

Evaluation of Stakeholder Opinions on Physical Education and Game Lesson Practices*

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Original Article

Received: 16.04.2024

Accepted: 26.05.2024

DOI: 10.47778/ejsse.1469303

Online Published: 30.09.2024

Abstract

In this study, it is aimed to evaluate the opinions of classroom teachers, parents and school administrators regarding the physical education and game lesson curriculum and practices. The research was carried out with a study group of 13 people in the 2021-2022 academic year. In the study, the basic qualitative research method was adopted, which provided the opportunity to get to know the experiences of the study group in more depth, and the interview technique was used as a data collection tool. After the data were transcribed, descriptive analysis and content analysis were performed. According to the results of the research, in general, there are contradictions between the importance given to the physical education and game lesson in words and the value given in practice. The research is important in terms of recognising the problems in physical education and game lesson practices and taking necessary measures. In order to solve the problems encountered, it is recommended that in-service training should be made widespread, training programmes should be reviewed, and cooperation of stakeholders should be ensured.

Keywords: Classroom teacher, Physical education and game lesson, Stakeholders, School administrator, Parents

Beden Eğitimi ve Oyun Dersi Uygulamalarına İlişkin Paydaş Görüşlerinin Değerlendirilmesi

Öz

Bu çalışmada, beden eğitimi ve oyun dersi öğretim programı ve uygulamalarına ilişkin sınıf öğretmenleri, veliler ve okul yöneticilerinin görüşlerinin değerlendirilmesi amaçlanmaktadır. Araştırma 2021-2022 eğitim-öğretim yılında 13 kişilik bir çalışma grubu ile gerçekleştirilmiştir. Araştırmada çalışma grubunun deneyimlerini daha derinlemesine tanıma fırsatı sağlayan temel nitel araştırma yöntemi benimsenmiş ve veri toplama aracı olarak görüşme tekniği kullanılmıştır. Veriler yazıya döküldükten sonra betimsel analiz ve içerik analizi yapılmıştır. Araştırma sonuçlarına göre genel olarak beden eğitimi ve oyun dersine önem verildiği ifade edilmesine rağmen uygulamada verilen değer arasında çelişkiler bulunduğu görülmektedir. Araştırma, beden eğitimi ve oyun dersi uygulamalarındaki sorunların fark edilmesi ve gerekli önlemlerin alınması açısından önemlidir. Karşılaşılan sorunların çözümü için hizmet içi eğitimlerin yaygınlaştırılması, eğitim programlarının gözden geçirilmesi ve paydaşların iş birliğinin sağlanması önerilmektedir.

Anahtar Kelimeler: Sınıf öğretmeni, Beden eğitimi ve oyun dersi, Paydaş, Okul yöneticisi, Veli

* This study is derived from Cemre Nilay AKKOYUN's master's thesis.

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INTRODUCTION

In today's modern understanding of education, educational institutions aim to develop individuals physically, cognitively, socially and emotionally as a whole, to reveal their talents and to ensure their high-level development. In this context, lessons related to physical education and sports, which are frequently used and aim at the multiple development of the individual, come to the fore. According to the Ministry of National Education [MoNE] (2018), physical education and sports lessons aim to prepare students for the next level of education by developing basic movements, active and healthy life skills, concepts and strategies, as well as related life skills and values that they will use throughout their lives through games and physical activities. Darst and Pangrazi (2009) state that physical education classes are considered as a complementary part of education programmes and Siedentop (2001) states that most researchers studying primary education consider physical education classes as compulsory in terms of achieving educational goals in primary education.

Saracho and Spodek (2002) observed improvements in the literacy and other skills of students in the classes of teachers who organised game environments and activity areas in their schools, which are important for children to make sports a habit, to love sports and to be a healthy individual, as well as their contributions to children's developmental areas. Therefore, teachers who conduct physical education classes at the primary education level are also responsible for preparing and implementing a curriculum that will provide students with the habit of physical activity due to its effects on children's development (Darst & Pangrazi, 2009). In some developed countries such as the United States of America, classroom teachers and physical education teachers share the responsibility of conducting physical education lessons at the primary level (Allison, 1990; Siedentop, 2001), but in many countries this responsibility is left entirely to classroom teachers (Arslan & Altay, 2009). In primary schools in Turkey, physical education classes are conducted by classroom teachers in grades 1-4 and by physical education teachers in grades 5-8, except for special education schools. Therefore, classroom teachers are the first ones to introduce physical education lessons to primary school students. Allison (1990) points out that due to this responsibility that classroom teachers have for conducting physical education lessons, researchers should focus on research on physical education lessons on classroom teachers and candidates.

In the studies conducted on classroom teachers' conducting physical education lessons, it was found that there were problems in terms of not having enough materials, space and equipment and experiencing deficiencies, lesson outcomes, resources and lesson activities (Can & Çava, 2008; Ceylan, 2015; Dağdalen & Kösterelioğlu 2015; Jenkinson & Benson, 2010; Kazu & Aslan, 2016; Morgan & Hansen, 2008; Pehlivan et al., 2005; Yıldız & Güven, 2014). It was found that classroom teachers also used the game and physical activities lesson hours to overcome the deficits of other lessons, that they did not receive the support of the administration in terms of materials,

