

# Evaluation of Primary Education 4th and 5th Grade Physical Education Teaching Programs According to Teacher's Opinions

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**Abstract:** *The main purpose of the physical education course is to contribute to maximizing the physical, mental, social, and emotional development of children. In order for the Physical Education course to fulfill this function, there must be a healthy and harmonious relationship between the student teacher and the curriculum. Physical education programs are primarily affected by students who do physical education and sports, and the teacher who takes physical education classes. The aim of this research is to evaluate the views of physical education teachers working in the Turkish Republic of Northern Cyprus according to the sub-dimensions of "Purpose", "Content", "Teaching Activities" and "Evaluation" of the 4th and 5th-grade physical education curriculum.*

*The questionnaire form used as the data collection tool of the research consisted of four parts. While preparing the questionnaire, the "Purpose", "Content", "Teaching Activities" and "Evaluation" sub-dimensions of the physical education lesson program were taken into account. In the analysis of the quantitative data obtained from the research, descriptive statistics (arithmetic mean, standard deviation) were used. According to the results obtained in the research, the teachers expressed their opinions at the level of "I agree" on many aspects of the "Purpose", "Content", "Teaching Activities" and "Assessment" sections of the program. The most positive feature of the program is that the physical education and sports education program enables students to develop positive personal qualities as well as basic life skills. The most negative feature is that the content does not contain up-to-date information.*

**Keywords:** *Physical education curriculum, primary education, teaching activities.*

**How to cite:** Tekakpinar, E. & Tekakpinar, B. (2023). Evaluation of Primary Education 4th And 5th Grade Physical Education Teaching Programs According to Teacher's Opinions. *Revista Românească pentru Educație Multidimensională*, 15(3), 134-153. <https://doi.org/10.18662/rrem/15.3/759>

## Introduction

In our modern world, it is seen that sports activities, which started at a young age and became professional by growing, are of great importance in promoting a state in increasing its international relations in a positive way. In modern and developed country societies, it is accepted as a fact that individuals should be educated not only in their mental but also their physical and spiritual aspects within the understanding of education. The most effective way to achieve this is through physical education and sports activities (Makar, 2016).

In order for all these benefits of physical education and sports to be realized, individuals must acquire the habit of regular physical activity (Altin et al., 2021). According to Corbin et al. (1983), physical exercise is a habit that should be acquired as early as possible. This can only be achieved by providing physical education and sports opportunities to the individual at every stage of his education.

It is important work that needs to be done with a curriculum that is planned to be brought to the person both in school and out of school. Because the achievement of the educational goals adopted by the societies depends on their continuing their studies in this field with certain programs. Countries develop education programs suitable for their own societies in line with their needs and teaching programs for each subject related to it (Polat, 2021). Each country constantly changes the education program, according to its own belief system, originating from its socioeconomic structure and in line with the needs of political decision-making mechanisms. Based on this need, the Ministry of National Education rearranged the curriculum of the classes and put it into practice. Unlike the previous education program, the new physical education lesson curriculum was organized in a phased manner, with the constructivist approach, active and effective teaching approaches by the students by doing and experiencing. In addition, it was created with the aim of students' participation in learning activities and how much progress they made at the end of the activity process and their awareness (Çağlayan & Ağgön, 2021).

Primary school age is the years when social skills develop and change the most. Children come to primary school with different social skills and experiences. With the activities in physical education classes, children learn about friendship, working together, adapting to the person and the group, mutual love, and respect, etc. They find an environment that will enable them to develop their social skills and express their feelings freely. Studies reveal that participation in childhood is a very important factor in

assertiveness in adulthood (Turan, 2021). Physical education lesson is a lesson that provides the most participation of children in activities of their own will and gives them pleasure and confidence due to this participation. Children enjoy success with physical education activities that they enjoy and are successful in, they are encouraged to be more successful and do something. In primary schools, the need for action is part of the desire to tell and understand. Without action, the child cannot be expected to develop his understanding, thoughts, and abilities freely. Acting on the necessity that various skills and habits can be gained in the primary school age; The basic course in which our children can be raised as a whole in a healthy way, meet their play needs, express their feelings freely, and develop a sense of sharing and cooperation (Dedeoğlu & Polat, 2021).

