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EVALUATION OF THE LEVEL OF THE VALUES IN PHYSICAL EDUCATION TEACHING ACCORDING TO THE TEACHER'S OPINION

ABSTRACT

The most important task of educational institutions is to train beneficiary individuals in the state and national. The effect of schools is that they gain some values. Particularly the role of physical education teachers and physical education lessons in the acquisition of a number of values by students is quite high. The purpose of this study is to demonstrate that the level of gaining value in physical education teaching is based on the teacher's views. In the study, physical education teachers; it has been tried to determine what is the level of values gained in physical education teaching. The open-ended questions developed by the researcher as a data collection tool in the research were presented to physical education teachers. Using the interview method which is one of the qualitative research methods in the research, the data obtained from the 20 physical education teachers who are working in the schools affiliated to the Gaziantep Provincial Directorate of National Education were analyzed by content analysis method. As a result of the research, physical education teachers stated that they are doing more sports activities to adopt the values in the program to the students. Teachers who participated in the research said that they are going to change the behavior of the rewards system in order to make the values permanent. Besides this, research group; they expressed that the values to be gained to the students, national spiritual values, moral values, respect-love and fair-play feelings should develop. In addition, while the research group has indicated that the impact of the social circle is important in gaining value to students, it is concluded that school, family and environment cooperation is important to adopt values.

Key Words: Physical education instruction, Values, Teacher opinion.

1. INTRODUCTION

The primary determining factor in educational services is the teacher. One of the most important goals of educational institutions is to educate students first of all as beneficial, good, responsible and effective citizens for the society they live in. Therefore, physical education and physical education lessons have a great role in raising students in this sense.

In the literature, the concepts of education, character education and moral education are used in terms of terms and internationally similar expressions (Lovat and Toomey, 2009; Powney et al, 1995). Aristoteles, a good character, "the life of correct behavior", defined as the right behavior associated with and about other people (Althof and Berkowitz, 2006).

Values also play an important role in shaping the attitudes and behaviors by directing how individuals need their lives in society (Akbas, 2008). Sustainable societies stated that existing values should be preserved and all teams formed by people should develop value (Koybasi and Donmez, 2012). At the same time, the fact that the values do not have a static structure is the main reason why the concept of value creates a constantly changing dynamic (Balci & Yanpar Yelken, 2010). The concept of value is a social content concept. Different from individual teachings in the education process, social and national values should be determined and brought to students through teachers. It is for this reason that the teacher is not the values that he has and finds correct, It should convey the main values stipulated by the programs (Akbas, 2004). The teacher has a very important function in creating individual behaviors determined by educational goals. These behaviors, which are determined by educational purposes, also reflect the characteristics of the type of people desired by society (Gozutok, 1995). The introduction of our system of values that have disappeared into our students emerges as a gain of both the current society and the future social process. In general terms, values affect our lives (Dilmac, 2007). It is often seen that values are considered as needs, personality types, motivators, goals, tools, attitudes and interests. The issue of value can be handled socially or individually as well as cultures (Bacanli, 2002). Balci and Yanpar Yelken (2010) stated that educating individuals who are nationally conscious, modern,

knowledgeable and practical culture is a basic aim of education, and social and cultural meaning is added to the education system. Man is an asset that creates value and tends to add meaning and value to life. Values in a school are closely related to many issues such as decision making, choosing employees, reward-punishment, performance evaluation, human relations, communication, cooperation, leadership, conflict and so on (Sisman & Turan, 2004). School administrators should also be good value managers. Considering that cultural values are the basis of many behaviors that cannot be explained rationally, the need for school administrators to attach great importance to values as leaders is once again (Yilmaz, 2006). In our country, physical education and sports; many studies demonstrate its physical, mental and cognitive benefits. However, studies on values education in physical education are quite limited. Therefore, training of gaining values through physical education and sports should be considered important. The presence of respected and valuable individuals is important for every society as well as for every society.

In this study, it was aimed to evaluate the attainment levels of values in physical education teaching according to the opinions of teachers. For this purpose, answers to the following questions were sought.

