

# Problems That Teachers Coincide with in Physical Education Lessons Who Changed Classroom Teaching Branch to Physical Education Teaching

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## Abstract

The purpose of this study is to determine the problems faced by teachers in physical education lessons who pass from classroom teaching to physical education teaching. Interview technique, which is one of the qualitative research methods, was used in the research. The research group consisted of teachers who passed from physical education teaching to physical education teaching branch and working in various districts of Konya in the 2018-2019 Academic Year (n = 12 male, n = 1 female). "Personal Information Form" and semi-structured "Interview Form" developed by the researchers were used as data collection tools. The data were evaluated by content analysis method. As a result of the research, it was found out that classroom teachers who had to pass to physical education teaching by changing the field had to deal with many problems.

**Key words:** Classroom Teacher, Physical Education Teacher, Field Change, Problem

## INTRODUCTION

Physical education lessons and sports activities affect the physical, mental, social and spiritual development of children. Therefore, physical activities are important not only for those with talent, but for the development of each individual. Providing a healthy lifestyle and guiding students in education is one of the main duties of not only physical education classes but also the school (28). However, physical education programs are limited by external factors such as school policies, parental safety and compliance rules, physical environmental conditions (8). However, in addition to inadequate materials and opportunities in physical education teaching, professional development opportunities not provided to teachers affect both physical education courses and other physical activity programs of the school (30). As a result of all these, physical education lessons continue to lose importance in school programs. In fact, it is increasingly important for physical education teachers to provide physical activity opportunities to children (29).

With the Law No 6287 dated 30.03.2012 and Law on the Amendment of Certain Laws in Primary Education and Education Law 4 + 4 + 4 compulsory education system has been introduced since the

2012-2013 academic year and this system causes nearly one-fifth of classroom teachers to fall into the norm. Although the Ministry of National Education has taken some measures, it has not prevented thousands of classroom teachers from surpassing the norm. The Ministry, which could not prevent the excess of norms in the field of classroom teaching, announced that classroom teachers could switch to their side areas if they wanted (18). In accordance with the opinion of the Ministry of National Education Board of Education and Training numbered 5110 dated 12.09.2012 and numbered 80 dated 07.07.2009, with this expression in the diploma of graduates for the classroom teachers they are entitled to pass to another branch; "it has been assigned to another field other than the field of graduation, the education constitutes a resource for more than one field and teachers who have completed higher education in a field other than the field will be able to apply for field change" (24).

The right to choose a side department, which is given to classroom teachers, has brought some problems both for themselves and their students. During their undergraduate education, it is inevitable that classroom teachers, who cannot be adequately educated and specialized about their subordinate fields, will coincide with many problems such as not being able to be experted for

related content, appropriate methods and techniques and the experience specific to the field as they are educators of a different discipline (10).

The purpose of this study is to determine the problems coincided by teachers in lessons who pass from classroom teaching branch to physical education teaching.

## MATERIAL AND METHOD

### Research Model

The Interview technique, which is one of the qualitative research methods, was used in the research. According to Merriam (2018), the point to be considered in qualitative research is to see events from the participant's window, not from the researcher's point of view. In the research, action research design, one of the qualitative research designs, was used. There is a tolerable feature in action researches. It is important that the researcher be close to the data and know the process closely. Except from this, it is possible to work for a long time in a specific process and to collect data on the problem being focused on. Thus, developments, changes and interactions with participants in the environment can be understood in detail and deep (32).

### Research Group

The research group consisted of teachers who switched from physical education teachers to physical education teachers working in various districts of Konya in the 2018-2019 Academic Year, which was determined by purposive sampling method (23), which is one of the most probable sampling strategies used in qualitative research (n=12 Male, n=1 Female). Purposeful sampling methods have emerged within the qualitative research tradition and are among the most commonly used methods (32). This method is based on the assumption that the researcher wants to explore, understand, gain insight and that a selection of a sample from which most things can be learned is compulsory (23).

### Data Collecting Tools

In this research, "Personal Information Form" and semi-structured "Interview Form" developed by the researchers within the scope of the research were used as data collection tools. In semi-structured interviews, questions are asked to the participant in a systematic and coherent order, but researchers have the freedom to go beyond them.

For example, researchers can shorten the answers to the questions and ask the participants additional questions to deepen the content of the answers. Interviewing is a very effective method for gathering information for certain types of research as well as basing data on certain assumptions (3).