Physical fitness can be defined as being able to do daily tasks without feeling any difficulty. In other words, it is necessary to be able to do our daily work efficiently or to perform a sports activity at the desired level. Physical fitness is both about health and about skill. These can be determined as cardiovascular system endurance, strength, endurance, flexibility, body composition and agility, balance, coordination, power, and speed (Ulupınar & Özbay, 2021). All these items listed here can be developed with physical education and sports activities. Physical fitness can be achieved through regular physical activity.

Regular physical activity habit is possible with the development of physical education curriculum taught in schools since childhood (Gülüm & Bilir, 2011). Physical education and sports activities, which are given regularly and purposefully since primary education, will constitute the first steps of the mental and physical infrastructure of the child in the future years. Perceptual motor development; All voluntary movements require perceptual awareness of some form of sensory stimuli. Perceptual abilities are abilities that can be learned, and acting is the focus of work for this learning to happen. It is mentioned that the development of these two abilities in the child depends on the interaction of motor information transfer and perceptual processes (Vannier & Gallhue, 1978).

As a part of school programs, a “Physical education lesson is a lesson that helps the child to develop physically, emotionally, socially and mentally as a whole. The aim, above all, is to ensure that the child is physically healthy and that psycho-motor behaviors are adequately developed” (Akbal, 2016). The new program should be evaluated by the teachers and administrators implementing this program. In Stake's model, the suitability of the designed and realized output is checked. The harmony

between the designed and the observed, did the design come true? Answers are sought for questions such as (Demirel, 2005).

The renewed curriculum model of Northern Cyprus consists of different stages than the previous curriculum. The curriculum newly developed by the Ministry of National Education and Culture includes different stages from the old curriculum. In this program, firstly, the preparatory phase takes place and the program starts with the collaborative work of various commissions, then social and individual needs are determined and general targets are determined to meet these needs. In addition, in the new program model developed by Northern Cyprus, the program is implemented and evaluated in advance, so that the deficiencies are eliminated and implemented. Because of these features, the education program of Northern Cyprus gains great importance (Hürsen & Uzunboylu, 2009).

It is planned that the Northern Cyprus Turkish Education System will develop in a healthy way with constructive suggestions arising from the reconciliation platform, which will provide a democratic, participatory and management approach in line with the principles of openness. Therefore, there is a need for restructuring efforts in all areas of the education system. The renewed curriculum model of Northern Cyprus consists of different stages than the previous curriculum. The curriculum newly developed by the Ministry of National Education and Culture includes different stages from the old curriculum. In this program, firstly, the preparatory phase takes place and the program starts with the collaborative work of various commissions, then social and individual needs are determined and general targets are determined to meet these needs. In addition, in the new program model developed by Northern Cyprus, the program is implemented and evaluated in advance, so that the deficiencies are eliminated and implemented (Baysen et al., 2017; Hürsen & Uzunboylu, 2009). Because of these features, the education program of Northern Cyprus gains great importance.

Considering the importance of the physical education lessons carried out in the first level of primary education, it is thought that the results obtained in this study will provide clues to the interested parties in the process of organizing the physical education lesson programs, conducting them in a healthy way by the teachers and evaluating the programs. The work to be done will help to understand the role of physical education lessons and physical education teachers in the integrity of education, and accordingly, to make positive updates in the education of the physical education teacher and the content of the physical education lesson. In this study, it was aimed to find answers to questions such as what the teachers' opinions about the program they are applying are and how much the applied education program is

beneficial to the students. The purpose of this research is to evaluate the opinions of physical education teachers according to the sub-dimensions of "Purpose", "Content", "Teaching Activities" and "Assessment" of the 4th and 5<sup>th</sup>-grade physical education curriculum of primary education.

