

Opinions of the Top Managers of the Ministry of National Education on the  
Implementation of Physical Education Policies in Schools

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ORIGINAL ARTICLE

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**Abstract**

"World Physical Education Summit" was held in Berlin in 1999. In the summit, participants from more than 80 countries have determined the policies and reforms for the common solution of all problems related to physical education teaching. At the end of the Berlin Summit, the policies and reforms related to physical education have reconsidered and regulated in many countries. As it is well known, the first responsible agency in teaching physical education policies in Turkey is the Ministry of National Education (MEB). Therefore, in this study, it is aimed to reveal the views of the top level managers of the MEB. In this study, phenomenology design which is one of the qualitative research methods has been used. The study group of the research consists of 11 senior managers working in the Ministry of National Education. The data have been analyzed using the semi-structured interview technique and content analysis method. According to the findings of the research, MEB senior managers have listed the components of a quality physical education program as teachers, school administrators, equipment and physical conditions (facility, hall, etc.). They have stated that the biggest obstacles for the physical education curriculum to reach the desired goals are the inadequacy of tools and equipment in schools, the unsuitability of physical conditions, and the fact that the same types of schools do not have the physical conditions at similar standard. As a result, they considered the goals and strategies in the development and implementation of physical education curriculum as physical and academic collaborations.

**Keywords:** Physical Education, Sports, Education Policies

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**Milli Eğitim Bakanlığı Üst Düzey Yöneticilerinin  
Okullarda Beden Eğitimi Politikalarının Yürütülmesine  
İlişkin Görüşleri**

**Öz**

1999 yılında Berlin'de "Dünya Beden Eğitimi Zirvesi" düzenlenmiştir. Zirvede 80'den fazla ülkeden katılımcı beden eğitimi öğretimiyle ilgili tüm sorunların ortak çözümüne yönelik politika ve reformları belirlemiştir. Berlin Zirvesi sonunda birçok ülkede beden eğitimi ile ilgili politika ve reformlar yeniden ele alınarak düzenlenmiştir. Bilindiği gibi Türkiye'de beden eğitimi politikalarının öğretilmesinde sorumlu ilk kurum Milli Eğitim Bakanlığı (MEB)'dir. Dolayısıyla bu çalışmada MEB'in üst düzey yöneticilerinin görüşlerinin ortaya çıkarılması amaçlanmıştır. Bu çalışmada nitel araştırma yöntemlerinden fenomenoloji deseni kullanılmıştır. Araştırmanın çalışma grubunu Milli Eğitim Bakanlığında görev yapan 11 üst düzey yönetici oluşturmaktadır. Veriler yarı yapılandırılmış görüşme tekniği ve içerik analizi yöntemi kullanılarak analiz edilmiştir. Araştırmadan elde edilen bulgulara göre, MEB üst düzey yöneticileri, kaliteli bir beden eğitimi programı bileşenlerini; öğretmen, okul yöneticileri, araç-gereç ve fiziki şartlar (tesis, salon vb.) olarak sıralamışlardır. Beden eğitimi öğretim programlarının istenilen hedefe ulaşmasındaki en büyük engelin okullardaki araç-gereç yetersizliği, fiziki şartların uygun olmayışı ve aynı türden okulların benzer standartlarda donanıma sahip olmaması yönünde görüş bildirmişlerdir. Sonuç olarak, beden eğitimi öğretim programlarının geliştirilmesi ve uygulanmasındaki hedef ve stratejileri; fiziksel ve akademik iş birlikleri olarak değerlendirmişlerdir.

**Anahtar kelimeler:** Beden Eğitimi, Spor, Eğitim Politikası

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## Introduction

Nowadays, it is seen that the national education policy of many countries is structured by establishing a balance between students' academic studies and physical education. Physical education is an indispensable part of healthy life, especially for students of all ages groups. The fact that every stage of school life is full of stress and anxiety increases the importance of applying physical education and physical activities in schools. It is necessary to educate students' bodies and minds through quality physical education programmes to gain skills that will provide both physical and academic achievements. Quality physical education and physical activity programs carried out in schools enable students to be successful in life and provide the structure and discipline necessary to make positive choices in their lives and gain respect from society (Naul vd., 2014).