space, etc. in the lesson, and that there were problems in the dimensions of formation and caring (Bozdemir et al., 2015; Şentürk et al., 2015). In addition, in some studies, the competence levels of classroom teachers regarding the implementation of the game and physical activities curriculum were found to be low and it was argued that teachers did not give the necessary importance to the lesson by stating that they did not know the physical activities curriculum sufficiently. Therefore, it was suggested that classroom teachers should be informed about the lesson, but above all, this lesson should be conducted by physical education and sports branch teachers, and it was thought that conducting the lesson by physical education teachers would increase the success in practice (Çivril-Kara et al., 2017; Ertan, 2013; Faucette et al., 1990; Morgan & Hansen, 2008; Pehlivan et al., 2005; Randal, 2022; Şentürk et al., 2015; Usher & Anderton, 2014; Yıldız & Güven, 2014). From this point of view, the fact that there are very few studies on the physical education and game lesson at the primary school level, and that only classroom teachers are generally included in the studies conducted, has revealed the need to obtain information about the process by involving stakeholders who are an integral part of the education and training process and who directly affect the process. It is thought that the education-training process is a whole, that the process is not only teacher-oriented, and that obtaining the opinions of all stakeholders who contribute to the process will provide information in terms of the field of physical education and the efficiency of the physical education and sports lesson being implemented. In this context, the aim of the research is to examine the problems encountered by classroom teachers, parents and school administrators about the Physical Education and Game lesson curriculum and practices, to have an idea about the efficiency of the lesson, to see the communication link between stakeholders and to offer solutions about these issues.

METHOD

Research Model

Qualitative research method was used in this study, which aims to obtain the opinions of stakeholders, class teachers, parents and administrators, who play an active role in the process, regarding physical education and game lesson practices. Qualitative research is the basic research method that provides the opportunity to get to know the experiences gained in the field of education in more depth (Merriam, 2015). In this method, the aim is not to make generalisations about the researched subject, but to conduct in-depth research on a central phenomenon (Creswell, 2012). It tries to make sense of and interpret the individual's behaviour in the context of the current situation in a multidimensional way. Based on the understanding that individual behaviour can only be investigated with a flexible and holistic understanding, the opinions and experiences of the individuals participating in the study are of great importance (Yıldırım & Şimşek, 2018). Qualitative research has five designs: Culture analysis, phenomenology, theory building, case study, action research. In this study, phenomenology research design was adopted (Yıldırım & Şimşek, 2018). Phenomenology involves interviewing people who have experienced the

determined phenomenon personally (Creswell, 2018). Phenomenological approach is a process of examining “what” individuals experience and “how” they experience it, describing their experiences and interpreting the meaning of their experiences (Creswell, 2018). In addition, the phenomenological approach is divided into two as hermeneutic and empirical. According to Moustakas (1994), empirical phenomenology consists of determining the phenomenon and collecting data from people who have experienced the phenomenon. The researcher analyses the data by reducing the information obtained into meaningful statements or quotations and combines the statements into themes (Creswell, 2018). In addition, the researcher provides an overview of what people experience and how they experience it in terms of conditions, situations or context. In this context, the empirical phenomenological approach was determined in the research.

Study Group

The study group of the research consisted of 7 classroom teachers, 3 administrators and 3 parents who were included in the study on a voluntary basis. The study group of the research was determined by snowball sampling, one of the purposive sampling methods. In snowball sampling, the process starts with a very simple question: “Who might have the most knowledge on this subject? Who or whom would you recommend me to interview about this issue?” (Patton, 1987). When it was thought that data saturation was reached in the research through the sampling method, the interviews were terminated, and the research group was limited to these people. The demographic characteristics of the study group are given in Table 1, Table 2 and Table 3.

Table 1. Personal characteristics of the teachers

Participant	Gender	Graduation (University)	Seniority in the Profession	Seniority in the Institution
T1	Female	Afyon Kocatepe University	1 year	1 year
T2	Female	Anadolu University	28 years	18 years
T3	Female	Dokuz Eylül University	24 years	10 years
T4	Male	Anadolu University	46 years	7 years
T5	Female	Anadolu University	24 years	22 years
T6	Female	Anadolu University	25 years	22 years
T7	Female	Osmangazi University	20 years	7 years

Table 2. Personal characteristics of the administrators

Participant	Gender	Graduation (University)	Seniority in Management	Seniority in the Institution
A1	Female	Osmangazi University	6 years	6 years
A2	Male	Dokuz Eylül University	7 years	3 years
A3	Male	Çanakkale 18 Mart University	14 years	8 years

Table 3. Personal characteristics of parents

Participant	Gender	Age	Profession	Education Level
P1	Female	42	Officer	Bachelor's degree
P2	Female	39	Labourer	Bachelor's degree
P3	Female	35	Housewife	Secondary Education

Data Collection Tools

In the study in which stakeholder views on physical education and game lesson practices were investigated, interview technique was used as a data collection method. Different semi-structured interview forms were used for each stakeholder (classroom teacher, administrator, parent) in the study. Semi-structured interview forms were prepared by the researcher by taking into account the physical education and game lesson curriculum and reviewing the relevant literature, and the form was finalised by consulting two different experts in the field of qualitative research methods and physical education and sports. Individual interviews with the stakeholders were conducted with a voice recorder in order to help the researcher to remember and analyse the data obtained during the analysis. The interviews lasted an average of 15-20 minutes.

Ethical Approval

This study was performed in line with the principles of the Declaration of Helsinki. For this study, the ethics committee decision dated 05/05/2022 and numbered 8/5 was obtained from Eskisehir Technical University Social and Human Sciences Scientific Research and Publication Ethics Board.

Informed Consent

Participants in the research were informed about the study and a voluntary participation consent form was signed. In addition, they verbally confirmed that they participated in the study voluntarily during the interview.

Data availability

The datasets generated during and analysed during the current study are available from the corresponding author on reasonable request.

Data Analysis

The interviews recorded by the researcher were transcribed and the participants were coded according to their duties as classroom teachers T1-T7, school administrators A1-A3, parents P1-P3. Descriptive and content analysis were applied to the texts obtained. Firstly, the data were divided into meaningful sections and categories were formed in line with the participant responses. The categories obtained were then transformed into statistical schema and presented as descriptive expressions.