## **Research Method**

This research is a study on the evaluation of primary school physical education curricula according to teachers' opinions. This research is a general survey-type descriptive study carried out to determine the adequacy of the conditions for the implementation of the training program and the views of the practitioners on the training needs. Descriptive work describes a given situation as precisely and carefully as possible. In research in the field of education, the most common descriptive method is the survey study. It summarizes the characteristics (skills, preferences, behaviors, etc.) of individuals, groups, or physical environments (Karasar, 2007).

## **Participants**

The participants of the research consisted of physical education teachers in primary education, working in primary schools in the districts of "Nicosia, Girne, Gazi Magosa and Iskele within the borders of Northern Cyprus. The participant group of the research tried to reach all 115 physical education teachers in the universe, but 93 physical education teachers were reached.

## **Data Collection Tool and Data Collection**

The questionnaire used as a data collection tool includes questions about the "Purpose", "Content", "Teaching Activities" and "Evaluation" processes of the physical education program. The arithmetic mean and standard deviation were used in the analysis of the quantitative data of teachers' opinions obtained from the research. The questionnaire form, which is the data collection tool of the research, was inspired by a data collection tool previously prepared by Rumevleklıođlu (2003). In the research, Rumevleklıođlu's questionnaire was used, rearranged by the researcher according to today's education system and the current curriculum in Northern Cyprus. While creating the questionnaire, the sub-dimensions of "Purpose" (11 items), "Content" (12 items), "Teaching Activities" (28 items) and "Assessment" (4 items) of the physical education curriculum were taken into account. In addition, the data collection tool was redeveloped by taking the opinions of experts in reorganizing the data collection tool according to

today's education system and recreating the survey items according to the Northern Cyprus curriculum, and the opinions of experts on validity and reliability were taken. As a result of the Cronbach alpha test, the reliability coefficient was found to be 0.87, and it can be said that the questionnaire form is quite reliable.

Table 1. Questionnaire form options, weights and limits

Options	Weights	Limits
Absolutely Disagree	1	1.00-1.75
Disagree	2	1.76-2.50
Agree	3	2.51-3.25
Absolutely Agree	4	3.26-4.00

Source: Author's own conception

The 55-item questionnaire used in the research was analyzed in the SPSS 24 package program by giving correct points from 4 (Absolutely agree) to 1 (Absolutely disagree). The score of each teacher from the questionnaire form and the average score of all teachers were calculated.

## Results

The items answered by the teachers regarding the physical education curriculum were discussed in four dimensions: "Purpose", "Content", "Teaching Activities" and "Assessment".

### *Opinions of Physical Education Teachers on the Purpose of the Curriculum*

The average score distributions of these items regarding the purpose part are shown in Table 2.

Table 2. The arithmetic mean score distributions of the items in the "Purpose" section

ITEMS	N	Minumum	Maximum	X	SD
<b>PURPOSE</b>					
The objectives of the program are appropriate to the readiness level of the students.	93	2.00	4.00	2.53	.50
The objectives of the program are designed in accordance with the needs of the students.	93	2.00	4.00	3.00	.67
The weekly course hours applied in the program in physical education and sports teaching are sufficient to reach the determined goals.	93	2.00	4.00	2.69	.47
The goals of the program support each other.	93	2.00	4.00	2.86	.45
The objectives of the program are clearly expressed in an easily understandable way.	93	2.00	4.00	2.82	.65
The objectives set in the program are suitable for the level of the students.	93	2.00	4.00	2.95	.63
Teachers' opinions should be given more importance when determining the objectives of physical education and sports lessons.	93	2.00	4.00	2.95	.92
The objectives of the curriculum were chosen considering the mental and physical development levels of the students.	93	2.00	4.00	3.00	.67
The lessons support each other by establishing a link between the objectives of the physical education and sports curriculum and the objectives of the Mathematics, Life Sciences, Social Studies, Music, English, and Social Skills Education lessons.	93	2.00	4.00	2.91	.73
In the curriculum, there is a relationship between the physical education and sports course and the goals of other courses, and the goals of the intermediate disciplines.	93	2.00	4.00	3.08	.59
The objectives of the curriculum are designed in line with the physical and emotional needs of the students and their social needs.	93	2.00	4.00	3.08	.59