Physical education is also an integral part of every child's overall education, from kindergarten to high school graduation. Therefore, in order to be mentally and physically healthy, to know their own responsibilities and to enjoy these physical activities, there should be an active education program in schools. Physical education programs can only provide these benefits if well-planned and implemented. For this reason, both in the world and in our country, there are continuous reform movements towards physical education teaching programs and accordingly, the practices and contents of the physical education lesson are changed (Jung vd., 2016).

The "World Physical Education Summit" that leads these reform movements worldwide was held in Berlin on 3-5 November 1999. More than 80 countries participated in the Summit. Participants included ministers from some countries, non-governmental organizations, intergovernmental organizations, a total of 250 representatives from universities, schools and research centers. At the end of the summit, two main themes emerged: "1. Physical education is a right for all children and an essential component of their development and education. 2. Some actions are necessary to ensure that quality physical education is implemented and supported worldwide". Following the World Physical Education Summit, UNESCO held "International Ministerial and Senior Officials Conference" (MINEPS III) that is responsible for physical education and sports. Representatives from 62 member states, 3 observer states, 38 intergovernmental governments and non-governmental organizations met in Punta del Este, Uruguay, from 30 November to 3 December 1999. ICSSPE (International Sports Science and Physical Education Council) presented to MINEPS III participants a working document with results and suggestions from the World Physical Education Summit (ICSSPE, 1999).

It is clear that scientific meetings such as the Berlin Action Agenda and MINEPS draw attention and raise awareness in the international sport arena. However, despite having been approved

by many national and international organizations, physical education programs are carried out by the relevant ministries and units of each country. In our country, the institution where the problems related to physical education programs are detected and resolved is primarily the Ministry of National Education. The entire education right of every Turkish citizen, including physical education, is secured by the state Article 2 of the objectives of Turkish National Education, the Basic Law of National Education No. 1739 that states “to train as constructive, creative and productive people with a well-developed and healthy personality and character, free and scientific thinking power, and a broad world view, in terms of body, mind, morality, spirit and emotion, respectful of their rights, value personality and enterprise, have a sense of responsibility towards the society” (MEB, 1973). Again in the 7th article of the Ministry of National Education (MoNE)(MEB) Regulation on Secondary Education Institutions, among the aims of these institutions; there is the article “developing students in terms of physical, mental, moral, spiritual, social and cultural qualities, preparing them for the future by equipping them with democracy and human rights, equipping them with the knowledge and skills required by their era”. It also includes for the sports high schools within its body the article “to gain knowledge and skills, to train qualified people in the field of physical education and sports” (MEB, 2016).

However, in our country, unfortunately, many problems encountered in programs and practices for physical education lessons have been determined in line with scientific research. It is clear that the problems and solutions suggested in these studies are important for the improvement of physical education lessons. However, the related researches have been mostly done with data obtained from physical education teachers, school administrators, students and parents. However, these working groups have a partial effect in detecting and solving existing problems. In solving these problems, the Ministry of National Education senior managers have the first level of responsibility. Therefore, the views of the MoNE senior managers, who regulate physical education policies, are needed to identify and eliminate the problems experienced in physical education teaching programs.

### ***Physical Education Curriculum Policy and Practice in Turkey***

Taking physical education and sports into a program framework by the State is based on the II. Constitutional Monarchy. However, after the proclamation of the Republic, physical education and sports education programs started to take more place in State policies and Atatürk pioneered these programs personally (Türkmen, 2013). He made physical education lessons compulsory, so the new Republic State opened the doors of schools to sports.

August 14, 1923, the Grand National Assembly of Turkey, the Executive Board (Council of Ministers) program on the part of the 6th article related to national education has "Person' bodily, moral and social capabilities such as intellectual ability will also be developed. For this purpose, a Terbiye-i Bedeniye Darülmualimin (Physical Education Teacher School) will be opened, the Scouting Organization will be given special importance, programs and schools will be gradually promoted based on Internal Education". Selim Sırrı Tarcan, who successfully carried out the duties of the School (together with the Higher Teacher Training School) and the School of Physical Education, has been assigned as the government duty to establish a physical education teacher (Arun, 1990; Topak, 1985).

In 1925, students were sent to Germany and Sweden for education in order to transfer Europe's physical education curriculum to our country and to train physical education teachers. After returning to Turkey, Veterans Middle School and Teachers Training Institute site and Department of Physical Education, teaching 3-year period in 1932 were opened and began to serve with these people's help. Students were taken to the Body Training Department by taking a talent exam for male students who graduated from teacher schools. In order to close the physical education teacher deficit, the Institute started to accept female students in 1937, with its duration reduced to 2 years (Şakar, 1990; Yücel, 1993).