Validity and Reliability

Validity from the qualitative research framework includes determining the accuracy of the findings from the perspective of readers, participants and the researcher (Creswell & Miller, 2000). Snowball sampling, one of the types of purposive sampling methods, was used in the study and the opinions of participants with different perspectives on the subject were taken. Patton (2014) stated that four types of triangulations are used to confirm the accuracy and validity of qualitative analyses. These are;

1. Method diversity: Checking the consistency of findings generated using various data collection methods
2. Source diversity: Checking the consistency of different data sources within the same method
3. Analyser diversity: Use of more than one analyser checking the findings
4. Diversity of theories/perspectives: Use of various perspectives or theories in interpreting the findings.

In this study, source and analysis triangulation was used. The findings obtained from the interviews were interpreted by considering the statements of classroom teachers, school administrators and parents. This shows that data sources were triangulated. After the interview data were transcribed, confirmation was obtained by listening to the audio recording of an external person and necessary arrangements were made. In this way, analyser triangulation was ensured. In addition, participant diversity was also ensured by taking into account the views of different groups and selecting participants working in different institutions.

At the same time, in order to increase credibility, the interviews with the participants were organised in a semi-structured format. In this way, depth-oriented data collection was ensured. In order to increase consistency, the data obtained were presented directly without interpretation, and the audio recordings were confirmed by having an outsider listen to the audio recordings and follow the text. On the other hand, the research process and what was done in this process are reported in detail in the method section of the study.

RESULTS

Qualitative Findings from Teacher Interviews and Comments

In this section, the views of the classroom teachers on physical education and game lesson were included and the data obtained were presented as statistical diagrams and descriptive expressions.

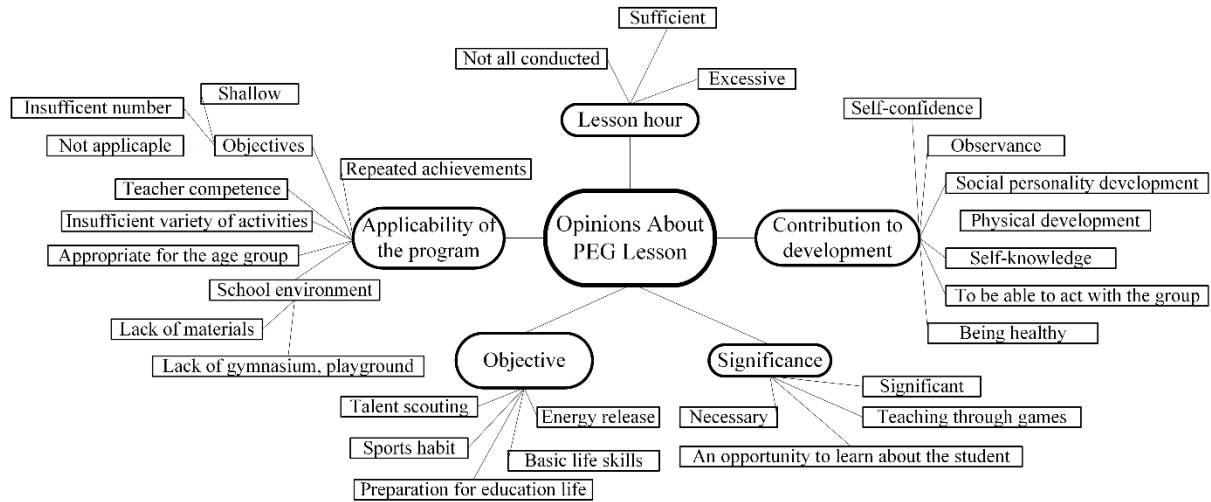


Figure 1. Classroom Teachers’ Opinions about the PEG Lesson

All the classroom teachers who participated in the study stated that they considered physical education and game lesson important and that this lesson contributed to the mental, physical, and social development of children. Besides, they stated that the lesson has aims such as talent scouting, providing children with basic movement skills, making them acquire sports habits and preparing them for the next educational life. When the applicability of the physical education and game lesson curriculum is examined, it is seen that the objectives are insufficient in terms of number and quality, the achievements are repeated, and the type of activities is insufficient. Moreover, the fact that school environments are not suitable for physical education and game lessons and that teachers do not have enough knowledge in the field of physical education were expressed as factors affecting the applicability of the programme. Although the weekly lesson hours of the physical education and game lesson are generally considered sufficient, the common view that the entire lesson cannot be done due to such reasons as school environment and academic anxiety draws attention. Sample participant statements on this subject are as follows;

- T3: “As a matter of fact, we only write the achievements in line with the aims stated in the programme in the notebook. I don’t think we can implement all of them because we fall short somewhere. But if the objectives in line with the aims are implemented, I think it will be of great benefit for every child when they go to secondary school and meet the physical education teacher.”
- T2: “Physical education and game is a lesson in which the child develops both physically and spiritually and rests themselves and rests their brain. It can give important clues to the class teacher about the child’s spiritual development. Physical education lesson touches on all areas such as being healthy, staying healthy, balanced and regular nutrition when we look at it comprehensively.”

T5: “The most problematic thing for me is to look at the outcome and decide what to do about that outcome. If we had resources that we could benefit from, it could be a healthier process. What I can say as a deficiency in the programme is that the learning outcomes repeat each other.”

