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IDENTIFYING THE VIEWS OF THE SPORTS SCIENCE FACULTY STUDENTS TAKING PEDAGOGICAL FORMATION EDUCATION ABOUT TEACHING PRACTICUM COURSE REGARDING SEVERAL VARIABLES¹

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ABSTRACT

The aim of this study is to identify the views of students who are studying at Muğla Sıtkı Koçman University and Selçuk University coaching training, recreation and sports management departments and taking pedagogical formation education at Muğla Sıtkı Koçman University and Necmettin Erbakan University about teaching practicum course in 2018-2019 fall semester. For this purpose, it has been examined whether the views of students differ according to the variables such as "gender, university that are still studied, department, the situation of doing sports with active license, the situation of interesting in sports, grade point averages, etc. The descriptive analysis methods were used in this study. The participants of the study, carried out as a survey design, were comprised of 176 students, 77 females and 99 males, who were volunteer for the study. Demographic information form which was developed by the researchers and the Pre-service Teachers' Views about Teaching Practicum Course Questionnaire developed by Kaplantaş & Çalışkan (2018) were used as data collection tools. SPSS was used in the data analysis process. Non-parametric tests such as Kruskal-Wallis and Mann Whitney U tests were benefitted in the analysis phase of the study. As a result of the study, it was determined that the views of the students of the Physical Education and Sport Sciences Faculty regarding their teaching practicum did not differ significantly according to the variables such as gender, university, department, the situation of doing sports with active license, the situation of interesting in sports and grade point averages. It is concluded that there is no relationship among the variables due to the fact that the students are studying at the Faculty of Physical Education and Sports Sciences and they are also doing sports with active license and their interest level of sports are high.

Keywords: Pedagogical formation, sports sciences, physical education and sports, teaching practicum.

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INTRODUCTION

In today's world, adaptation to rapidly developing technologies and having an important place in this environment can only be made possible by meeting the need for education. The demand for education in the world is continuously increasing, and in line with this, the expectation of qualified education increases. Education needs in the world vary by country. While every kind of education is needed by individuals in developed countries, the need for basic education can be higher in underdeveloped countries (Dağlı, 2006). In the broadest terms, education refers to a process of training individuals in line with the pre-determined goals. This process is prepared, implemented and continuously monitored by the teacher and evaluated in its different stages (Ministry of National Education [MoNE], 1997).

There are three basic characteristics of education;

- Changing the individual's behaviours in the desired direction,
- The individual's behavioural change occurs through his/her own experiences,
- Education is a planned and programmed process (Ertürk, 1982).

As the task of training qualified individuals who can keep up with the changes in the globalized world is expected to be fulfilled by the education system, the importance and role of the profession of teaching in this system come to the fore. Teachers are considered to be one of the most important building blocks of education because the existence of an efficient education system is considered to be directly associated with the training of the qualified labour force needed in the society (Aysu 2007: 1).

In formal education, the basic element that can change the behaviour of the individual in the determined direction is the teacher. The teacher influences his/her students with his/her movements, knowledge, personality and enthusiasm. In this respect, teachers are responsible for their students' gaining positive or negative behaviours. To do so, teachers should have general culture, content knowledge and pedagogical knowledge (Semerci & Semerci, 2004). Education programs are the determinant of the characteristics of the individuals to be trained. Education programs are the determinant of the behaviours to be imparted to individuals, knowledge, skills and attitudes to be taught, activities to be performed and evaluation processes to be engaged in. Teachers are also the practitioners of education programs that have an important function in the system (Gültekin, 2013). For this reason, the competence of the teachers who direct all these processes will directly affect the process.

In all societies, the formation of teaching as a profession is realized by the expression of the state's objectives and working criteria. However, it has been observed that the criteria that have emerged and applied in the teacher training system up to now seem to be generally complex and incompatible with the system and insufficient. The process of training teachers is undoubtedly an important process for improving the quality of education in schools (Ataç, 2003). The teaching profession is as old as the existence of humanity. Education

systems which are continuously and differently shaped according to the cultures, traditions, customs and social and economic structures of societies generally determine teachers' position in societies (Öztürk, 1999).

In our country, teacher training process is one of the most discussed topics of our education system. The reason for this is that for many years a policy of consistent teacher training has not been developed. Many different teacher training models have been applied from past to present. Pedagogical formation programs are one of these models. A consistent policy has not also been followed for pedagogical formation programs; they have sometimes been abolished and then put into practice again (Kiraz & Dursun, 2015).

With the decision of the Higher Education Council dated 28.01.2010, pedagogical formation education has been given with certificate training since 2010-2011 academic years. Regardless of the faculty or department, all students can benefit from pedagogical formation education either when they are still in their undergraduate education or after graduation on the condition that they meet certain requirements (Kartal & Afacan, 2012). In this sense, pre-service physical education teachers who are receiving pedagogical formation need to take 10 courses in total and 8 of these 10 courses are required courses (Introduction to Education Science, Principles and Methods of Teaching, Measurement and Evaluation in Education, Educational Psychology, Classroom Management, Special Teaching Methods, Instructional Technology and Material Design, Teaching Practicum), 2 are elective courses. Teaching practicum is one of the compulsory and important courses that should be taken.