Source: Author's own conception

In the descriptive statistics in Table 2, it was observed that, to the items “The objectives of the program are suitable for the level of readiness” ( $X=2.53$ ), “The objectives of the program are designed according to the needs of the students” ( $X=3.00$ ), “The course hours applied in the physical education and sports education program are sufficient to reach the determined objectives” ( $X= 2.69$ ), “The objectives of the program support each other” ( $X=2.86$ ), “The objectives of the program are clearly and easily understood” ( $X=2.82$ ), “The objectives set in the program are suitable for the level of the students” ( $X=2.95$ ), "The views of the teachers should be given more importance when determining the objectives of the Physical Education and Sports course" ( $X=2.95$ ), "The objectives in the curriculum have been chosen considering the mental and physical development levels of the students" ( $X= 3.00$ ), "The physical education and sports curriculum The lessons support each other by establishing a link between the objectives of Health Information, Social Skills Education, English, Social Studies, Mathematics, Life Science, and Music lessons. ( $X=2.91$ ), “There is a relationship between the objectives of the Physical Education and Sports lesson and the objectives of other lessons and the intermediate disciplines in the curriculum” ( $X=3.08$ ) and “The objectives of the curriculum are designed in line with the physical and emotional needs of the students and their social needs” ( $X=3.08$ ) the teachers gave the answer "I agree".

### ***Opinions of Physical Education Teachers on the Content of the Curriculum***

The arithmetic averages of the items related to the content of the program in the physical education curriculum evaluation questionnaire of physical education teachers are given in Table 3.



Table 3. The arithmetic averages of physical education teachers' views on the content of the program

ITEMS	N	Minumum	Maximum	X	SD
<b>CONTENT</b>					
The content determined in the curriculum is suitable for the level of the students.	93	2.00	3.00	2.73	.44
The content of the program is arranged from "concrete to abstract".	93	2.00	4.00	3.13	.45
The program content supports the topics taught in the past.	93	2.00	4.00	2.82	.57
The content is organized from simple to complex.	93	3.00	4.00	3.21	.42
The presentation of content is simple and understandable	93	2.00	4.00	2.78	.51
Content contains up-to-date information	93	2.00	4.00	2.48	.82
The units that make up the content of the Physical Education and sports program in primary education have been rearranged according to the latest developments.	93	2.00	4.00	3.00	.73
Units in the curriculum allow for real learning.	93	2.00	3.00	2.60	.49
Sufficient practice examples are provided to teachers in the teaching of the units in the curriculum.	93	2.00	3.00	2.78	.42
The principle of helixity is based on the curriculum.	93	2.00	4.00	2.73	.75
The entire curriculum is clear and understandable	93	2.00	4.00	2.95	.70
The curriculum is suitable for social and cultural conditions.	93	2.00	4.00	2.82	.65

Source: Author's own conception

In the descriptive statistics in Table 3, it was observed that the teachers gave the answer "I agree" to the items "The content determined in the curriculum is suitable for the level of the students" ( $X=2.73$ ), "The content of the curriculum is arranged from concrete to abstract" ( $X=3.13$ ), "The content of the curriculum supports the subjects taught in the past" ( $X=2.82$ ), "The content is arranged from simple to complex" ( $X=3.21$ ), "The presentation of the content is simple and understandable" ( $X=2.78$ ), "The units that make up the content of the Physical Education and Sports

program in primary education have been rearranged according to the latest developments” ( $X=3.00$ ), “Units in the curriculum allow for real learning” ( $X=2.60$ ), “Sufficient practice examples are provided to teachers in the teaching of units in the curriculum” ( $X=2.78$ ), “The \*helix principle is based on the curriculum ( $X=2.73$ ), "The whole curriculum is clear and understandable" ( $X=2.95$ ) and "The curriculum is suitable for social and cultural conditions" ( $X=2.82$ ). However, teachers did not agree with the item “The content contains up-to-date information” ( $X= 2.48$ ).