With the law numbered 1933/2287, "Directorate of Physical Education and Scouting" was included in the National Education Institution and physical education, scouting and sports activities were carried out in schools (Gürsel, 2012). In 1936, the state "It gives importance to the development of ideas and body of elementary school students, to raise them as strong-bodied, cheerful and robust citizens, to try to raise them to the high degrees that our national deep history shows, to awaken the sense of social duty and responsibility in the demand, connecting them with a sincere understanding of dignity and order" has been included in the primary school curriculum (teaching) program (Cicioğlu, 1985).

In 1946-1947, the opening of higher physical education institutes and the construction of indoor - outdoor physical education and sports fields were included in the government program (Neziroğlu and Yılmaz, 2013). In 1949, higher physical education institutes were established and put into operation. Between 1950 and 1960, innovations were made in Turkish National Education policy, but no major successes were achieved (Tangülü, 2012).

In 1970-1971, the government planned to meet the development needs of young people through in-school and out-of-school education programs within the framework of national education

services (Neziroğlu and Yılmaz, 2015). In 1974-1976, youth and sports academies were established in Ankara, Manisa and Istanbul in order to train teachers and coaches by assuming physical education and sports services as public duties (İnal, 2003).

In 1987, in the government program included the phrase “graduates of physical education and sports departments of universities will be provided to work as physical education teachers and importance will be given to training coaches in all fields” (Neziroğlu and Yılmaz, 2015).

Among the expressions related to sports in the 1996 government program, there is a goal as “In the field of physical education and sports, priority will be given to follow-up and implementation of innovations in education, health, science and technology”. In 1999, it was aimed to develop cooperation with schools, families, clubs, citizens abroad, public and private enterprises, and to take all measures in the fields of facilities, materials, education, health and social security, youth centers and dissemination of youth camps were included in the program (Neziroğlu and Yılmaz, 2015).

Although there were expressions related to sports in the 2003 and 2007 government programs, in 2011, “physical education” was found more in the government program. This program included “...we aim to catch up with the generations that have adopted the culture of doing sports and have become a part of everyday life by going beyond being a spectator. We will expand sports education to pre-school and enable our children to deal with different sports branches while receiving education. We will pass the children between the ages of 4-8 through talent screening to appropriate sports. We will further increase the scholarship opportunities provided to successful athletes” (Neziroğlu and Yılmaz, 2015).

With Turkey's decision to the “Presidency” in 2018, important changes have been made in the field of education and 2023 educational vision has been put into practice. This 2023 educational vision covers “School-neighborhood sports clubs will be established in the education registration zones. The necessary structure will be established for children who are skilled in the related sports branch to participate in intensive training in sports clubs in the afternoon” (MEB, 2018).

### ***Purpose of the Research***

The study aims to evaluate the opinions of senior officials who can reform in the Ministry of National Education regarding the policies of physical education curriculum. This research is a necessary and important one in order to contribute to the success expected from physical education lessons applied in secondary education institutions affiliated to the Ministry of National Education. In line with the general purpose of the research, answers to the following questions have been sought:

1. What are the components of a quality physical education program?
2. What are the current reform documents that are considered to guide physical education today?
3. What are the goals (s) in the development and implementation of physical education policies?  
What must be the strategy that can be used to make learning environments more effective?
4. What are the studies on using technology in physical education program?

## Materials and Methods

According to the 1999 Berlin Declaration, in this study that aims to reach the positive/negative results of the studies on physical education lessons in our country, a qualitative research pattern “phenomenology” has been used. Phenomenology focuses on experiences rather than objectively and physically depicted reality (Balcı, 2010). It focuses on the cases that we are aware of, which are frequently used in qualitative research, but do not have an in-depth and detailed understanding (Yıldırım and Şimşek, 2008). Therefore, in this study, perceptions and facts are expected to be presented in an entire and realistic manner in a natural environment (Yıldırım and Şimşek, 2008; Creswell and Poth, 2016). The perceptions and meanings that the working group has developed with their experiences regarding the case have been revealed.