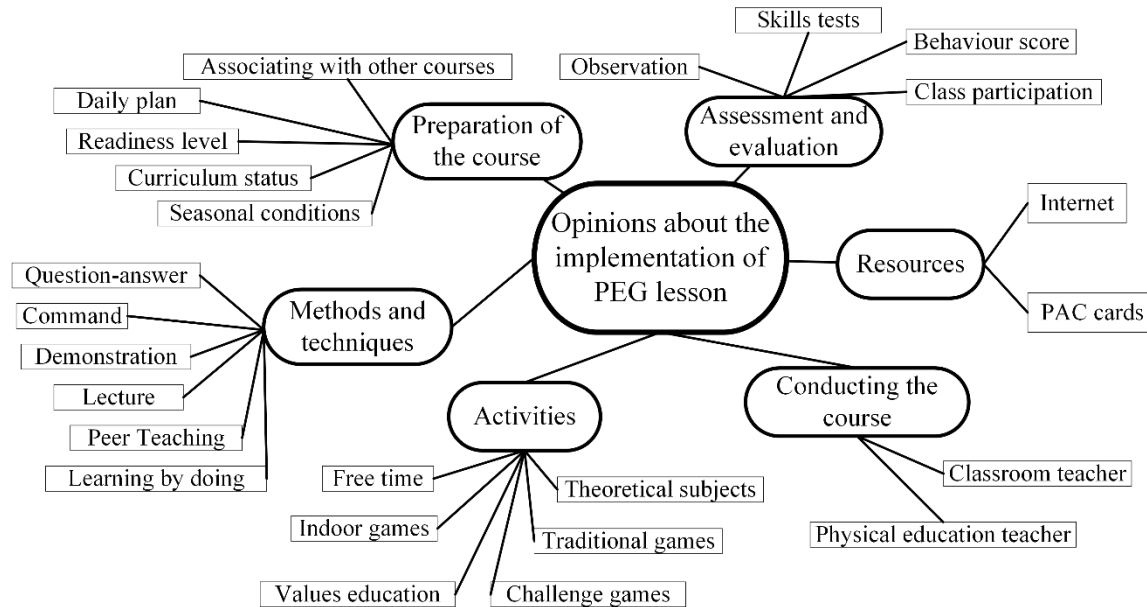


Figure 2. Classroom Teachers’ Opinions on PEG Lesson Practices

Analysis of the opinions of the classroom teachers about the physical education and game lesson practices revealed that they paid attention to the current weather conditions, curriculum status, students’ readiness levels and the presence of activities related to other lessons while preparing for the lesson. It was seen that they mostly utilised internet resources and then Physical Activity Cards (PAC) in the lessons. It was determined that none of the classroom teachers who participated in the study had any information about the *I Play Games* compilation booklet. In terms of the activities that the classroom teachers did in their lessons, it was seen that they included indoor games, challenge games and traditional games, as well as theoretical explanations of subjects such as healthy nutrition included in the programme. It was concluded that they taught values education with activities in their lessons and sometimes they used the lesson as free time. It was found that classroom teachers generally used methods and techniques related to behaviourist approach in physical education and game lessons, especially command, lecture, and demonstration. In addition, it was determined that they also included question-answer, learning by doing and experiencing and peer cooperation methods in their lessons. It was also determined that classroom teachers evaluated their students within the scope of physical education and game lesson mostly by taking observation, behaviour grade and participation to the lesson into consideration, and a few teachers also conducted skill tests as well. Classroom teachers stated that the most important requirement for achieving the objectives of the physical education and game lesson is that the lesson should be conducted by physical education teachers, and in addition, they emphasised that classroom teachers should participate in in-service trainings to increase their equipment in the field of physical education.

T4: “The games and physical education activities we play at each grade level are different. We arrange the children in groups, boys and girls, in single pair order and we do physical education activities that develop their hand, eye and arm coordination such as throwing, holding, jumping, running, bending, etc. in various types of competitions. Attention-grabbing games in the classroom in cold weather....We carry out the lesson with in-class activities that will also improve children’s attention levels.”

T7: “I have a children’s games book that I use as a source....We also make use of the internet. We used the physical activity cards a lot when they first came out, but to be honest, we don’t use them much anymore and I don’t have them. I have heard about the I’m playing a game compilation booklet for the first time from you. We used to use the guidebook before, but I don’t have it now.”

T4: “We generally use teacher-dominated methods, or I want the leader children to set an example by making them do that movement and show it to their friends. I decide on these methods according to my opinion.”

T6: “Frankly speaking, we don’t know what kind of assessment we will make as classroom teachers because it is not our branch....We assess children individually according to the learning outcomes. But there is nothing in writing. It is in the form of observation.”

T3: “Of lesson, physical education teachers should conduct physical education classes, not only for physical education and game, but also for visual arts and music. How can I explain something I don’t understand? If a physical education teacher were to come, for example, those children would be much more successful, and their inner gems would come out. In other words, everything should be done by specialists.”