### ***Opinions of Physical Education Teachers on the Teaching Activities of the Curriculum***

The arithmetic averages of the items related to the teaching activities of the program in the physical education curriculum evaluation questionnaire of physical education teachers are given in Table 4.

Table 4. The arithmetic averages of teachers' views on the teaching activities of the program

ITEMS	N	Minumum	Maximum	X	SD
<b>TEACHING ACTIVITIES</b>	93				
The weekly course hours applied in the Physical Education and Sports curriculum are sufficient for the execution of the program.	93	2.00	4.00	2.91	.66
The Physical Education and Sports curriculum includes learning resources such as supplementary guidebooks.	93	2.00	4.00	2.78	.67
The program assists teachers in choosing the tools and materials to be used in the lesson.	93	2.00	4.00	2.65	.57
The Physical Education and Sports curriculum guides the use of various resources suitable for the level of the students, apart from the curriculum.	93	2.00	3.00	2.65	.48
The Physical Education and Sports curriculum is designed in order to carry out activities that will direct students to constructive-creative activities.	93	2.00	3.00	2.86	.34
The activities in the curriculum were chosen considering the mental and physical development levels of the students.	93	2.00	4.00	3.17	.49

Evaluation of Primary Education 4th And 5th Grade Physical Education ...  
Erhun TEKAKPINAR et Berfu TEKAKPINAR

The curriculum guides the teacher in the realization of teaching activities.	93	2.00	4.00	2.69	.55
The program is suitable for the developmental characteristics of the students in the activities that need to be done.	93	2.00	3.00	2.56	.50
The curriculum includes various activities that will enable students to participate in research, inquiry, problem-solving, and decision-making processes.	93	2.00	3.00	2.73	.44
The physical Education and Sports curriculum is designed to direct students to collaborative work.	93	2.00	4.00	2.82	.65
The Physical Education and Sports curriculum is designed in terms of applying modern teaching methods such as problem-solving, constructive learning, multiple intelligence theory, and computer-assisted teaching.	93	2.00	4.00	3.13	.45
The curriculum provides appropriate learning opportunities to reveal and develop higher-order thinking skills such as critical and creative thinking, analysis, and evaluation, which are student-centered strategies.	93	2.00	4.00	3.21	.59
The Physical Education and Sports curriculum is designed in accordance with student-centered education.	93	2.00	4.00	3.30	.63
The curriculum creates the infrastructure for reinforcing what has been learned by providing feedback with sufficient frequency.	93	3.00	4.00	3.17	.38
This program is open to the use of all kinds of information and communication technologies that creatively use graphics, sound, and simulations to help students gain knowledge, skills, and understanding.	93	2.00	4.00	3.13	.69
In this program, the parallelism and integrity of the Physical Education and Sports curriculum with the programs of other related courses have been ensured.	93	1.00	4.00	2.73	.61
The curriculum is aimed at improving students' ability to use their mother tongue correctly.	93	2.00	4.00	3.00	.67