### *Population and Sample / Study Group*

In the research, criterion-sampling method, which is a purposeful sampling method, was used (Glesne, 2013). According to this sampling method, all situations have been studied with a set of predetermined criteria (Yıldırım and Şimşek, 2008). The main criterion used in the research has been appointed as senior managers in the Ministry of Education. Information regarding the seniority and task variables of the participants are shown in Table 1.

Table 1  
Distribution of Managers According to Severance and Task Variables

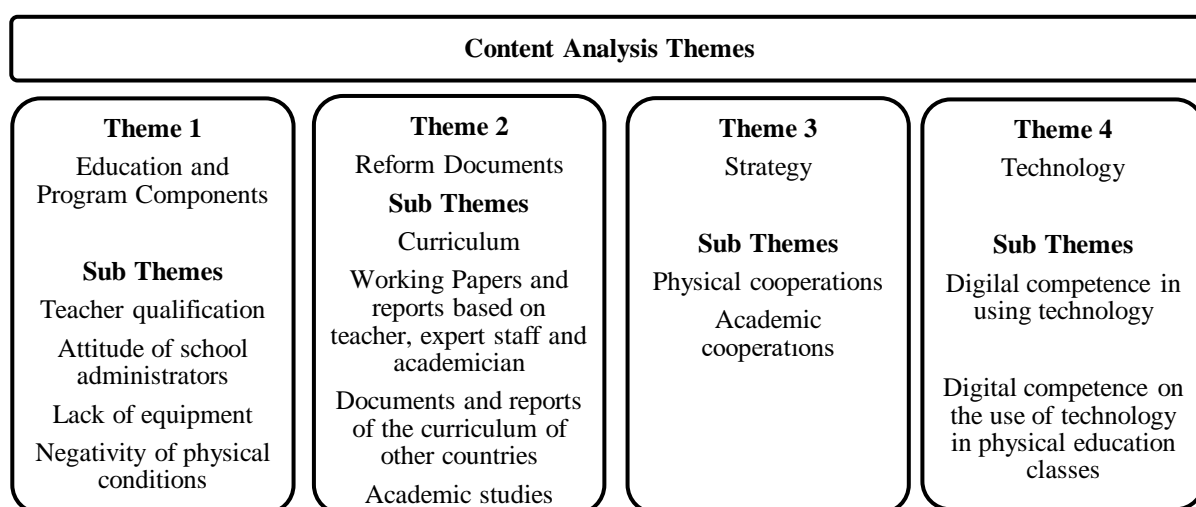
Participant Sequence	Seniority (Year)	Duty	Participant Code
Y1	31 years	General Manager	GM1
Y2	34 years	General Manager	GM2
Y3	26 years	General Manager	GM3
Y4	30 years	Head of Department	DB1
Y5	21 years	Head of Department	DB2
Y6	31 years	Head of Department	DB3
Y7	21 years	Head of Department	DB4
Y8	17 years	Head of Department	DB5
Y9	25 years	Head of Department	DB6
Y10	26 years	Head of Department	DB7
Y11	21 years	Head of Department	DB8

## ***Data Collection Tools***

The data of the research have been collected during the appointment hours given by the senior managers of the Ministry. The main data collection tool in case studies is the interview (Yıldırım and Şimşek, 2008). Therefore, semi-structured interview form has been used in this study. The interviews have been conducted with a voice recorder and note-taking technique. In order to obtain comparative answers, the questions in the form have been prepared after field survey and expert opinion. In the interviews, four (4) open-ended questions have been asked. These questions have been determined for the policies of physical education lesson. The researcher has prepared the questions personally and paid attention questions to the easily understood by the participants and not to guide them (Bogdan and Bilken, 1997). Interview questions have been directed to each participant with the same words. The data obtained from the interviews have been recorded with a voice recorder. Seventy-three pages of data have been obtained from the analysis of the interviews. The data have been written down and their accuracy has been ensured.

## ***Analysis of Data***

In this research, content analysis technique is used. The data obtained from the sound recordings have been transferred to the computer environment. Then, it was analyzed by the Nvivo 10 package program and commented. In the research, the data have been analyzed using descriptive and content analysis methods. According to the descriptive analysis approach, the data obtained have been summarized and interpreted according to the themes determined Yıldırım and Şimşek, 2008). In the descriptive analysis technique; data reduction, presentation and inference steps are followed (Türnüklü, 2000). For this reason, the data obtained from the participants have been transferred to the computer environment, codings have been made, and themes have been created. Details on the themes are presented in Figure 1.