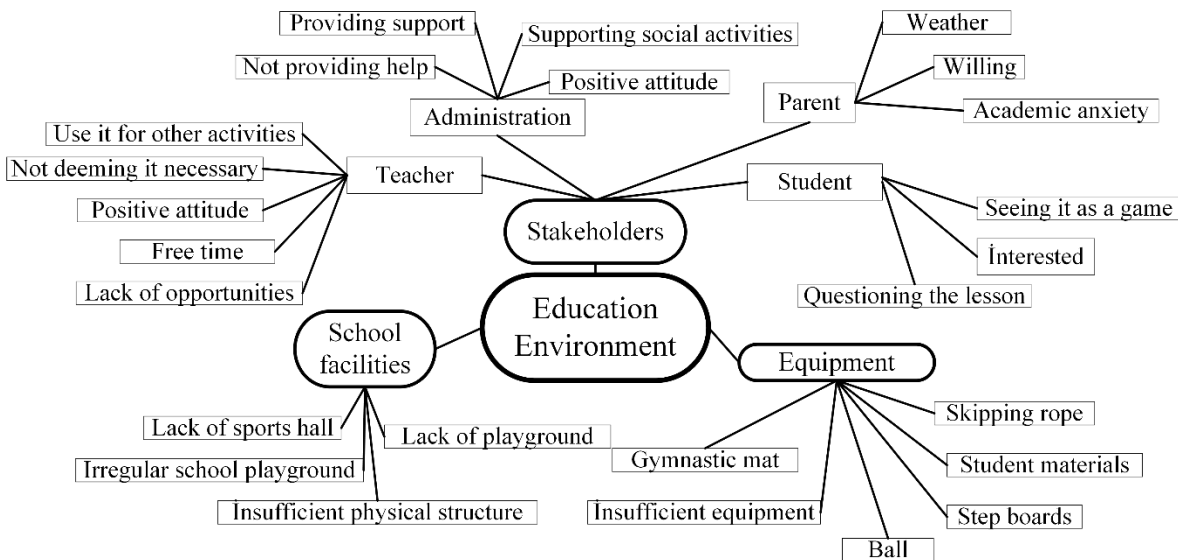


Figure 3. Classroom Teachers’ Opinions about the Educational Environment for the PEG Lesson

Analysis of the opinions of classroom teachers about the educational environment showed that the lack of a gymnasium in schools in terms of school facilities, irregular and small school gardens, and the lack of playgrounds negatively affected the functioning of physical education and game lesson. Besides, it was stated that there were great deficiencies in primary schools in terms of

materials, and that the materials to be used for the lesson were either non-existent or limited in number. It was also stated that the materials available were balls, step boards, jump ropes, gymnastic mats and that the students brought their own materials.

Evaluation of the attitudes of the stakeholders of the process from the perspective of the classroom teachers revealed that other classroom teachers did not show the necessary importance and care to the physical education and game lesson because it was generally considered as free time, and so limited activities could be carried out in line with the possibilities. It was observed that the school administration had a positive attitude towards the physical education and game lesson in general and tried to overcome the existing deficiencies in line with their budget. Although parents were more interested in physical education and game lesson than previous years, they considered the weather conditions as the biggest problem and hesitated to give importance to physical education and game lesson due to academic anxiety. It was stated that the students were interested in this lesson, questioned the reasons when the lesson was not held and generally saw the lesson as a game. Participant statements on this subject are as follows;

T5: “We have no facilities. There is not even a ball.... They bring their materials. We try to manage that way. We don’t even have a cushion. I think negatively about the adequacy of our school.”

T7: “We have an asphalt garden. Unfortunately, we don’t have a sports hall or things like balls, ropes. We only have step boards, and someone donated them to the school to make activities.... I do not find the facilities of our school sufficient.”

T3: “To tell the realities of Turkey, there are eighteen classroom teachers in the school. About three of them take the children out to the garden and do activities, the other teachers take the children out to the garden but they themselves sit on the bench. That is about three teachers out of twenty, very few, unfortunately.”

T7: “The administration supports sports, directs students to sports lessons, and organises lessons in different branches at school. If there is something we want, they do their best to provide it, but if it is based on material things, they cannot help much within the scope of the primary schools’ allowance.”

T5: “The truth is that parents give more importance to academic success. For them, the child’s success in maths is very important, but very few think about whether the child has any sporting or physical talent, what can I do to improve it? But in the class I teach now, I receive support in this regard.”

T3: “Students love physical education lessons very much. But I fall short”.

Qualitative Findings and Comments Obtained from Administrator Interviews

In this section, the opinions of the administrators were included, and the data obtained were presented as statistical diagrams and descriptive expressions.