	N	Minumum	Maximum	X	SS
The curriculum provides the opportunity to use interactive, interesting, and various written and unwritten resources in practice.	93	1.00	4.00	3.21	.58
This program supports students to gain knowledge, skills, and understanding.	93	1.00	4.00	2.65	.71
This program encourages the use of all kinds of information and communication technologies to support students' acquisition of knowledge, skills, and understanding.	93	2.00	4.00	3.34	.57
The curriculum has the feature of developing a lifestyle that includes positive attitudes and values in students.	93	2.00	4.00	3.04	.47
The Physical Education and Sports curriculum enables students to develop positive personal qualities as well as basic life skills.	93	3.00	4.00	3.28	.42
Physical Education and Sports curriculum is designed by considering student needs.	93	2.00	4.00	3.21	.51
Main disciplines are defined in the curriculum and associated with learning areas.	93	2.00	4.00	2.95	.56
The Physical Education and Sports curriculum has been prepared in accordance with the student-centered teaching approach.	93	2.00	4.00	3.26	.61
The content in the Physical Education and Sports course program allows students to follow the natural learning path.	93	1.00	4.00	2.86	.75
Physical Education and Sports course program allows the acquisition of personal qualities	93	2.00	4.00	2.95	.63
The fact that it is not adequately supported by other curriculums causes difficulties in the implementation of the Physical Education and Sports curriculum.	93	2.00	4.00	3.17	.65

Source: Author's own conception

In the descriptive statistics in Table 4, it was observed that the teachers gave the answer "I agree" to the items "The weekly course hours applied in the Physical Education and Sports curriculum are sufficient for the execution of the program" (X=2.91), "The Physical Education and Sports curriculum includes learning resources such as auxiliary guidebooks" (X=2.78), "The program helps teachers to choose the tools and materials they will use in the lesson" (X=2.65), "The Physical Education and Sports curriculum guides the use of various resources suitable for the level of the students apart from the curriculum" (X=2.65), "Physical Education and Sports curriculum is designed in order to engage students in activities that will lead them to constructive-creative activities" (X=2.86), "The activities in the curriculum have been selected considering the mental and physical development levels of the students" (X=3.17), "Performing the curriculum teaching activities (X=2.69), "The program can guide the students in the activities that need to be done" (X=2.56), "The program is suitable for the developmental characteristics of the students in the activities to be done" (X=2.73), "The curriculum can guide the students in the activities that need to be done" (X=2.73) includes various activities that will enable them to participate in problem solving and decision-making processes" (X=2.82), "Physical Education and Sports curriculum is designed to direct students to collaborative work" (X=3.13), "Physical Education and Sports curriculum is problem solving, modern teaching methods such as constructive learning, theory of multiple intelligences, computer-assisted teaching (X=3.21), "The curriculum provides appropriate learning opportunities to reveal and develop student-centered strategies such as critical and creative thinking, analysis and evaluation" (X=3.30), "Body Education and Sports curriculum is designed in accordance with student-centered education" (X=3.17), "The curriculum creates the infrastructure for reinforcing what has been learned by providing sufficient frequency of references" (X=3.13) "In this program, other relevant The parallelism and integrity of the courses with the curriculum is ensured" (X=2.73), "The curriculum is aimed at improving the students' ability to use their mother tongue correctly" (X=3.00), "The curriculum provides the opportunity to use interactive, interesting and various written/non-written sources in practice" (X=3.21), "This program supports students to gain knowledge, skills and understanding" (X=2.65), "Teaching pr program has the feature of developing a lifestyle that includes positive attitudes and values in students" (X=3.04), "Physical Education and Sports curriculum enables students to develop positive personal qualities as well as basic life skills" (X=3.28), "Physical Education and Sports curriculum is designed considering student needs" (X=3.21), "Main disciplines are defined in the curriculum and

associated with learning areas” ( $X=2.95$ ), “The content in the Physical Education and Sports curriculum allows students to follow the natural learning path” ( $X=2.86$ ), “Physical Education and Sports curriculum allows the acquisition of personal qualities” ( $X=2.95$ ) and “The fact that it is not adequately supported by other curriculums causes difficulties in the implementation of the Physical Education and Sports curriculum” ( $X=3.17$ ).