**Figure 1.** Content Analysis Themes

## *Ethics of Research*

Ethics committee approval for the study was obtained from the Human Research Ethics Committee of Sinop University (Decision No: 2020/59). Consent was obtained from each participant regarding voluntary participation.

## **Results**

Participants' opinions have been coded without being given names, based on the principle of confidentiality. Following findings have been reached in line with the interviews with managers.

Table 2

Opinions on the Components of a Quality Physical Education Program

<b>Components</b>	<b>General expressions determined during the meeting</b>
<b>Teacher</b>	They create opportunities to enable students to learn about movement, physical activity in quality physical education classes.
<b>School administrators</b>	It has a positive attitude towards participating in physical education lessons and supports the teacher about the lesson.
<b>Tools and Materials</b>	Improves the student's game, tactical understanding or skills.
<b>Physical Conditions (Facility, Hall etc.)</b>	Improves student's performance.

As seen in Table 2, administrators have expressed their opinions that the components of a quality physical education program are teachers, school administrators, materials and physical conditions, respectively. According to the opinions of the participants, teachers are at the key point for a quality physical education. There have been some participants who expressed their opinions that physical education teachers, who are the practitioners of the program, face many difficulties (GM3, DB3, DB7, DB10, DB11). However, there have been also participants who expressed their opinions that the competencies of physical education teachers should be increased in order to reach the goals of the program (GM2, DB5). GM1 has explained "Some teachers lag behind the program, after graduation, they cannot transfer developments in the field to physical education classes. We are planning studies, collaborations and projects for the continuous education of teachers".

In addition, there are participants who state that it is the responsibility of school administrators to carry out the necessary measures and inspections at the point of implementation of the program. DB4 has expressed that "Sports achievements increase with school administrators' support of physical education teachers in schools". DB2, on the other hand, has said, "Only if the school manager has a general interest in sports, or if his/her field is physical education, then the physical education lessons are emphasized."



GM2, GM3, DB1, DB2, DB6, DB7, DB9 have expressed that *“In addition to the lack of materials and facilities, teachers, managers and parents do not pay due attention to physical education lessons. Central exams are the most applied to this situation”*. On the other hand, GM3 has said, *“In some of our schools, the lack of sports fields and equipment makes it difficult to conduct physical education lessons effectively. This situation is also reflected in the way teachers’ way of conducting the lessons.”*

Table 3

Opinions about the Existing Reform Documents Accepted to Guide the Physical Education Curriculum

<b>Documents</b>	<b>General expressions determined during the meeting</b>
<b>Curriculum</b>	It is a guide for teachers to help students achieve the goals of the lesson.
<b>Teacher, Expert Staff and Academician Based Working Reports</b>	In preparing or updating the curriculum, expert opinions are received.
<b>Documents and Documents of Curriculum of Other Countries</b>	Research on the programs of other countries is carried out by MEB expert staff.
<b>Academic studies</b>	Cooperation is provided with academicians to improve the quality of physical education and physical activities.

In Table 3, the documents that are thought to guide the physical education curriculum and opinions about these documents are given by the managers. In this regard, all administrators have stated that the curriculum of physical education and sports courses is the main document. GM1, GM2, DB1 have stated that *“Although the curriculum program is prepared to develop the cognitive, social understanding and emotional skills they need in order to lead a physically active life in students, the lack of standardity of schools creates problems in the applications”*. Whereas DB4 has stated that *“The curriculum should be flexible due to the individual differences of the students”*, DB7 has stated that *“Students with special needs or individual characteristics can guide the physical education teachers in a different document about this course”*.

DB2 and DB5 have stated that *“Workshops and in-service trainings are given to complete the deficiencies that are thought to be helpful in the implementation of physical education teachers, but it is costly to include all teachers in these trainings throughout the country, so only update reports are shared with teachers”*.

GM1, DB3 and DB5 have expressed that *“The curriculums of other countries are examined by our specialists and the appropriate ones are adapted to our education culture with the current situation in mind. However, the populations of many of the countries with advanced education are*

much lower than the population of Turkey. Therefore, more funds are allocated to education in these countries. This includes physical education teaching.”

GM1, GM2 and DB5 have declared “....Our expert staff cooperate with academicians from different universities and work in coordination. However, academics only make theoretical contributions to the program. The main determination of the deficiency of the programs is carried out through physical education teachers in the field”.