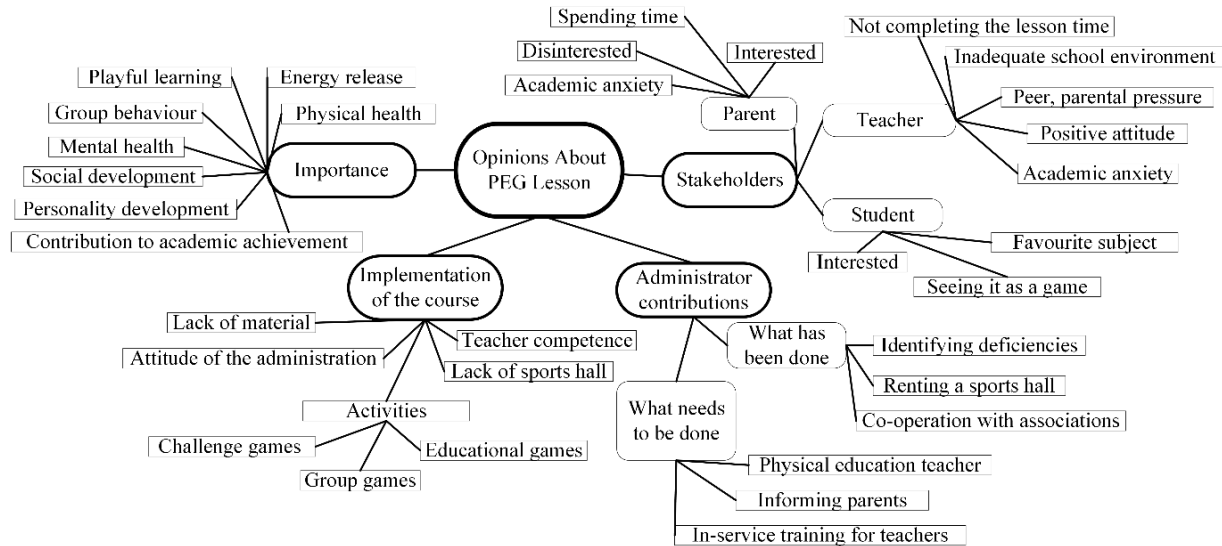


Figure 4. School Administrators’ Opinions about the PEG Lesson

It was concluded that all the school administrators who participated in the study considered the physical education and game lesson important and stated that the physical education and game lesson contributed to the physical, mental, social and personality development of the students, as well as having some benefits for them to release their energy, to adapt to the rules and to increase their academic success. Analysis of the statements of the administrators about the implementation of physical education and game lesson from the perspective of the administrators showed that such problems as lack of materials and lack of sports halls negatively affected the implementation of the lesson. In addition, it was stated that the competences of classroom teachers in the field of physical education significantly affected the quality of the lesson. In this context, it was stated that the activities carried out within the scope of the lesson were generally limited and repetitive, and activities such as educational games, challenge games, and group games were carried out. Analysis of the statements of the administrators about the attitudes of the stakeholders of the process revealed that their classroom teachers actually had a positive attitude towards the lesson, but they could not fully fulfil the requirements of the physical education and game lesson due to such factors as academic anxiety, environmental pressure, and insufficient school environment. It was stated that some of the parents were interested in the lesson while others showed no interest at all, and it was added that the parents generally regarded the physical education and game lesson as a way of spending time rather than a lesson and that their academic anxiety was high. On the other hand, they said that it was the favourite lesson of the students, that they were very interested in the lessons, but they regarded it as a time to play games rather than a lesson. It was observed that school administrators produced different solutions within the scope of contributing to the physical education and game lesson. Collaborating with associations, businessmen, foundations, renting the sports halls in the neighbourhood, identifying the deficiencies, and eliminating them with their own means have emerged as solutions. The administrators stated that it is important to involve physical education teachers in the process in order to increase the quality of physical education

and game lesson, to convey the importance of physical education to parents and to participate in in-service training to increase the competence of classroom teachers in the field. Participant statements on this subject are as follows;

A1: “I definitely think that it is a very important lesson, because especially in primary and secondary school children, they definitely need to be discharged. In addition, the lesson time in primary school is already equivalent to mathematics. If this lesson is done effectively by teachers, I believe that it will contribute to academic success at the same rate....I think that children are already sufficiently crushed under the academic burden of other lessons. especially in today’s education system.”

A3: “Actually, teachers are conscious about this. But since social pressure, parental pressure, environmental pressure are very strong in the academic field, since everything in the country is determined by exams, since all processes are determined by exams, they are necessarily crushed under this pressure and they are forced to turn to the academic field much more.”

A2: “Our biggest disadvantage in this lesson is actually our garden. Apart from that, I think that all our teachers do not examine the annual programmes or the changing education programmes sufficiently...If they were examined effectively every year, I think that several negativities for children would be eliminated.”

A3: “I think the biggest deficiency in this subject is that physical education teachers cannot find a place in primary schools. If this lesson is carried out by experts in the field, I believe that it will be much more purposeful and efficient. Considering the current conditions, I think that classroom teachers should be given in-service training. The importance of the lesson, the requirements of the lesson are explained in detail and by directing them to the right activities, it will definitely be reflected in the quality of physical education lessons.”

Qualitative Findings from Parent Interviews and Comments

In this section, the opinions of the parents of the students were included and the data obtained were presented as statistical diagrams and descriptive expressions.

