

Examination of the Physical Education and Sports Teaching Department with SWOT Analysis: Student Opinions

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Abstract

This research aims to examine the Physical Education and Sports Teaching department through SWOT analysis and evaluate the present situation. The phenomenology design, one of the qualitative research methods, was used in the research. The research group consists of 56 Sports Science students, 29 females and 27 males. During the data collection phase, a semi-structured interview form created by the researchers was used, and the data obtained were analyzed using a descriptive analysis technique. As a result of the research, students described the Physical education and sports teaching department as sacred; they stated that the number of applied courses was small. They also emphasized that there is a diversity of work in the field and that injury is also a risk factor. According to the research results, it may be suggested to carry out complementary studies to improve the negative aspects and include other departments within the sports sciences.

Keywords: Physical Education, Opinion, Sport, Student, SWOT Analysis

Introduction

The concept of education is to help new generations integrate into society and improve their personality. As a process, it is defined as all the effects that change human behavior in a planned and programmed manner in line with certain goals (Başaran, 1994). According to Yeşilyaprak (2001), education is a process that enables the appropriate development of physical, sensory, cognitive, and social capabilities for the individual and society. In the context of these criteria, education aims to raise qualified people (Kızılkaya-Namlı & Temel, 2019; Kızılloluk, 2007; Darling-Hammond & Sykes, 2003). The prominent educational institutions for developing the skilled workforce in the world are described as colleges and universities (Aspfors & Eklund, 2017), and teacher training institutions in Turkey are located in higher education within the teaching department. Besides verbal and numerical ability in Turkey, one of the institutions that undertake the education of individuals with special talent is the Physical Education and Sports School or Sports Sciences Faculty, which is aimed at physical education and sports.

In the direction of the purpose of education systems, the mission of the Sports Sciences is to educate individuals with knowledge, healthy and high quality of life, with modern thinking in the development of physical education and sports by assimilating national and universal values (GÜSBF, 2021; AKÜSBF, 2021). The physical education and sports teaching departments' primary purpose are to train qualified physical education and sports teachers and academicians in line with the education systems (Karabulut, 2018). Therefore, this research is aimed to examine the profile of qualified educators in the field of physical education, where development and dissemination studies have been carried out from the past to the present (Öztürk-Kuter & Kuter, 2012; Karakuş & Küçük, 1999). In this sense, to evaluate the developmental dimensions of education, it is required to examine the individuals' opinions, the inputs and outputs of the process, and whether the goal is meeting.

In the literature, there are many national and international studies on the attitudes, perceptions, and opinions of physical education teachers towards the profession of students in physical education and sports (Aras & Asma, 2020; Deniz & Görgen, 2018; Bendíková & Nemček, 2017; Yildizer, Ozboke, Tascioglu & Yilmaz, 2017; Gutiérrez & Ruiz, 2009). It is seen that the studies carried out include information in terms of improving, popularizing, and accepting physical education and sports lessons in a cultural context and examining the attitudes of students. It can be stated that the common point of the studies is to adapt to the changing and developing world, to predict innovations, and to reveal existing thoughts. However, especially after the curriculum change, it is seen that the current studies, including the opinions about the department of physical education and sports teaching, are almost non-existent. In summary, it was found that attitudes towards the course and the profession were evaluated, but the departments' studies were limited within the framework of the curriculum and systematic structure. This research is expected to contribute to the field to meet students' interests and needs, train teachers, and improve the current situation. For this reason, this research aims to examine the Physical Education and Sports Teaching department through SWOT analysis and to evaluate the present situation.

Material and Method

Research Model

In the study, phenomenological design, one of the qualitative research methods, has been used. Phenomenology design tends to explore the experiences gained by the individual (Jasper, 1994); it is identified as a pattern that allows focusing on information that is aware but lacking detailed information (Yıldırım & Şimşek, 2013). In this study, the phenomenology design was chosen to understand and explain in-depth the perspectives and perceptions of students studying in physical education and sports teaching. Thereby, it is thought that it is essential to give direction to the next generation by revealing the views of individuals with experience.

Research Group

The research group consisted of 56 students, 29 females and 27 males, studying in a city of Afyon Kocatepe University Faculty of Sports Sciences situated in the Aegean region in Turkey. The students were selected voluntarily, through criterion sampling, among purposeful sampling methods.

Data Collection Tools

In the research, as data collection tools, "personal information form" and "semi-structured interview" forms were created by the researchers to reveal the opinions of the students about the department of physical education and sports teaching have used..

Before the semi-structured interview form was created, social media and written media statements were examined, and research questions were formed by taking expert opinions in this context. After taking expert opinions, a pilot study has conducted with 34 people. As a result of the pilot application, no changes have been made, and the sample size increased. There have four questions in the interview form. Interviews have recorded on a recording device with permission. Each interview lasted five minutes on average.