Table 4

Opinions about the Objectives and Strategies in the Development and Implementation of Physical Education Policies

<b>Goals and Strategies</b>	<b>General expressions determined during the meeting</b>
<b>Physical Collaborations</b>	Collaborations with Businessman and Philanthropists, Municipalities and Foundations, Other Institutions and Organizations are developed.
<b>Academic Collaborations</b>	Collaborations are developed with universities, TÜBİTAK, Development Agency, EU Affairs and National Agency.

In Table 4, the opinions of the managers regarding the goals and strategies determined in the development and implementation of effective physical education policies are given. Six of the executives (GM2, GM3, DB3, DB5, DB6, DB8) have stated that the policy followed in the general education program with physical and academic collaborations also applies to the physical education program. GM2; “We are aware that facilities and materials are required for the physical education and training programs to be at the desired level. For this reason, we try to find resources and funds by cooperating with various institutions and organizations. We try to complete the facilities according to the needs by communicating with the businessman and philanthropists”. DB3 said, “When the requests for charitable help from the philanthropists come to the schools, we evaluate them after the necessary research is completed. This can also be a sports ground or gym to the schoolyard. However, our schools have too many deficiencies, priorities can change.”

On the other hand, administrators stated that academic collaborations are one of the institution's goals and strategies in the development and implementation of physical education programs. GM3 and DB5 have said "*As in every field, we support physical education curricula with national and international projects in order to get efficiency from physical education curriculum.*"

Table 5

Opinions on the Use of Technology in Physical Education Curriculum

<b>Technology</b>	<b>General expressions determined during the meeting</b>
<b>Digital Competence</b>	It is used as a tool to support learning, movement performance, assessment or feedback.

<b>Use of Technology in Physical Education Lessons</b>	Not including technology negatively affects a quality physical education lesson and physical activity.
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Table 5 presents the opinions of the administrators regarding the use of technology in the physical education curriculum. DB4; “Most teachers share their experiences with each other on social media platforms thanks to smartphones. However, physical education cannot bring the technology together within the curriculum”.

GM3 has expressed his opinion “The integration of technology in physical education curriculum is added value for both teachers and students. However, many teachers avoid using technology in the application of lessons.” DB2 has said “In physical education teaching programs, the use of technology has a facilitating role in student learning and developing lesson objectives”.

### **Discussion and Conclusion**

The main purpose of the education system is to provide individuals with qualified knowledge, skills and behavior. Therefore, the Ministry of National Education in our country is the first responsible institution to establish the policies for the development of knowledge, skills and behaviors aimed at acquiring individuals. Therefore, the design and implementation of the physical education curriculum is under the responsibility of the Ministry of National Education. For this reason, the following conclusions have been reached according to the research findings, which aims to reveal the views about quality and qualified education on physical education of senior managers, who are policymakers in the Ministry of National Education.

The senior managers of the Ministry of National Education have ranked the key components of a quality physical education program as teachers, school administrators, equipment and physical conditions (facility, hall, etc.). Physical education teachers should take an active role in order to implement all education policies related to physical education. Consequently, the evolution and concretization of the curriculum depends on the skills of physical education teachers. Although some policies are followed in order to improve the quality of physical education teachers, this is mainly due to the limited number of teachers in in-service training or some workshops. In their study, Demirhan et al. (2008), have found that "the biggest deficiency in the implementation of the curriculum is that physical education teachers cannot access information". Demirhan et al.'s work parallel the views of senior executives.

In the implementation of physical education teaching programs, although the quality of the teacher is a frequently discussed topic, the physical education teacher is only part of the whole and other issues should not be ignored. On the other hand, if the school administrators support the teacher,

it can be said that the quality-enhancing practices in the physical education curriculum are provided in those schools. So, it can be concluded that the motivation of teachers related to physical education primarily determines the attitudes and behaviors of school administrators. Demirhan et al. (2014), have highlighted that school administrators' perceiving physical education lessons is insignificant are at the forefront of physical education teachers' problems in practice. Therefore, school administrators should be informed about physical education teaching programs and their importance should be understood.