However, the teachers gave the answer that they completely agree to the items “This program encourages the use of all kinds of information and communication technologies in a way that supports students to gain knowledge, skills and understanding” ( $X=3.34$ ) and “Physical Education and Sports curriculum has been prepared in accordance with the student-centered teaching approach” ( $X=3.26$ ).

*Opinions of Physical Education Teachers on the Evaluation Process of the Curriculum*

The arithmetic averages of the items related to the evaluation process of the program in the physical education curriculum evaluation questionnaire of physical education teachers are given in Table 5.

Table 5. Arithmetic Averages of Teachers' Opinions on the Evaluation of the Program

ITEMS	N	Minumum	Maximum	X	SD
<b>EVALUATION</b>					
The program guides teachers in developing measurement tools.	93	2.00	4.00	3.17	.49
Necessary criteria are included in the program for the evaluation process.	93	2.00	4.00	2.91	.66
In the program, explanations that will guide the teachers in measuring the activities done by the students are included.	93	3.00	4.00	3.08	.28
In addition to evaluating the student, the curriculum also evaluates the learning process in a weighted way.	93	2.00	4.00	2.91	.41

Source: Author's own conception

In the descriptive statistics in Table 5, it was observed that the teachers gave the answer "I agree" to the items “The program guides the teachers in terms of developing measurement tools” ( $X=3.17$ ), “The program includes the necessary criteria for the evaluation process” ( $X=2.91$ ), “The program includes explanations that will guide the teachers in measuring the activities done by the students” ( $X=3.08$ ) and “The curriculum mainly evaluates the learning process besides evaluating the student” ( $X=2.91$ ).

## Discussion

The opinions of the teachers included in the study group, especially those with high arithmetic averages, regarding the purpose of the 4th and 5th grade physical education curriculum "The objectives of the program are designed in accordance with the needs of the students" By establishing a link between the objectives of social studies, mathematics, life studies and music lessons, the lessons support each other" and "The objectives of the curriculum are designed in line with the physical and emotional needs of the students and their social needs". The features that are desired to be taught to students in physical education and game lessons can exist with a quality and disciplined education program. The classroom teacher, who is the administrator of the teaching methods in physical education and game lessons, is not only a person with high level of physical ability or a voice in his field; In addition, he is the person who can instill knowledge and skills in his students, that is, enable them to understand and apply (Çıldır, 2019).

Teachers who expressed their views on the 4th and 5th grade physical education curriculum agreed less with the views of "The goals in the program are suitable for the readiness level of the students" and "The weekly course hours applied in the physical education and sports curriculum are sufficient to reach the determined goals" compared to the other items.

The opinions that the averages for the content part of the 4th and 5<sup>th</sup>-grade physical education curriculum are high are listed as follows; "The content of the program is arranged from concrete to abstract", "The content is arranged from simple to complex" and "The units that make up the content of the physical education and sports program in primary education have been rearranged according to the latest developments".

In addition, it was observed that the averages of the items "Content contains up-to-date information" and "Units in the curriculum give a real learning opportunity" were lower than the others. In another study, the views of physical education teachers were consulted. The content of the physical education curriculum includes "Conformity to teaching principles (from simple to complex, concrete to abstract, etc.)", "Containing the concepts, principles, rules, strategies and tactics related to movement while learning and performing physical activity", and "Required by democratic life". It has been revealed that the opinions of physical education teachers are positive regarding the subjects of "covering the subjects" (Havadar & Taşdan, 2015).

