of the qualitative research methods, was analyzed with the content analysis method. As a result of the research, physical education teachers stated that the duration of the lesson was sufficient, but it should be increased according to the grade level or adjusted according to the teacher. It was stated that the duration of the physical education teachers participating in the study should be adjusted by considering the developmental characteristics of the students. In addition, while the research group stated that the daily class hours were sufficient, it was concluded that the daily course hours of some teachers were insufficient and should be increased.

**Keywords:** Physical education, teacher, lesson duration, class hours.



## INTRODUCTION

One of the most important issues of today's education system is how to increase the academic success of students. In fact, there are many factors that affect the academic success of students. These; It shows a wide spectrum ranging from teacher competencies, student characteristics and curricula to physical conditions, planning the learning-teaching process, school administration and even parent support.

Schools are institutions where planned education is carried out all over the world. With the educational environment they provide, schools direct the student's process of having determined behaviors in line with the predetermined goals of education. The phenomenon of education cannot be limited to schools, but since schools and classes in schools are specially created environments for teaching and learning, what is happening here is expected to be different from other environments (Demirtaş, 2005). Most of the education and training activities carried out to create behavior are carried out through schools, which are private circles established for educational purposes (Bursalıoğlu, 1991).

Questions such as what and how much students actually learn during their stay at school constitute the emerging policy agendas in education (Benavot, 2004). An important part of education and training activities in schools takes place in classrooms. For this reason, one of the effective ways to ensure success in schools is through classroom processes. Teachers' differentiation of teaching through direct, individualized or applied teaching, presenting the course contents to the student in a simple and understandable way, meeting student expectations, using technology effectively in the classroom, giving effective feedback to the student about the course, creating a positive and efficient learning environment in the classroom. It can be argued that the factor is related to student achievement (Stronge et al., 2011). Recess is a short but valuable period of time where students relax with fun, satisfy their diverse needs and concentrate better on the next lesson. Recess is also important in that it is a process where students can acquire social skills such as sharing, helping each other, acting together and developing creativity through certain activities (Kıncal & Genç, 2002). When the related literature was scanned, it was observed that the studies on the positive and negative aspects and the extent to which the length of the lesson duration affects students' learning is not at a sufficient level. When the views of the researchers and educators who examine the time spent by the students at school are examined, it can be mentioned that there are two groups: those who favor the extension of time and those who oppose this idea. The reason for the gradual course time at school is the argument that the benefit of education time may vary depending on the quality of the classroom environment (Rivkin & Schiman, 2013). Teachers also stated that time is eroded in terms of the effectiveness of time in one lesson hour. It is observed that variables such as the time allocated to a lesson, the quality of the group in the lesson and the subject discussed (Leonard, 2001). According to Gökçe (2012), the supporters of extending the school time; Students who need more time for learning, planning work of teachers, providing different educational opportunities for students with different learning types, and applying the curriculum in depth; They defend their theses due to reasons such as the negative impact of students' participation in extracurricular activities, additional fees from teachers, resource limitation and cost burden. The concept of time management is also encountered in current debates on "reducing the lesson hours", "reducing the student's stay at school", "spending more time for out-of-school learning" within educational policies. Such discussions lead to focus on issues such as whether the course time is sufficient or not, and how

long the course time should be (Gall et al., 1990). In this study, it was aimed to evaluate the opinions of physical education teachers about the course time and hours in schools. In this context, answers to the following questions were sought.

1. What are the opinions of physical education teachers regarding the duration of the lessons?
2. What are the opinions of physical education teachers about how the duration of the lessons should be according to the class level?
3. What are the opinions of physical education teachers about how the daily class hours should be?

## **METHOD**

Qualitative research is a method that offers the researcher flexible movement, and offers different approaches in data collection method, analysis, and research patterning according to quantitative research (Gay et al., 2006). Qualitative research is defined as a 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 realistic and holistic manner in the natural environment. Qualitative research is an approach that prioritizes researching and understanding social phenomena within the environment they are connected to with an understanding based on theorizing (Yıldırım & Şimşek, 2013). The research design is the Phenomenology pattern, 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. The interview method was used in the study, as it would be effective in obtaining more detailed and detailed information about the opinions, approaches and comments of the security forces on internet use. Through interviews, which is a systematic data collection process determined by a research design, unobservable phenomena such as experiences, attitudes, thoughts, intentions, interpretations, mental perceptions and reactions are tried to be understood (Yıldırım & Şimşek, 2013). The interview method is prepared in order to obtain the same type of information from different people by addressing similar issues (Patton, 1987: 111; cited in Yıldırım & Şimşek, 2013).