MoNE senior managers have expressed their opinion that the biggest obstacle in physical education curriculum reaching the desired target is the lack of tools and materials in schools, inadequate physical conditions and the same type of schools not equipped with similar standards. Many research results support the views of the MoNE senior managers. In their study, Çınar (2011), has emphasized that the lack of facilities to be used in classes is one of the professional problems faced by physical education teachers. Similar results have been obtained in the work of the Hoşkilimci (2011). Taymaz (2011) has stated that the absence of a gymnasium for schools in physical education is one of the professional problems.

The senior managers of the Ministry of National Education have stated that a multi-faceted study have been carried out while preparing the physical education curriculum. However, in Kul and Hergüner (2018) studies, it has been stated that the distribution of units in terms of density in the physical education curriculum is not appropriate, and the inability to use the methods, equipment and techniques mentioned in physical education curriculum as effective problems in practice. Also, Oğul (2010) has emphasized that the units in the curriculum create problems in schools without a gym.

Senior managers of the Ministry of National Education evaluated the goals and strategies in the development and implementation of physical education policies as physical and academic collaborations. It is known that physical education education programs are adversely affected by facility defeiciencies. However, Kavak and Ekinçi (1994) states that the effect of building, laboratory, equipment and qualified teachers on educational performance development differs little in student achievement. They emphasize that this is not always reflected in student achievement and other measured outcomes. They stated that these problems can be solved with cheaper but functional structures. On the other hand, although academic collaborations are among the top targets and strategies of MoNE, in many studies, it has been determined that the information sharing (teacher training, consultancy services to be given to teachers, educational researches etc.) of schools and universities affiliated to the Ministry of Education are not sufficient (Çepni, 2010; Korkmaz et al., 2011; Uğraş and Güllü, 2019).

Some of the MoNE senior managers have stated that teachers could not combine physical education curriculum and technology, and they avoid using technology. In his study, Davis (2003) has stated that the education of teachers on information and communication technologies is important in equipping them with the qualities expected from them in the society. Yılmaz (2007) has stated that it is failed in Turkey to understand the importance of technology education, and education is still at a distant process from the technology. He has stated that school administrators and supervisors are foreign to technology and teachers' inadequate education causes this situation.

## **Suggestions**

In the context of the 1999 Berlin Declaration, the following recommendations can be made for the regulation, improvement and updating of physical education policies in our country based on the opinions of the Ministry of National Education (MEB) senior managers.

As in all the world, measures needed to be taken to improve the quality of physical education teachers are discussed in Turkey, and policies are determined. However, when the policy decisions made to increase the quality of teachers are examined, in-service trainings and workshops come to the fore. However, in-service trainings are not sufficient to increase the quality of teachers. Because there are many situations that affect the quality of teachers. E.g; the perspective of the society on physical education teachers and lessons, the adequacy of the faculty where they are educated, the environment of the school in which they are employed, the degree of specialization, postgraduate education, and managerial attitudes. Therefore, while planning studies to increase the qualifications of teachers, planning education according to certain level groups of teachers can have a greater effect.

Many policy decisions are also developed to improve the quality of the physical education curriculum. However, focusing on these decisions without equalizing the equipment and physical conditions makes it difficult to implement physical education policies in all aspects of schools. For this reason, the Ministry of National Education is required to provide the standardization of the equipment and physical conditions, which are urgently used in physical education classes in the same type of schools.

Physical education curriculum is thought to be a flexible program. However, for students with special needs, an additional curriculum or an additional reference book to guide teachers is required.

For physical education tools and equipment that need more expensive investments than other courses, sufficient resources should be allocated and transferred by the state, and further protocols should be made with institutions and organizations. On the other hand, academic collaborations

should be motivated and emphasized. Communication between universities' Faculty of Sport Sciences and physical education teachers should be established in order to learn new and contemporary teaching methods and techniques and guide them in practices. The Ministry of National Education has an education system that acts and rely on data. Therefore, it should come together with the faculties in more scientific and experimental studies.

In addition, the number of projects related to physical education and sports should be increased and physical education teachers should be informed, encouraged and supported about national and international projects.

The use of technology is now an imperative to make physical education teaching programs more qualified and efficient in schools. For this reason, it is necessary to train physical education teachers who can master the infrastructure of technology and use appropriate e-contents.

### **Ethics Committee Permission Information**

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### **Statement of Researchers' Contribution Rates**

Both authors contributed equally at all stages of the research.

### **Conflict of Interest**

The authors cannot make a statement of conflict regarding the research.

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