The opinions of the teachers with high averages on the teaching activities part of the 4th and 5th grade physical education curriculum are as

follows: "It encourages the use of all kinds of information and communication technologies to support students' gaining knowledge, skills and understanding", "Physical Education and Sports curriculum centered teaching approach", "The curriculum provides appropriate learning opportunities to reveal and develop student-centered strategies such as critical and creative thinking, analysis and evaluation", "Physical Education and Sports curriculum student needs It has been designed with consideration in mind", "Physical Education and Sports curriculum enables students to develop positive personal qualities as well as basic life skills", "Curriculum provides the opportunity to use interactive, interesting and various written/non-written resources in practice", "The curriculum provides students with the opportunity to develop positive personal qualities". mother tongue "Physical Education and Sports curriculum is designed in accordance with student-centered education", "Physical Education and Sports curriculum is designed to apply modern teaching methods such as problem-solving, constructive learning, multiple intelligence theory, computer-assisted teaching", "The activities in the curriculum are selected considering the mental and physical development levels of the students", "The Physical Education and Sports curriculum is designed to direct students to collaborative work". While it is intended that teachers use information and communication technologies effectively within the scope of 21<sup>st</sup>-century skills in education, it will be beneficial for students to transfer these skills to their students. For this reason, the preparation of programs that will enable teachers to teach information and communication techniques may be beneficial in terms of students' information and communication technologies (Kozluk, 2021).

Items with a lower mean of participation in the views on the teaching activities of physical education curricula than the others; "The program can guide the students in the activities that need to be done", "The program helps the teachers to choose the tools and materials to be used in the lesson", "The Physical Education and Sports curriculum guides the use of various resources suitable for the level of the students apart from the curriculum", "The curriculum is effective in the teaching activities". It guides the teacher towards the realization of the problem", "The program is suitable for the developmental characteristics of the students in the activities to be done", and "The curriculum includes various activities that will enable students to participate in research, questioning, problem-solving and decision-making processes", "This program provides students with the knowledge, skills and "The content of the Physical Education and Sports curriculum allows students to follow the natural learning path", "The



Physical Education and Sports curriculum allows the acquisition of personal qualities”, “Main disciplines are defined in the curriculum and learning associated with moments”. It is important that 21<sup>st</sup>-century skills are included in the physical education and sports curriculum in a sufficient and balanced way, as in the curriculum of other courses, especially in terms of finding meaning and reinforcing the skills to be included in the physical education and sports curriculum. At this point, children and young people; They need to acquire critical thinking and problem-solving skills, adapt to environmental conditions, analyze information effectively, communicate in different ways verbally and in writing, reflect more on their curiosity, imagination, and creativity while thinking, and develop a healthy active lifestyle (Isikgoz, 2021).

The opinions of the teachers included in the study group with high averages for the evaluation part of the 4th and 5<sup>th</sup>-grade physical education curriculum are as follows: "The program guides teachers in developing measurement tools" and "The program includes explanations that will guide teachers in measuring the activities done by the students".

The average participation rates of the 4th and 5<sup>th</sup>-grade physical education curriculum for the views "The curriculum includes the necessary criteria for the evaluation process" and "The curriculum evaluates the learning process predominantly besides evaluating the student" are low. In another study, it was emphasized that one of the important dimensions of the changes made in the curriculum is the measurement and evaluation dimension. The program emphasizes the need to implement a process-oriented assessment-evaluation approach rather than a result. This is how the measurement-evaluation approach adopted by the constructivist approach is anyway. In this direction, most of the teachers welcome this change as well. In addition, in general, teachers are of the opinion that this approach will allow students to observe themselves and increase the efficiency of the lesson (Kılıçaslan & Baş, 2020).

## **Conclusion and Recommendations**

According to the results obtained from the opinions of the teachers, who constitute the study group of the research, about the 4th and 5<sup>th</sup>-grade physical education curriculum, teachers generally agree with all the views on the purpose, content, teaching activities, and evaluation parts of the curriculum. However, physical education teachers reported that the physical education lesson curriculum does not contain up-to-date information in terms of content. As a result of the research, necessary steps should be taken to update the physical education program as a recommendation. In addition,

the shortcomings of the current program can be improved. After the development and updating of the program, school administrations may be asked to organize in-service courses on physical education and to keep participation high. It is also important that the physical education curriculum is prepared according to the physical conditions of the students. Incentive policies should be developed by the Ministry of National Education in order to update the physical education curriculum.

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