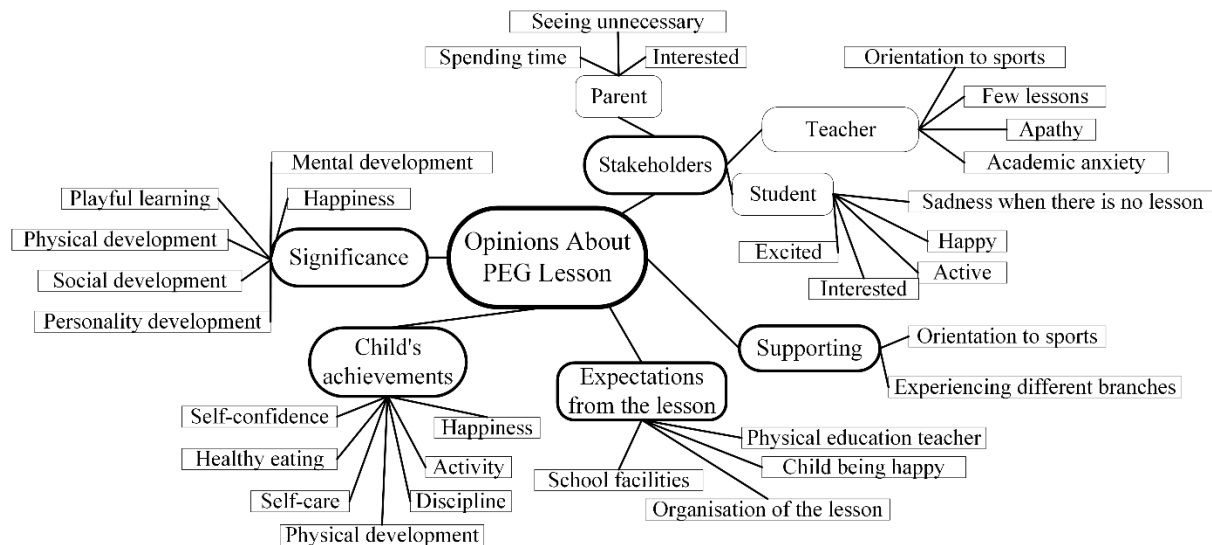


Figure 5. Parents’ Opinions about the PEG Lesson

It was revealed that all the parents who participated in the study considered physical education and game lesson important and thought that they affected mental, affective development and social behaviours as well as physical development in children. It was reported that children gained self-confidence, developed healthy eating habits, were active, happy and disciplined thanks to physical education and game lesson. Parents stated that classroom teachers generally had a negative attitude towards physical education and game lesson. It was revealed that they did not fully fulfil the requirements of the physical education and game lesson and gave more importance to other lessons. While some of the parents in the school seemed to be interested in physical education and game lesson, it was determined that others were not interested at all and regarded it as a means of spending time. The parents reported that their children who participated in physical education and game lesson were excited about the lesson, were happy and active in the lesson, and that the children told their parents at home about the activities carried out in the lesson. In addition, they stated that when physical education and game lessons were not held, their children were unhappy and expressed their complaints. It was revealed that the parents directed their children to sports and encouraged them to try different branches. The expectations of the parents within the scope of physical education and game lesson were expressed as; the lesson should be carried out by physical education teachers, school facilities should be made suitable for the lesson, and the lesson should be carried out regularly by class teachers. Participant statements on this subject are as follows;

P1: "I think that physical education and game lesson provides physical, mental and social development in children and increases their school success."

P2: "I cannot say that they do much during lessons related PEG. We don't have a sports hall in our school anyway, when the weather is nice, they do one or two lessons in the garden, but other than that, physical education lessons are not taught much.... I think they have a negative attitude."

P2: "Mathematics and Turkish are more important in today's Turkey. Turkish and mathematics are usually taught in sports and art lessons. Therefore, it is better if each branch has its own teacher."

P3: "We definitely do not receive any feedback about physical education lessons like "we do physical education, but your child has this talent." The teacher only gives feedback such as he/she is very good at maths, good at numeracy, good at verbal, etc."

P3: "I want them to be happy, to release their energy, harmony, coordination, communication with people, success, self-confidence In addition, I would like schools to be more conscious about this issue. Children have long hours of lessons, physical education lessons help them to relax, but this lesson can be more professional. Just as different teachers come for religion lesson and English, I would like to see specialised teachers for physical education too."

DISCUSSION AND CONCLUSION

Discussion on the Results of the Interviews with Classroom Teachers

The place of physical education and game lesson in the education process was found to be important by the classroom teachers and it was stated that it provided students with the opportunity for multidimensional development. The fact that children in the primary school group are at the age of play and that learning is easier through play have emerged as the points that make physical education and game lesson important. In many of the studies on physical education and game lesson, the conclusion that physical education lessons play an important role in the development of children is in parallel with our study (Dağdelen & Kösterelioğlu, 2015; Ceylan, 2015, Usher & Anderton, 2014, Mcyeagh et al., 2022).

The weekly lesson hours of the physical education and game lesson were generally found to be sufficient by the classroom teachers, but it was revealed that they could not fully complete the weekly lesson hours and used a few lesson hours to teach other lessons. In a study conducted by Randall (2022) with trainee classroom teachers, it was found that teachers did not allocate enough time to physical education classes because they spent more time on subjects such as maths, science, and English. Similarly, Sherman et al., (2010) argued that there is pressure on teachers in public primary schools to focus on literacy and mathematics, which prevents teachers from including regular and adequate physical activity programmes in their curriculum. As mentioned in the literature, not fully fulfilling the requirements of physical education lessons, seeing it as a leisure time activity, and using it for other lessons are common results (Çivril-Kara et al., 2017; Dağdelen & Kösterelioğlu, 2015; McKenzie & Patterson, 1990; Morgan & Bourke, 2008; Morgan & Hansen, 2008; Şentürk et al., 2015; Usher & Anderton, 2014). While these results are in parallel with our study, Ceylan (2015) reported that physical education lesson was conducted by classroom teachers in a timely and organised manner and was in accordance with its purpose. This result contradicts the result of our study.

It was found out that classroom teachers make limited use of auxiliary resources within the scope of physical education and game lesson, and it was concluded that they use traditional teaching methods in their lessons and the activities are repetitive. Gordon and Inder (2000) concluded that traditional games and activities such as relay races and dodgeball are generally included in physical education lessons and that classroom teachers do not have the necessary skills to perform different activities and therefore have limited opportunities for students to develop their skills. On the contrary, the result of Dağdelen and Kösterelioğlu (2015) that teachers use "*I Play Games Compilation Booklet*" and "*Physical Activity Cards*" as much as possible contradicts the result of our study.

There are studies that support the conclusion that the conduct of physical education and games lessons by physical education teachers increases the efficiency of the lesson and is an important factor in achieving the objectives of the programme (Morgan, 2008; Pehlivan et al., 2015; Şentürk

et al., 2015; Yıldız & Güven, 2014). Lynch and Soukup Sr, (2017) suggested that appropriate opportunities for physical education teachers should be provided in general primary grades, which offer a universal direction to optimise the holistic education of children. McKenzie et al., (1995) stated that when physical education teachers are removed from schools, significant decreases in regular physical activity time and basic skill development are witnessed, and so physical education classes should be conducted by physical education teachers. Çivril-Kara et al., (2017) stated as the most striking finding of the study that "classroom teachers consider themselves inadequate in the physical education and games lesson and in addition, they think that the physical education teacher should be the conductor of the lesson because they are more knowledgeable and conscious about the lesson". Apart from these results, Faulkner et al. (2008) found no significant difference between the qualities of physical education lessons conducted by classroom teachers or field experts. This result contradicts with the result of the study.