### ***Research Group***

In the study, the opinions of physical education teachers about the duration and hours of the lessons at schools were examined. For this purpose, the working group of the research consists of physical education teachers working within the Iğdır Provincial Directorate of National Education. In the selection of the study group, maximum diversity sampling, which is one of the purposeful sampling methods, was used. According to Yıldırım and Şimşek (2013), the aim is to create a relatively small sample and to reflect the diversity of individuals who can be a party to the problem studied in this sample to the maximum extent. The purpose of creating a sample based on maximum diversity is to try to find out whether there are any common or shared phenomena among the diverse situations in order to generalize and to reveal different dimensions of the problem according to this diversity (Yıldırım & Şimşek, 2013). The number of physical education teachers in the sample group in this study was determined to be 20. The data about the research group are given in Table 1.

**Table 1:** Personal Characteristics of Research Group (N = 20)

Variables	Groups	n	%
<b>Gender</b>	Male	12	60
	Female	8	40
<b>School Type Served</b>	High school	10	50
	Middle School	10	50
<b>Education</b>	License	18	90
	Postgraduate	2	10
<b>Professional Seniority Year</b>	1-5 Years	2	10
	6-10 Years	8	40
	11-15 Years	5	25
	16-20 Years	3	15
	20 years and above	2	10

When Table 1 is examined, 60% of the participants are male physical education teachers and 40% are female physical education teachers. Accordingly, the majority of the participants are male physical education teachers. When we examine the type of school where the participants work; 50% of them work in high school and 50% of them work in secondary school. When we examine the educational status of the participants; 90% of them are undergraduate graduates and 10% are graduate education graduates. 10% of the participants have a professional term of 1 to 5 years, 40% of them have a professional term of 6 to 10 years, 25% of them have a professional period of 11 to 15 years, 15% of them have a working period of 16-20 years. 10% of them are physical education teachers with a professional duration of 20 years or more. While the intensity of physical education teachers with 11 to 15 and 16 to 20 years of profession is formed, the least intensity is; It consists of physical education teachers with a profession of 1-5 years to 20 years or more.

### ***Preparing Open-Ended Questions and Practising***

In the study, a semi-structured interview form consisting of 3 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). In order to develop the interview form, an interview form was prepared by making a comprehensive literature review. While preparing the semi-structured interview form, which is used as a data collection tool, the researcher firstly conducted a field survey and a semi-structured interview form question pool was created with questions that could be asked to the security forces on the subject. Then, the questions created in the presence of three experts were examined and the semi-structured interview form was finalized. None of the participants included in the study were forced to participate in the study, and the confidentiality principle was carefully observed during the application and collection of the questionnaires. In the research, interviews were conducted with 20 volunteer physical education teachers working within the Iğdır Provincial Directorate of National Education using a semi-structured interview form. The interviews were recorded with a voice recorder and then these recordings were written down.

### ***Data Collection***

The qualitative research data were collected from 20 physical education teachers working within the Iğdır Provincial Directorate of National Education. One-on-one and face-to-face interviews were conducted with all of the participants. During the interview process, interviews were conducted with those who wanted to participate in the research voluntarily and with

permission for the place and time they deemed appropriate for them. A recording device and note-taking technique were used to record the interviews. The interviews lasted between 15 minutes and 30 minutes.

### **Data Analysis**

The data obtained from the interview form used in the study were recorded with a voice recorder. After the application, the qualitative data in the voice recordings containing the answers of the security forces were transferred to the computer environment by the researcher. Then, qualitative data were analyzed by content analysis method. Content analysis technique, which is frequently used in the analysis of the data obtained from the questions in the interview form, was used. The aim is to reach concepts that can explain the collected data (Yıldırım & Şimşek, 2013).

The steps followed are as follows;

- Collection of research data
- Coding of data
- Creating themes
- Organizing data according to codes and themes
- Interpretation of the findings

## **FINDINGS AND COMMENTS**

In this section, the findings regarding the data obtained after the interviews with the working group are included.

**Table 2.** Distribution of physical education teachers' views on theinders time

<b>Themes</b>	<b>n</b>	<b>%</b>
Lesson time should be increased	17	35.5
Course duration should be adjusted according to secondary schools and high schools	16	33.3
Lesson time should be left to the teacher	12	25
Lesson time is enough	3	6.2
<b>Total</b>	<b>48</b>	<b>100</b>

In Table 2, when the opinions of the physical education teachers participating in the study are examined, the majority of them are; 35.5% stated that the duration of the course should be increased, and 33.3% stated that the course duration should be adjusted according to the secondary schools and high schools. In addition, 25% of the physical education teachers participating in the study stated that the lesson time should be left to the teacher. The 3 physical education teachers participating in the study stated that the duration of the lesson was sufficient. It was observed that the participants expressed more than one theme.