In the "Personal Information Form", which was prepared to collect qualitative data, contains 3 questions related to the duration of primary school teaching, physical education teacher service and gender independent variables. And in the semi-structured "interview form";

1. What would you like to say in order to teach the physical education course adequately and efficiently?

2. As a teacher who has been a classroom teacher for many years, can you explain your thoughts about how you feel during the physical education course?

3. What kind of problems do you encounter with school administration, teachers, students and parents in physical education classes?

three open-ended questions given as above.

### Analysis of the Data

The data were evaluated by content analysis method. In content analysis, researchers examine communication products. In general, these are written documents or communication data recorded with technological systems. In an expanded sense, content analysis is a research method used to make repeatable and valid inferences from texts or other meaningful content to contexts of use (19).

According to Miles and Huberman (1994), the reliability of the content analysis method depends on the coding process. The most crucial stage of this process is to identify and clearly define themes. It is necessary to calculate the correlation between the results obtained by giving the interview data set to different researchers at a single time (31). In this frame, the data set, which was made into a written document, was given to another expert except the researchers and the correlation between the results gained from these three experts was calculated.

The reliability of the data was calculated by using Miles and Huberman's (1994) 'consensus theme / consensus + dissensus theme x 100' formula (31).

The result of formula is expected to be 70% and above. From the 32 codes which were proposed by three experts, 28 were approved, and  $28 / 32 \times 100 = 87.5$  consensus was reached on the suitability of the

codes. Over the 4 codes which there cannot be consensus built on are combined with other suitable codes.

## RESULTS

**Table 1.** The Distribution Depending on Classroom Service Duration, Physical Education Teacher Service Duration, Gender and Interview Dates of Teachers who are Passing from Classroom Teaching to Physical Education Teaching Branch

Codes of participants	The duration of classroom teaching	The duration of physical education teaching	Gender	Interview dates
T1	17	6	Male	26.11.2018
T2	17	6	Male	26.11.2018
T3	16	6	Male	26.11.2018
T4	19	6	Male	27.11.2018
T5	19	5	Male	27.11.2018
T6	17	6	Male	27.11.2018
T7	18	5	Male	28.11.2018
T8	19	6	Male	28.11.2018
T9	17	6	Female	28.11.2018
T10	16	6	Male	29.11.2018
T11	18	5	Male	29.11.2018
T12	18	5	Male	30.11.2018

When Table 1 considered, the participants were given the codes T1, T2, T3, which are abbreviated by the teacher, in terms of the duration of classroom teaching, 2 participants for 16 years, 4 participants for 17 years, 3 participants for 18 years and 3 participants have done classroom teaching profession for 19 years. In terms of the duration of

physical education teaching, 4 participants worked for 5 years and 8 participants for 6 years; In terms of gender, 1 participant is female and 11 participants are male.

The results belong to the participants' thoughts about adequate and efficient teaching of physical education course are given in Table 2.

**Table 2.** Results on Participants' Thoughts on Adequate and Efficient Teaching of Physical Education Lesson

Themes	Frequency (f)	Percentage (%)
Lesson Hours can be Increased	2	10.6
Diversification of Activities	6	31.6
Spreading of Small Scale Schools	1	5.2
Performing out the Job with Love and Feeling of Conscience	2	10.6
Lack of Field Substructure and Material	6	31.6
Students Should be Cared According to Their Level of Skills	1	5.2
In Popular Sport Branches Students Should be Informed	1	5.2
Total	19	100

When Table 2 is examined, one of the most frequently mentioned situations in the participants' thoughts about adequate and efficient processing of physical education course was the theme of "Lack of Field Substructure and Material". This theme is quoted as:

"... There are problems as material. So you don't have a ready field, you don't have a ready working area, you need a ball and you can even hardly have it. Because of the shortcomings, we can't be enough. For example, you will make them to somersault, but you do not have a cushion, play ball,

but no ball ... There are many lackings, so you can not be sufficient..." (T6)

One of the most frequently mentioned situations was the theme of "Diversification of Activities". This theme is quoted as:

"In other words, we teach our first lesson topic without boring the students. Lesson 2 is an activity with them, so that the lesson will be more productive and fun... In other words, these things need to be diversified and applied in order to make the students entertain and to spend time in the lessons efficiently..." (T4)

One of the cases that the participants mentioned in the second frequency was the theme "Lesson Hours can be Increased". This theme is quoted as:

"..... You are trying to succeed in a class of 30 people in a 2-hour class a week, trying to make 6-7 themes in 2 course hours. You're having a hard time for learning outcome. That's why I think that lesson hours should be increased just like in European countries." (T9)

The second most frequently mentioned situation of the participants was the theme of "Performing out the Job with Love and Feeling of Conscience". This theme is quoted as:

"... As a matter of conscience, we can find the truth... I do not think that some teachers who have graduated from the department of physical education teachers work in schools as much as we do.... Some of them sit on the chair and by giving a ball and saying, Get this ball and play." (T3)

One of the situations that participants expressed at least frequently was the theme of "Spreading of Small-Scale Schools". This theme is quoted as:

"... Our school is crowded. For this reason, we have problems in terms of practice... At the same time 4-5 classes are having physical education lessons in the garden.... One hour lesson is being taught with about 200 people. If there was a smaller

school, the course would have been more productive..." (T2)

One of the situations that the participants expressed at least frequently was the theme of "Students Should be Cared According to Their Level of Skills". This theme is quoted as:

"Physical education is a skill course... Not everyone can do the same level of certain movements and you can't get the same efficiency... I'm having a hard time here... For instance talented or not we care for the children privately and develop their levels..." (T7)

One of the situations that the participants expressed at least frequently was the theme "In Popular Sport Branches Students Should be Informed". This theme is quoted as:

"...I believe that physical education teachers should actively give children something in the popular and universal branches orum I believe that these branches should at least teach the rules... At least in the physical education lesson, there should be information given about popular sports..." (T11)

The results of the participants' thoughts about how they felt when they were teaching physical education lesson as a classroom teacher for years were given in Table 3.

**Table 3.** Results Related to Participants' Views on What They Feel When Teaching Physical Education Lesson as a Classroom Teacher for Years

Themes	Frequency (f)	Percentage (%)
Pleasure Happiness and Excitement	9	56.25
If You Love Students It Does not Matter	2	12.5
Expectations are Too Much	1	6.25
Classroom Teaching is So Different	2	12.5
Insensitivity to Physical Education Lesson is Upsetting	2	12.5
Total	16	100

When Table 3 is examined, the most frequently mentioned situation in the participants' thoughts about how they feel when they teach physical education lesson as a teacher who has been a classroom teacher for many years was the theme of "Pleasure Happiness and Excitement". This theme is quoted as:

"... Being a physical education teacher is more enjoyable. Children come to class willingly... As I see a change in children, they play in collaboration and I see that they are a little disciplined, I am happy, I enjoy and it gives me pleasure." (T12)

One of the second most frequently mentioned cases was the theme "If you love students, it does not matter." This theme is quoted as:

"... There is only a difference in teaching of the lesson. On the other hand; teacher psychology, student psychology, the relationship between teacher and student are the same. So there is nothing changing... Whether you are a class teacher or another branch teacher, it is the same to me after you love the child." (T2)

The second most frequently mentioned situation was the theme of "Classroom Teaching is So Different". This theme is quoted as:

"In general, I got more pleasure from primary school classroom teaching... because what makes me happy as an educator is when I get back from the children. Of course I enjoy playing football or playing volleyball among children in physical education classes, but nothing can replace classroom teaching..." (T8)

The second most frequently mentioned situation by participants was "Insensitivity to Physical Education Lesson is Upsetting". This theme is quoted as:

"... The insensitivity and indifference of both children and families to physical education lessons affect us a lot..." (T10)

The least frequently mentioned situation was the theme of "Expectations are Too Much". This theme is quoted as:

"... In the field of physical education, expectations are much higher than classroom teaching. The demands of students and administrators and the necessity of performing well in inter-school tournaments are exhausting us..." (T3)

Table 4 presents the results of the participants' opinions about what kind of problems they coincide with school administration, teachers, students and parents in physical education lessons.

**Table 4.** Results Related to Participants' Views on What Problems They Have Encounter with School Administration, Teachers, Students and Parents in Physical Education Lessons

Themes	Frequency (f)	Percentage (%)
There is a Prejudice that Physical Education Lesson will Decrease Academic Success	6	15.4
Physical Education Considered as an Unimportant Branch	7	17.9
There is a Discrimination Between Branches	2	5.1
There Should be Support Provided	3	7.7
There is Always a Success Expected	1	2.6
Clothing and Gender Issue is a Problem	2	5.1
There is No Problem	8	20.5
It is Important for the Administration to Love Sports	2	5.1
Opportunities Provided by State Limited	2	5.1
Students who do not Take Pleasure are Indifferent towards Lesson	2	5.1
There is an Impression like a Teacher Providing Discipline	1	2.6
Student Profile is Problematic	1	2.6
Administration does not want Participation to Activites What If Lessons Pass Empty	1	2.6
In a Bad Situation Guilt is Yours	1	2.6
Total	39	100