In addition to the conclusion that conducting physical education and games lesson by physical education teachers would make the lesson more efficient, it was also concluded that in the current education system where the lesson continued to be conducted by classroom teachers, regular in-service training of classroom teachers would contribute to the efficiency of the lesson. Morgan and Bourke (2008) emphasised that the principle of teacher training, supply and development should be considered as a first priority in order to increase opportunities for all classroom teachers to achieve competence and professional development. Fletcher and Mandigo (2012) stated that if classroom teachers continue to be responsible for physical education teaching, the need for regular professional development for classroom teachers is very important and emphasised the importance of in-service training.

It was determined that situations such as inadequate physical conditions and lack of equipment in primary schools negatively affect the efficiency of physical education and games lesson, and similar results were found in existing studies (Bozdemir et al., 2015; Can & Çava, 2018; Yıldız & Güven, 2014). Jerkinson and Benson (2010) reported that the most important barriers to the efficiency of physical education classes are access to facilities, appropriate teaching areas and equipment. In addition, Morgan and Hansen (2008) stated that obstacles such as time, materials, inadequate facilities and administrator attitudes affect the quality of physical education lessons. In contrast, Usher and Anderton (2014) reported that all participants reported that recreational facilities and equipment were accessible, well maintained and in good condition.

Results of interviews with school administrators

It was concluded that the place of physical education and games lesson in the education process is regarded important by school administrators. The study by Lynch and Soukup Sr (2017), in which school administrators stated that school administrators value and support physical education lessons in primary schools, supports the results of our study. The school administrators' knowledge of the developmental characteristics of children, the fact that teaching with play is of great importance for primary schools because children are in the age of play, and the awareness that it

is possible to ensure the multidimensional development of children through physical education and games lesson can be counted among the reasons why they find the lesson important.

It was stated that the physical conditions in schools are not suitable, lack of equipment and equipment have a negative impact on the quality of physical education and games lesson. It was revealed that administrators are generally aware of the deficiencies in this subject and apply different ways as a solution and make efforts to eliminate the problems in line with the existing opportunities. Morgan and Hansen (2007) stated that the success of teachers in physical education depends on a team with strong leadership in school administration and emphasised the importance of school administration to develop strategies to improve the quantity and quality of resources, facilities and materials to support physical education programmes.

It is understood from the statements of the school administrators that classroom teachers have a positive attitude towards physical education and games lesson, but they cannot fully fulfil the requirements of the lesson, which might be because the physical conditions of schools are not suitable for physical education, primary schools are not provided with the necessary material support, and classroom teachers are not sufficiently familiar with the field of physical education.

Results of interviews with parents

The place of physical education and games lesson in the education process was found to be important by the parents, and the fact that children could develop in many ways through physical education can be counted among the reasons why it was considered important by the parents. In line with the statements of the parents, although physical education lessons are considered important, the fact that they prioritise academic success creates a contradiction. It can be said that the main reason for this is that the education system in the country emphasizes academic achievement and the distribution of students in the education levels is based on academic achievement.

Parents reported that classroom teachers had a negative attitude towards physical education and games lesson and that they did not carry out their lessons regularly. Inadequate physical structure in schools, education system, school administration and parents' pressure on classroom teachers focused on academic success can be counted as the reasons for this situation. Another result of the study is that parents provide support to their children in the field of sports, but they do not do this in the context of the school, but rather with different institutions outside the school. It can be said that the reason for this is that the current education system does not give primary school students the opportunity to do sports under the roof of the school and that school-family cooperation is not provided at a sufficient level. Parents emphasised that physical education and game lesson should be conducted by physical education teachers who are experts in the field and who can be more effective in scouting and guiding children's talents, and they stated that the fact that classroom teachers do not have enough knowledge of the field and are not interested in the field reduces the quality of physical education and games lesson. In the study conducted by Cihan and Tekçe (2022)

with preschool parents, it was stated that the implementation of the physical education lesson by physical education teachers who are experts in their field would be beneficial, which supports the views of the parents in this study.

SUGGESTIONS

As a result, it is thought that in-service training in the field of physical education will contribute positively to the quality of physical education and games lesson by providing regular in-service training in the field of physical education to classroom teachers who serve as the instructors of the lesson in the current education system. Besides, it is thought that inclusion of physical education teachers, who are experts in the field, in the process in terms of achieving the objectives required by the physical education and games lesson curriculum is important for the efficiency of the lesson. In this context, it can be suggested that relevant arrangements should be made in the current education system and the task of conducting the physical education and games lesson should be transferred to physical education teachers. Moreover, seminars can be provided for parents and school administrators, who are the stakeholders of the education process, about the importance of physical education and games lesson, the benefits of regular physical activity, and healthy nutrition. In this way, all stakeholders who play an active role in the education process can act in cooperation and fulfil the requirements of the physical education and games lesson curriculum. In addition to all these suggestions, the needs of the schools can be determined in order to eliminate the lack of space and materials that affect the quality of the physical education and games lesson from an important point, and the needs can be met by cooperating with local administrations or different institutions. For future research, the generalisability and depth of the studies can be increased by adding quantitative research methods to the studies examining the opinions along with qualitative research methods. Other stakeholders who play a role in the education and training process can be included in the research. In addition, in-service training seminar suggestions can be developed in order to eliminate the problems experienced in the physical education and games lesson and to increase the effectiveness of the curriculum. The findings obtained for in-service trainings can be transferred to the ministries and related stakeholders and it can be suggested to the researchers to carry out development and improvement studies in curricula.

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no potential conflicts of interest regarding the use, authorship and/or publication of this article.

Authors' Contribution: Study Design-DYS, data collection, statistical analysis, manuscript preparation- CNA. All authors read and approved the final manuscript.

Ethical Approval

Ethics Committee: Eskişehir Technical University Social and Human Sciences Scientific Research and Publication Ethics Board

Date/Protocol number: 05/05/2022 - 8/5

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