**Table 3.** Distribution of physical education teachers' opinions on how the course duration should be according to the class level

Themes	n	%
It should be adjusted according to the developmental characteristics of the children	13	32.5
Lesson time is enough	11	27.5
Lesson time should be increased in secondary schools	6	15
Course hours should be adjusted according to the grade level	6	15
Lesson time should be reduced	4	10
<b>Total</b>	<b>40</b>	<b>100</b>

In Table 3, when examining how the duration of the lessons should be according to the class level of physical education teachers participating in the research, 32.5% stated that they should be adjusted according to the developmental characteristics of the children, and 27.5% stated that the lesson time was sufficient. In addition, some of the physical education teachers who participated in the study stated that the lesson time in secondary schools should be increased by 15%, the lesson hours should be adjusted according to the class level, and 10% should be reduced. It was observed that the participants expressed more than one theme.

**Table 4.** Distribution of physical education teachers' opinions on how their daily lesson hours should be

Themes	N	%
Class hours are sufficient	13	31
Course hours should be increased	7	16.7
Lesson hours are insufficient	7	16.7
Must be 4 hours	6	14.3
Must be 6 hours	5	11.9
Must be 5 hours	4	9.5
<b>Total</b>	<b>42</b>	<b>100</b>

In Table 4, when the opinions of the physical education teachers participating in the study about how their daily lesson hours should be examined, 31% stated that their student hours were sufficient. In addition, 16.7% of the physical education teachers participating in the study stated that the lesson hours should be increased and the lesson hours were insufficient. In addition, some of the physical education teachers participating in the study stated that 14.3% should be 4 hours a day, 11.9% should be 6 hours, and 9.5% should be 5 hours. It was observed that the participants expressed more than one opinion.

## DISCUSSION AND CONCLUSION

In this part of the study, the results obtained based on the findings obtained for the purpose of examining the internet usage of physical education teachers are included.

When the opinions of the physical education teachers participating in the study on the Cinder duration are examined, the majority; 35.5% stated that the duration of the lesson should be increased, 33.3% stated that the lesson time should be adjusted according to the secondary schools and high schools. In addition, physical education teachers participating in the study stated that the lesson time should be left to the teacher, while some physical education teachers stated that the lesson time was sufficient. We can say that the duration of the lesson should be increased and adjusted considering the secondary school-high school situation. Çaycı (2018) concluded in his study that classroom teachers' class time was sufficient. Again, Gökçe (2012) states in his study that more than half of the teachers participating in the study find the daily course hours sufficient. On the other hand, different studies have revealed that there is not

enough time to fulfill the activities in the curriculum (Akıncı, Uzun, & Kışođlu, 2015; Ayvacı & Durmuş, 2013; Balbađ & Karaer, 2017; Dođan, 2010).

When examining how the class time should be according to the class level of the physical education teachers participating in the study, 32.5% stated that they should be adjusted according to the developmental characteristics of the children, and 27.5% stated that the lesson time was sufficient. Besides, some of the physical education teachers participating in the study; They stated that the lesson time in secondary schools should be increased, the lesson hours should be adjusted according to the class level, and the lesson time should be reduced. In line with the opinions expressed by the physical education teachers, we can say that the duration of the lesson is generally sufficient, but it should be adjusted considering the developmental characteristics of the students. Gökçe (2012) reached the conclusion in his study that the course hours are sufficient. Akıncı et al. (2015), Ayvacı and Durmuş (2013), Balbađ and Karaer (2017) stated in their studies that the time was not sufficient for the implementation of the activities in the curriculum. Çaycı (2018) stated in his study that the course hours should be increased.

When the opinions of the physical education teachers participating in the study on how their daily lesson hours should be examined, 31% of them stated that the lesson hours were sufficient. It was observed that they expressed their opinion that the lesson hours should be increased and the lesson hours were insufficient. In addition, some of the physical education teachers participating in the study, the lesson; It came to the fore that they expressed an opinion that it should be 4 hours a day, it should be 6 hours and it should be 5 hours. Based on this, it can be said that the research group found the course hours sufficient. In the Çaycı (2018) study, it was observed that the majority of teachers stated that the total daily class hours in primary school were not appropriate, while the striking point was that all of the teachers in this statement expressed an opinion that the total number of lessons per day was reduced for 6 hours. On the other hand, in different studies, it was concluded that the number of lesson hours, which is 30 per week, is sufficient, and the duration of the lessons should be increased in order to train the course contents in the curriculum (Akıncı et al., 2015; Ayvacı and Durmuş, 2013; Balbađ & Karaer, 2017; Çaycı, 2018; Dođan, 2010; Mülayim & Soran, 2002). Ban, (1993) and Gall et al. (1990) stated in their study that the effective use of class time in secondary education institutions depends on the fact that students have come by acquiring learning skills at primary or secondary school level.

As a result, physical education teachers stated that the duration of the lesson was sufficient, but it should be increased according to the grade level or adjusted according to the teacher. It was stated that the duration of the physical education teachers participating in the study should be adjusted by considering the developmental characteristics of the students. In addition, while the research group stated that the daily class hours were sufficient, it was concluded that the daily course hours of some teachers were insufficient and should be increased.

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