When Table 4 is examined, the most common situation that the participants in their thoughts about what kind of problems they encounter with school administration, teachers, students and parents in physical education classes was the theme "There is No Problem". This theme is quoted as:

"I didn't usually have problems with other teachers and the school administration. They provided what we wanted... Parents also want children to do sports... So we have no problems..." (T6)

The second most frequent situation of the participants was the theme of "Physical Education is

Considered as an Unimportant Branch". This theme is quoted as:

"... Physical education is seen as a fatigue duty. They think we give the kids a ball and say lets play. This is really sad..." (T5)

The third frequent expressed situation by participants was the theme of "There is a Prejudice that Physical Education Lesson will Decrease Academic Success". This theme is quoted as:

"The school administration recently does not want exams, especially tournaments. Parents have the idea that my child lags behind the lessons... The idea that sports affects academic success prevails..." (T1)

The fourth most frequent situation of the participants was the theme "There Should be Support Provided". This theme is quoted as:

"... The school administration and parents need to be supported. I think that the parents should register their children in any branch and the school administration should open courses... Children love physical education very much. No one provides the necessary support on these issues." (T2)

One of the situations that the participants mentioned frequently was "There is Discrimination Between Branches". This theme is quoted as:

"... The perspectives of school administration on other branches differ from the perspectives on physical education. For example, at the weekends, physical education courses are not offered while other courses are opened. To me this is a discrimination..." (T4)

The fifth most frequently mentioned situation was the theme of "Clothing and Gender Issue is a Problem". This theme is quoted as:

"...Boys don't have much trouble, but girls do. Particularly in the conservative parent profile, we find it difficult to get our girls into competitions..." (T5)

The fifth most frequently mentioned situation of the participants was the theme "It is Important for the Administration to Love Sports". This theme is quoted as:

"... If the school administration is prone to sports and sports activities, our work is better, but if there is a little away from sports activities, there are problems..." (T4)

The fifth most frequently mentioned situation of the participants was the theme of "Opportunities Provided by State Limited". This theme is quoted as:

"... The state does not have a grant for schools to use in sports activities... The conditions of our schools are already limited. This is really a serious problem..." (T9)

The fifth most frequently mentioned situation of the participants was the theme of "Students who do not Take Pleasure are Indifferent towards Lesson". This theme is quoted as:

"...Physical education is actually a popular lesson for students, but it doesn't show much interest in children who are not talented. Teacher is

it ok if I do not get dressed, teacher is it ok if I study, is it ok if do not do somersault, teacher I can not do this movement, such situations are really problem..." (T7)

One of the situations that participants expressed at least frequently was the theme of "There is Always a Success Expected". This theme is quoted as:

"First of all, the school administration expects success of course in inter-school tournaments. In this tournament's making degrees are tending us of course..." (T3)

One of the situations that the participants expressed at least frequently was the theme "There is an Impression like a Teacher Providing Discipline". This theme is quoted as:

"... School administration and other teachers look at us as discipline provider... I mean it's like we're the only one..." (T7)

Another topic that participants expressed at least frequently was the theme of "Student Profile is Problematic". This theme is quoted as:

"... The student profile is extremely troubled... There are students who have never corrected their behavior. We have problematic students from adolescence. We coincide with many different student profiles..." (T9)

One of the situations that the participants stated at least frequently was the theme "Administration does not want Participation to Activities What If Lessons Pass Empty". This theme is quoted as:

"... When we go to the inter-school competitions, the classes of our classes are empty and the lesson is not handled by the school administration. They don't want to send us to competitions anymore..." (T11)

At least one of the situations that the participants expressed at least frequently was "In a Bad Situation Guilt is Yours". This theme is quoted as:

"... Parents blame you of a possible bad situation during class. You are guilty as a result of foot sprains or any injuries..." (T12)

## DISCUSSION AND CONCLUSION

In the Table 2, participants' thoughts about adequate and efficient processing of physical education lesson, it is stated that there are open areas and lack of materials in the gym or the areas where sports can be done. It is determined that there is a profession that needs to be done, that small-scale schools should increase in order to be more interested in students, that each student should be given special attention according to their abilities and universal sports branches should be taught to the students. These results point out that the teachers who have moved from physical education to physical education branch once more express the lack of sports facilities and equipment, which are frequently brought up for physical education classes, and think that physical education course hours should be increased and each student should be individually cared for, as in many other countries. Although they later moved to the physical education branch, it can be said that they point out the importance of doing every job with a feeling of love and conscience. Barnes (2002) found that the support of school equipment and equipment was important for changing the attitudes of classroom teachers towards physical education course. Güven and Yıldız (2014), Çiçek (2008) and Kangalgi (1999) determined that the most important problems faced by classroom teachers in physical education courses were sports facilities and equipment. McMullen et al. (2014) found that classroom teachers preferred easy-to-manage, fast, academically focused and fun activities for students.