Physical education teachers:

1. What are the activities they have done to gain values in the program of physical education lesson?
2. In the physical education lesson program, what applications do they have to make the values desired to be brought to the students permanent?
3. What are the values that should be brought to teachers?
4. What kind of influence does the environment have on the students?
5. What should be school-family cooperation in order to gain values for students?

2. METHOD

Case study pattern, one of the qualitative research methods, was used in the research. Qualitative research is a method that offers flexible movement to the researcher according to quantitative research and offers different approaches on data collection method, analysis and patterning of research (Gay, Mills & Airasian, 2006). Case study is a research pattern that examines the researched case in its life frame and is used in cases where the boundaries between the case and the environment in which it is located are not clear, and there is more than one source of evidence or data (Yildirim& Şimşek, 2006; Yin, 1984).

2.1. Study Group

The open-ended questionnaire, which was prepared to determine the opinions of physical education teachers about “evaluating the level of gaining values in physical education according to the opinions of teachers”, was applied to 20 physical education teachers working in schools affiliated to Gaziantep Provincial Directorate of National Education. The data related to the research group are given in Table 1.

Table 1: Personal Characteristics of the Research Group (n = 20)

Variables	Groups	n	%
School Location	Province	15	75
	District	5	25
Mission Times	1 – 5 Year	7	35
	6 – 10 Year	3	15
	11 – 15 Year	3	15
	16 – 20 Year	3	15
	21 – 30 Year	7	20
Gender	Male	12	60
	Female	8	40
Education	License	19	95
	Graduate	1	5

Some personal characteristics of the research group are given in Table 1. When we look at the settlements of the schools where the teachers participating in the research work; It is seen that 15 (75%) teachers work in the city center and 5 (25%) teachers work in the district. When we look at the terms of

office; 7 (35%) teachers 1-5 years, 3 (15%) teachers 6-10 years, 3 (15%) teachers 11-15 years, 3 (15%) teachers 16-20 years, 7 (35%) teachers It is observed that he has 21-30 years of duty. When we look at the gender of the research group, it is seen that 12 (60%) teachers are male and 8 (40%) teachers are female. When we look at the educational status, it is seen that 19 (95%) teachers have undergraduate degrees and 1 (24%) teacher has postgraduate education.

2.2. Preparation and Application of Open Ended Questionnaire

In order to create the interview form to be used in the research, firstly, they were asked to write a composition with 100 physical education teachers face-to-face about what their views are about the levels of gaining values in physical education teaching. As a result of the information obtained from the collected compositions and related literature, the draft form of the interview form was obtained. One of the logical ways to test the content validity of the measurement tool prepared for the research is to apply for expert opinion (Buyukozturk, 2006). The interview form was presented to the opinions of the experts of the field and the necessary form of arrangements were made and the interview form consisting of 4 personal characteristics determining questions and 5 open-ended questions was finalized. The questions prepared are as follows; physical education teachers:

1. What are the activities they have done to gain values in the program of physical education lesson?
2. What practices do they have in order to make the values desired to be gained to the students permanent in the physical education curriculum?
3. What are the values that should be brought to the teachers?
4. What kind of influence does the environment have on the students?
5. What should be school-family cooperation in order to gain values for students?

Data were obtained by applying the final form of the interview form prepared to 20 physical education teachers. During the application, the purpose of the research was explained to the participants and information was given about the importance of their answers. As a result of the responses of the participants to the measurement tool, multiple statements were collected under common themes.

2.3. Data Analysis

The data obtained from the interview form used in the research were analyzed by the content analysis method used in qualitative research. In qualitative research, content analysis is used to create and analyze themes that are not theoretically significant and sub-themes, if any (Yildirim & Şimşek, 2006). The data obtained were recorded separately, grouped and coded. These groupings and codings were presented to the field experts, according to the evaluations of the experts, they were finalized and prepared for analysis. With the content analysis, themes were determined for each question and tables were created by calculating the frequency and percentages of the themes given. Descriptive analysis was used to evaluate the data. Finally, reporting was made and findings were revealed.

3. FINDINGS AND COMMENT

In this section, the findings obtained as a result of the interviews with physical education teachers in order to “evaluate the level of gaining values in physical education teaching according to the opinions of teachers” are included.