Data Analysis

The data were analyzed using the content analysis technique. Content analysis is accepted as an in-depth analysis technique with coding based on specific rules. This technique is aimed to reveal previously unknown themes, analyze and interpret the obtained data (Koca, 2017).

In the study, the data obtained from the participants through voice recording were written down. After verifying the written documents, the opinions of the 2 participants who were lacking were presented to the participants again, and they were completed. In the analysis of the data, the answers were first coded and divided into categories. The similarities and differences of the determined codes were determined, and the themes were tried to be formed by bringing together the codes related to each other. At this stage, three academicians' opinions were taken to ensure the validity and reliability of the measurement tool. In evaluating the data, frequency (f) and percentage (%) values were calculated.

Validity and Reliability

In order to ensure the validity of the research, permission was obtained from the participants to record the interviews. The data obtained in line with these permissions were transferred to the documents without any additions or deletions. Each participant was discussed separately.

In addition, the opinion of an expert other than the researchers was consulted for content analysis.

In terms of ensuring the Reliability of the research, the formula of Miles and Huberman (1994); The calculation was made using $Reliability = \frac{Consensus}{Consensus + Disagreement}$. In addition, the principle that the consensus between the coders should be at least 80% and above was taken into account. As a result of the formulation calculation based on this information, it was noted that the Reliability of the research was achieved at a rate of 91%.

Findings

At this stage, the SWOT matrix was used to examine the research findings. In addition, the questions in the semi-structured interview form were handled and interpreted one by one.

Table 1. Students' opinions on the strengths of the department of physical education and sports teaching

Categories	f	%
Qualifying the teaching profession as sacred	11	18.3
The course of curriculum and contents to be well-equipped	8	13.3
Having information about sports branches	8	13.3
Increasing the quality of life	7	11.7
Raising of versatile sports trainers	4	6.7
Adequacy of facilities and materials	3	5
Excessive to be of employment area	3	5
Considering to physical education and sports course as the most popular course	3	5
Making learning permanent by combining education with entertainment	3	5
Possibility to be appointed to the state staff	2	3.3
Being able to communicate effectively get to academicians	2	3.3
Raising to healthy and conscious of athletes	2	3.3
Excessive to be the number of social activities	1	1.7
Gaining self-confidence	1	1.7
Possibility of double major	1	1.7
Assigning homework and projects that encourage research	1	1.7
Total	60	100

In Table 1, 16 categories have been determined in line with the students' opinions regarding the strengths of the Physical Education and Sports Teaching department.

Table 2. Students' opinions on the weaknesses of the department of physical education and sports teaching

Categories	f	%
The insufficient to be the number of applied courses	13	23.2
The department is qualified to worthless by society	12	21.4
Difficulty to be appointed to government staff and the limited number of quotas	10	17.8
Lack of specialization opportunity on a branch	6	10.7
Injuries encountered during the training process	5	9.0
Problems in the active participation of professional athletes in the education and training process	3	5.3
Problem and failure to focus on theoretical courses	2	3.6
Being disadvantageous in getting a coaching certificate	2	3.6

Negativities are experienced when sports are interrupted	1	1.8
Student profile that does not make an effort to research and develop	1	1.8
The insufficient to be the number of elective courses	1	1.8
Total	56	100

In Table 2, 11 categories have been determined in line with the students' opinions regarding the weaknesses of the Physical Education and Sports Teaching department.

Table 3. Students' opinions on the opportunities of the department of physical education and sports teaching

Categories	f	%
Diversity in business lines and job opportunities in the private sector	21	36.2
Raising to conscious athletes	11	19.0
Opportunity to gain experience by working in the field	7	12.1
Being equipped in terms of both sports and teaching profession	6	10.3
Performing the teaching profession in a healthy and social field	5	8.6
Encouraging students to develop through congresses, conferences, and seminars	4	6.9
Opportunity to receive training in sports branches from the experts of the field, and to learn a new branch	3	5.2
Opportunity to receive education in the same environment with individuals with different abilities	1	1.7
Total	58	100

In Table 3, 8 categories have been determined according to the students' opinions about the Department of Physical Education and Sports Teaching opportunity.

Table 4. Students' opinions of the department of physical education and sports teaching regarding threats and elements containing danger

Categories	f	%
Risk of injury	18	31.0
The anxiety of not being appointed to the state staff	15	25.9
The insufficient to be the number of employment	10	17.2
The obligation to tending to a different profession after graduation	8	13.8
Expressing an opinion that there is no situation seen as a danger or threat	3	5.2
Failure in applied courses and exams due to being injuries	3	5.2
Opportunity for individuals also who do not have a sports background to take advantage of the right to education	1	1.7
Total	58	100

In Table 4, 7 categories have been determined in line with the students' opinions about the Department of Physical Education and Sports Teaching threats and dangers.