In the Table 3, participants' ideas about how they felt when they were teaching the physical education course as a teacher who had been a classroom teacher for many years showed that they were happy and motivated in the process of physical education course, and that it was not important to which branch they were teachers, physical education and school management. They stated that they do not care, they miss classroom teaching and that classroom teaching has a different place and that school administrators and students have great expectations from them as physical education teachers. These results can be interpreted as the teachers who switch from classroom teacher to physical education branch enjoy while they are carrying out the lessons but they have difficulty in understanding the expectation of success in inter-school competitions despite having a negative point of view towards physical education course. Doğan

(2000) found that the majority of classroom teachers love physical education. Contrary to the findings of the research, Arslan (2008) determined that almost half of the classroom teachers do not want to teach physical education lesson.

Besides, it can be said that physical education teachers can never replace classroom teaching it is because they cannot see the expected development of students through physical education lessons. The reason for this situation is that they do not have sufficient knowledge to teach physical education course. It can also be said that they preferred to change the field in order not to fall into the excess of norm in their schools during the period they worked as classroom teachers and to come to the more central schools they wanted. Yet, it cannot be said that classroom teachers willingly and fondly switched to physical education teaching. Cihangir (2017) has indicated out that the assignment status, the excess of norms, the possibilities of the area to be transferred and the value given to the branch teacher are higher as the reason for the transition from classroom teaching to secondary areas. Ersözülü et al. (2014) stated that they made field changes due to reasons such as lack of norm staff, priority in appointments, getting rid of the lesson load, and providing prestige. Kaya et al. (2013) specified that the teachers were moderately satisfied and the reason for dissatisfaction was the lack of knowledge of the field. Among the reasons for changing teachers' spouses, spousal status and avoiding being a surplus norm come first. Erdoğan (2014) found that the main area of competency perceptions of teachers who switched from classroom teacher to physical education teachers was lower than those of physical education teachers. Yıldız (2010) and Morgan and Hansen (2007) found that classroom teachers could not do physical education classes efficiently and adequately. Çıldır (2019) determined that classroom teachers themselves were insufficient for physical education and that this course should be taught by physical education teachers.

In Table 4, the participants' thoughts about what kind of problems they encounter with school administration, teachers, students and parents in physical education lessons; they did not have any problems, physical education was seen as an ignored and unnecessary course, physical education lesson affected students' academic success by affecting other courses. There is not enough support to the physical education course and discrimination is made when compared with the other courses, the

parents cause problems regarding the girls' going to the competitions, that the school administration's perspective is important in the provincial and regional competitions; the school administration's expectations of success in the inter-school competitions create stress. Moreover, they are dealing with problematic students due to adolescence, the lessons of empty passes with the concern that the school administration does not think warm to go to competitions, stated that they become guilty in all kinds of negativity in the lessons. These results show that although teachers who have moved from physical education to physical education have no problems in general, physical education is seen as an unimportant lesson, parents think that their children negatively affect their children's other courses, and they are always seen as a second class. It can be commented that there is no support for the development of the state, school administration, parents' physical education course and sporting activities. Faucette and Patterson (1989) found that classroom teachers stated that physical education was not considered as important as other subjects.

Considering that the classroom teachers who do not have any in-service training after changing their branch, they should either be returned to classroom teaching or have a comprehensive education and should be checked frequently. Many studies were found that classroom teachers need comprehensive training for physical education courses (20; 26; 11; 14). In addition, Yıldız (2010), Humphries and Ashy (2002), Pehlivan et al., (2003) and Jones (1999) stated that the physical education courses in the classroom teacher training programs were insufficient.

Field change has led to major problems in country education. The only way to correct this situation is to make the class teachers who made the field changes return back to their own branches. Ersözülü et al. (2014) stated that the problems they face in their new branches are inadequate knowledge in the field, classroom management problems and discipline, inability to adapt to adolescent students, and operational differences in school management. Özer et al. (2013) found that a significant number of classroom teachers who passed to their sub-fields felt more competent in classroom teaching. Gökyer (2014) stated that the teachers who made the change in the field took a few hours of specialization in the university years and those who passed to these fields caused poor quality in education.

As a result, it can be pointed out that although the teachers who have passed to physical education teaching branch, which is the sub-fields of classroom teaching, are generally happy, they do not have sufficient competence for physical education lesson.

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