Table 2. The Distribution of The Opinions of The Research Group Regarding The Activities They Have Done to Gain The Values in The Curriculum

Themes	n	%
Adopting sports culture	16	32.7
Sporting events	16	32.7
Learning by doing and applying	9	18.3
Out-of-school activities	8	16.3
Total	49	100

In Table 2, the distribution of the opinions of the research group regarding the activities they have done to gain the values in the curriculum is given. When the opinions of the participants regarding the activities they have done to gain the values in the curriculum are examined, 4 themes have emerged. It

was seen that the participants expressed more than one theme. Among themes, the themes of adopting sports culture (32.7%), sportive activities (32.7%), learning by doing and practising (18.3%), extracurricular activities (16.3%) were observed.

Table 3. The Distribution of The Opinions of The Research Group Regarding The Applications They Have Made to Be Permanent in The Physical Education Curriculum.

Themes	n	%
How to be a good person	18	31.1
I use a penalty and reward system	15	25.9
Changing positive behavior	14	24.1
I associate physical education with other subjects	11	18.9
Total	58	100

In Table 3, the distribution of the opinions of the research group regarding the applications they have made to make the values desired to be acquired in the students in the physical education lesson program permanent is given. 4 themes emerged in the distribution of the opinions of the participants regarding the practices they have made in order to keep the values desired to be gained to the students in the physical education lesson program. According to this; 18 teachers (31.1%) expressed their opinions as to how to be a good person, 15 teachers (25.9%) use the punishment and reward system, 14 teachers (24.1%) change positive behavior, 11 teachers (18.9%) associate physical education with other courses.

Table 4. The Distribution of The Opinions of The Research Group About the Values That Should Be Gained to The Students

Themes	N	%
National and spiritual values	20	22.8
Moral values	18	20.4
Respect and love	18	20.4
Doing his duty well	16	18.2
Fair-play feeling	16	18.2
Total	88	100

In Table 4, the distribution of the research group's views on the values that should be provided to students is given. 5 themes emerged from the opinions of the participants about the values that should be brought to the students. It was seen that the participants expressed more than one theme. Among these themes, national and spiritual values (22.8%), moral values (20.4%), love and respect (20.4%), well-functioning (18.2%), fair-play feeling (18.2%) themes are in the foreground. appeared to come out

Table 5. The Distribution of The Views of The Research Group on The Impact of The Environment on Gaining Values to Students

Themes	N	%
Yes, the environment is effective	18	37.5
School effective	16	33.3
Family effective	14	29.2
Total	48	100

Table 5 gives the distribution of the research group's views on the impact of the environment on gaining values to students. Three themes emerged from the opinions of the participants about the impact of the environment on gaining students values. It was seen that the participants expressed more than one theme. According to the percentage ranking among these themes, yes, environmentally effective (37.5%), school effective (33.3%), family effective (29.2%) themes were observed.

Table 6. The Distribution of The Data of The Research Group on How School-family Cooperation Should Be in Order to Bring Values to Students

Themes	N	%
School-family and environmental cooperation should be	20	25
The family must adopt the values	17	21.3
Must be effective communication	16	20
Trust environment should be provided	14	17.5
Activities related to values should be done	13	16.2
Total	80	100

Table 6 gives the distribution of the research group's views on how school-family cooperation should be in order to gain values for students. 5 themes emerged from the opinions of the participants about how school-family cooperation should be in order to gain values for students. It was seen that the participants expressed more than one theme. Among these themes, school-family and environment cooperation should be (25%), family should adopt values (21.3%), effective communication (20%), trust environment should be provided (17.5%), and activities related to values should be done (16.2%), their themes were seen to come to the fore.

4. DISCUSSION AND CONCLUSION

In this part of the study, the results obtained as a result of interviews with physical education teachers about the level of gaining values in physical education education are given.