Table 5. SWOT matrix for physical education and sports teaching department according to students' opinions

<ul style="list-style-type: none"> ▪ Qualifying the teaching profession as sacred ▪ The course of curriculum and contents to be well-equipped ▪ Having information about sports branches ▪ Increasing the quality of life 	<ul style="list-style-type: none"> ▪ The insufficient to be the number of applied courses ▪ The department is qualified to worthless by society ▪ Difficulty to be appointed to government staff 	Internal Factors
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<ul style="list-style-type: none"> ▪ Raising of versatile sports trainers ▪ Adequacy of facilities and materials ▪ Excessive to be of employment area ▪ Considering to physical education and sports course as the most popular course ▪ Making learning permanent by combining education with entertainment ▪ Possibility to be appointed to the state staff ▪ Being able to communicate effectively get to academicians ▪ Raising to healthy and conscious of athletes ▪ Excessive to be the number of social activities ▪ Gaining self-confidence ▪ Possibility of double major ▪ Assigning homework and projects that encourage research 	<ul style="list-style-type: none"> and the limited number of quotas ▪ Lack of specialization opportunity on a branch ▪ Injuries encountered during the training process ▪ Problems in the active participation of professional athletes in the education and training process ▪ Problem and failure to focus on theoretical courses ▪ Being disadvantageous in getting a coaching certificate ▪ Negativities are experienced when sports are interrupted ▪ Student profile that does not make an effort to research and develop ▪ The insufficient to be the number of elective courses 	
Strengths	Weaknesses	
Opportunities	Threats	
<ul style="list-style-type: none"> ▪ Diversity in business lines and job opportunities in the private sector ▪ Raising to conscious athletes ▪ Opportunity to gain experience by working in the field ▪ Being equipped in terms of both sports and teaching profession ▪ Performing the teaching profession in a healthy and social field ▪ Encouraging students to develop through congresses, conferences, and seminars ▪ Opportunity to receive training in sports branches from the experts of the field, and to learn a new branch ▪ Opportunity to receive education in the same environment with individuals with different abilities 	<ul style="list-style-type: none"> ▪ Risk of injury ▪ The anxiety of not being appointed to the state staff ▪ The insufficient to be the number of employment ▪ The obligation to tending to a different profession after graduation ▪ Expressing a opinion that there is no situation seen as a danger or threat ▪ Failure in applied courses and exams due to being injuries ▪ Opportunity for individuals also who do not have a sports background to take advantage of the right to education 	External Factors
Positive	Negative	

In table 5, there is a SWOT matrix that includes the opinions of the students participating in the research about the Physical Education and Sports Teaching Department. The findings finally, it has seen that the students present a opinions 16 on the strengths of the department, 11 on the weaknesses, 8 on the opportunities, and 7 on the threats. Also, the students' statements express their opinions about the department's strengths, weaknesses, opportunities, and threats. "Qualifying the teaching profession as sacred (n=11)", "The insufficient to be the number of applied courses (n=13)", "Diversity in business lines and job opportunities in the private sector (n=21)", and "Risk of injury (n=18)".

Discussion and Conclusion

This research aimed to investigate the students' opinions studying in the Department of Physical Education and Sports Teaching about the undergraduate program they are studying through SWOT analysis. In this context, the findings have obtained from the participants have tried to be discussed, interpreted, and supported with the current research findings in the literature.

When the opinions about the strengths of the department are examined, it has determined that the category of "Qualifying the teaching profession as sacred (f=11)" is the category where

the most opinions are expressed, "Excessive to be the number of social activities (f=1)", "Gaining self-confidence (f=1)", "Possibility of double major (f=1)" and "Assigning homework and projects that encourage research (f=1)" are the categories in which the least opinions are expressed. Within the scope of this finding of the research, it is thought that the teaching profession's status due to social structure and cultural interactions affect students' opinions. In the research of Gültekin (2010), classroom teacher candidates saw the teaching profession more as a "sacred profession"; similarly, in the research of Aydın, Canavar and Akkın (2018), it has stated that the teaching profession is considered sacred, although the status level of teachers varies historically.