When we look at the opinions of the research group about the activities they have done to gain the values in the curriculum, they express that they adopt a large proportion of sports culture and have sports activities. In addition, the research group stated that they provide learning environment by doing and applying, as well as having out-of-school activities. Based on these views, it can be said that a sports culture should be created in order to sustain the values from within the society. In addition, we can say that it provides benefits in terms of values and the adoption of norms in society with the activities carried out inside and outside the school. In his study, Ulusoy (2005) states that moral values can be gained to students with reading pieces prepared in accordance with the purpose of history textbooks. In addition, they found similar results in the study of the assessment of the level of gaining values according to the opinions of teachers in the teaching of life studies conducted by (Meydan and Bahce, 2010).

It is observed that the vast majority of the research group (31.1%) had activity in physical education lesson about how to be a good person in order for values to be permanent. In addition, teachers (25.9%) stated that they used the punishment and reward system in the lessons. In addition, the teachers participating in the research in the lessons; They stated that they associate positive behavior change and physical education courses with other courses. Based on these thoughts, we can say how to be a good individual when educating students in general and what can be done to be beneficial to society. Meydan and Bahce (2010) have reached similar conclusions regarding our findings in their work.

While all of the research group expresses opinions about the students to gain national spiritual values, it is seen that the majority of them express their opinions that moral values, respect and love should do their job well and a fair-play feeling should be formed. Therefore, based on these views of the research group, it can be said that students should generally adopt national and moral values. In addition to this, we can state that students' emotions should be developed with physical education lessons. Yigittir's (2009) study concluded with elementary school students in 4th and 5th grades that students are good people, helpful people and useful individuals for their environment.

In addition, in the research conducted by Balci and Yanpar Yelken (2010), one of the conceptualizations of primary education teachers about the concept of value is the basic rules that regulate the rules in the individual and the society; In the research conducted by Bektas and Karadag (2013), the results regarding the solidarity value were revealed. When we look at the results of the studies carried out in this sense, it is close to our results. In different studies, it was found that the pre-service teachers who received pedagogical formation education had high opinion scores in terms of caring for national values education and finding value (Altunay and Yalcinkaya, 2011; Cetin, 2013; Fidan Kurt, 2009).

When we look at the opinions of the research group about the impact of the environment on gaining students values; 18 teachers stated that the environment is effective in the process of gaining values. In addition, the research group stated that school and family had an active role in the process of gaining values. In this sense, we can say that the environment has an impact on gaining values to students both inside and outside the school. In their studies, Meydan and Bahce (2010) think that school, family and environment affect each other and they should cooperate in gaining values, otherwise, the education given at school will be left alone. In the study of Mentis (1997), it was concluded that the educational status of the parents, television programs and watching time and gender cause differences in the values of the students, and the physical conditions of the family and school environment, different socio-economic conditions, class and school also affect this situation. However, in the research of Akbas (2004), teachers stated that the determining factor in the teaching of value is the family, and the values given in the school are not reinforced enough in the family and the environment.

When we look at the opinions of the research group about how school-family cooperation should be in order to gain values for students; While all of the teachers stated that there should be school-family and environmental cooperation, 17 teachers stated that families should adopt values, 12 teachers should have effective communication, 14 teachers should provide an environment of trust, and 13 teachers required activities related to values. Based on these views, we can say that school-family and environment cooperation should be in order to protect and adopt values in society. In addition, we can state that certain activities should be carried out in schools and other institutions in society at certain time intervals related to the values that sustain society. Cepni, Bacanak and Küçük (2003) reached the conclusion that the curriculum is very important in gaining values to students.

As a result, physical education teachers stated that they were doing more sports activities to adopt the values in the program to the students. The teachers participating in the research said that they went for a reward system and to change behavior in a permanent way in order to keep the values permanent. In addition, the research group; They stated that the values that should be brought to the students should develop national spiritual values, moral values, feelings of respect, love and fair play. In addition, while the research group stated that the impact of the social environment is important in gaining students values, it is concluded that school, family and environmental cooperation are important in adopting values.

5. SUGGESTIONS

In-service training seminars in schools should be increased and made more organized.

Conferences and panels should be held for value education in all provinces and schools.

Rules in schools should be made more clearly clear.

National and moral values should be protected.

Training of teachers should be given importance.

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