In another aspect, it can be stated that social acceptance, social environment, cultural, religious, and environmental factors are also factors in the formation of the opinion towards the teaching profession. As studies support this opinion (Bozbayındır, 2019), it has been determined that there are also studies that differ in the opposite direction. Reyes and Rios (2003) reported that although the teaching profession is accepted by society, developing information technologies and social platforms have the power to change this opinion. Ünsal (2018), in his study on this subject, has determined that the institutions and organizations that train teachers, the status of the teaching profession has decreased due to reasons such as the usual conditions of the day, policies, and economic conditions. In some studies, the effect of perceptions on the orientation to the teaching profession was mentioned from a divergent perspective, and they emphasized that altruism and intrinsic values could emerge as a factor (Bergmark, Lundström, Manderstedt & Palo, 2018; Balyer & Özcan, 2014).

When the opinions about the weaknesses of the department are examined, it has determined that the category of "The insufficient to be the number of applied courses (f=13)" is the category where the most opinions are expressed, "Negativities experienced when sports are interrupted (f=1)", "Student profile that does not make an effort to research and develop (f=1)," and "The insufficient to be the number of elective courses (f=1)," are the categories in which the least opinions are expressed. Their negative attitude towards theoretical courses can explain the reason for students' insufficient number of applied courses. Accordingly, the fact that students are more successful in applied courses than theoretical courses can be expressed as a factor. In the study of Kurtipek, Güngör, Esentürk, İlhan and Yenel (2020) too, it was stated that the students of the sports management department had an opinion on the low number of applied courses related to the department.

When the opinions about the opportunities of the department are examined, it is seen that the category of "Diversity in business lines and job opportunities in the private sector (f=21)" is the most commented, "Opportunity to receive education in the same environment with individuals with different abilities (f=1)" is the categories in which the least opinions are expressed. In this situation, individuals who graduate from the teaching department are teaching professions and coaching, sports expertise, etc. it can be explained by finding a job in professional groups. The development of technology and the emergence of e-sports as a need is thought to affect student opinions positively. In contrast to the results of this study, it is noteworthy that in the study conducted by Araç-İlgar and Cihan (2019), students stated that job opportunities were limited in sports management and that they had difficulties in finding a job when they graduated.

When the opinions about the threats and dangers of the department are examined, it is seen that the category of "Risk of injury (f=18)" is the most commented, "Opportunity for individuals also who do not have a sports background to take advantage of the right to education (f=1)" is the categories in which the least opinions are expressed. These opinions

can be explained by the negativities experienced by especially professional athletes in their professional lives. In the study of Özçakır and Sönmezoğlu (2017), it was concluded that there is a risk of injury among the problems faced by the sports students in the USA. Similarly, in the study of Videmšek, Karpljuk, Mlinar, Meško and Štihec (2010), it was determined that students studying at five different secondary schools in Slovenia were exposed to injury during class and in extracurricular activities. Also, it was reported that injuries occur mainly in the branch of athletics in physical education classes. In Austin, Rogers, and Reese (1980), in their study on high school students, it was stated that 5.4 percent of every 100 people were injured and applied to the school nurse.

In consequence of the research, the thought was formed that the Department of Physical Education and Sports Teaching students are committed to their profession and continue their teaching profession with pleasure rather than seeing it as a job. On the other hand, it can be said that they do not adopt and show interest in theoretical courses for pedagogical formation, that is, vocational education, based on the statement that they find the number of applied courses insufficient. According to their opinions on the department's opportunities, it can be thought that they consider gaining the teaching department as an advantage and feel safe. Based on this opinion, it can be stated that they are aware that they can get a job opportunity by obtaining certificates in other fields such as coaching and sports expertise. Besides, it was noteworthy that although they have favorable opinions depending on the profession, they perceive them as a psychological threat to the risk of physical injury.

In addition to the expressions that express the most opinions, the benefits of education can be mentioned in terms of increasing the quality of life, being open to improvement, being directed directly or indirectly, raising awareness, and gaining self-confidence in the context of other opinions. Within the scope of weaknesses, it can be stated that unrelated individuals who are far from the field have turned to the profession, their examination systems are not sufficient, talent should come to the fore, and professional athletes have problems. In terms of opportunities, the effects of comprehensive education on increasing professional quality and the importance of experience can be mentioned. Grigore, Moantă and Ghitescu (2016) also stated that the training platforms of performance athletes enrolled in higher education sports institutions are an opportunity to access, work and learn information. Finally, it can be emphasized that talent is not sufficient as a threat and danger factor, that verbal and physical abilities integrate and bring success and the existence of occupational anxiety dimension.

Recommendations

According to the research results, different perspectives can be considered to improve the positive aspects of the Department of Physical Education and Sports Teaching with the present situation recorded as in consequence of the study. Complementary studies may be recommended to improve the negative aspects. It may be suggested to conduct a study involving physical education teachers, other departments related to Sports Sciences such as Coach Training and Recreation. Also, the 800 thousand thresholds determined for the examination system placement scores can be addressed to variables such as formation.

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