Teaching practicum is an 8-hour course a week and 2 of these 8 hours are theory-oriented and the remaining 6 hours are practice-oriented. The theoretical part of the course is given in the faculty and practical part is conducted in a school affiliated to the Ministry of National Education within the working hours. In addition, pre-service teachers are required to do an internship in their practicum school for a term made up of a total of 14 weeks under the supervision of their branch teachers. In this process, pre-service teachers both observe their branch teachers and deliver lessons. Therefore, during the teaching practicum course, pre-service teachers have the opportunity to practice teaching in different classes in the schools where they are placed by the Ministry of National Education, to develop their competences of teaching profession, to understand and interpret the school curriculums, the real classroom environment, textbooks and student assessment methods and to evaluate the emerging results by exchanging feedbacks with their teachers and peers (Council of Higher Education [CoHE], 1999).

One of the most effective ways of evaluating a course in a curriculum is to use the opinions and suggestions of individuals who are the basic elements of the curriculum about this course. In this sense, eliciting the opinions of teachers about their profession and practices can play a very important role in understanding and improving educational processes. Data possessed about teachers' views make it possible to understand how they deal with the challenges they face in their working life, their general motivation, how they shape learning environments for their students and how effective they can be in their students' success and motivation (Organisation for Economic Co-operation and Development [OECD], 2009).

Therefore, teachers with high motivation levels are expected to make significant contributions to the processes such as the realization of educational reforms and the implementation of the emerging outcomes. The stress level of the teachers who cannot feel successful and satisfied in their profession as their motivation is low is observed to be high (Yazıcı, 2009).

Therefore, the goal of the current study was set to be to investigate the opinions of the Physical Education and Sports students who are receiving pedagogical formation training about the teaching practicum course.

To this end, answers to the following questions were sought:

1. Do the pre-service physical education and sports teachers' opinions about the teaching practicum course vary significantly depending on gender?
2. Do the pre-service physical education and sports teachers' opinions about the teaching practicum course vary significantly depending on the university attended?
3. Do the pre-service physical education and sports teachers' opinions about the teaching practicum course vary significantly depending on the department attended?
4. Do the pre-service physical education and sports teachers' opinions about the teaching practicum course vary significantly depending on their state of doing sports with an active license?
5. Do the pre-service physical education and sports teachers' opinions about the teaching practicum course vary significantly depending on their state of interest in sports?
6. Do the pre-service physical education and sports teachers' opinions about the teaching practicum course vary significantly depending on their grade point average?

METHOD

The current study, which was conducted in order to determine the opinions of the pre-service teachers on the teaching practicum course taken within the pedagogical formation education in terms of various variables, employed the descriptive survey analysis, one of the qualitative research methods. Descriptive research aims to identify the current state of the subject of the research and to understand the problem by describing the event (Arıkan, 2011). Survey models are adopted in studies aiming to determine a state as it was in the past or as it is now. The event, person or object that is the subject of the research is attempted to be defined in its own conditions and as it is. No intervention is made to affect or change someone or something in any way. The thing to be explored is there and fixed. What should be done is to properly "observe" and identify the subject (Karasar, 2011).

Study Group

The sampling of the current study is comprised of the students attending the Sports Sciences Faculty of Muğla Sıtkı Koçman University and the School of Physical Education and Sports in Necmettin Erbakan University in the fall term of 2018-2019 academic year and these students are taking pedagogical formation education in the education faculties of the universities.

A total of 176 students (77 females and 99 males) participated in the current study. The students participated in the current study on a volunteer basis.

Data Collection Tools and Data Collection

In the current study, the Pre-service Teachers' Views about Teaching Practicum Course Questionnaire developed by Demircan (2007) and rearranged by Kaplantaş and Çalışkan (2018) was used to collect data. This questionnaire consists of 25 items designed in the three-point Likert scale. The questionnaire items can be responded by selecting one of the following response options; "Disagree" (1), "Partially Agree" (2) and "Agree" (3).

Data Analysis

The data of the current study were collected through a questionnaire administered to the pre-service teachers taking pedagogical formation education in the education faculties of different universities. The collected data were analyzed in SPSS 21 program package. In the analysis of the collected data, descriptive statistics such as frequencies, percentages, arithmetic means and standard deviations were used. Moreover, non-parametric tests Kruskal-Wallis test and Mann Whitney U test were also used.

FINDINGS (RESULTS)

In this section, findings obtained from the collected data and their interpretation and evaluation are presented.

Table 1. Frequency and Percentage Distribution of the Formation Students' Socio-Demographic Features

Variables	Options	f	%
Gender	Female	77	43.8
	Male	99	56.3
University Attended	Muğla Sıtkı Koçman University	75	42.6
	Necmettin Erbakan University	101	57.4
Department	Coaching	65	36.9
	Recreation	56	31.8
	Sports Management	55	31.3
State of Doing Sports with an Active Licence	Yes	79	44.9
	No	97	55.1
State of Interest in Sports	Newspaper	18	10.2
	Social Media	74	42
	Television	34	19.3
	Live Sports Events	50	28.4

As can be seen in Table 1, of the participating students, 43.8% are females and 56.3% are males; 42.6% are from Muğla Sıtkı Koçman University and 57.4% are from Necmettin Erbakan University; 36.9% are attending the Department of Coaching, 31.8% are attending the Department of Recreation and 31.3% are attending the Department of Sports Management; 44.9% of the students are doing sports with an active licence and 55.1% are doing sports without an active license. The data related to the state of the students' interest in sports show

that 10% of the students satisfy their interest in sports through newspapers; 42% through social media; 19.3% through television, and 28.4% through live sports events.

Table2. Results of Mann Whitney U Test Conducted to Determine Whether the Students' Opinions about the Teaching Practicum Course Vary depending on Gender

Score	Group	N	Mean Rank	Sum of Ranks	Z	p
Opinion Mean	Female	77	90.02	6931.50	-.350	.727
	Male	99	87.32	8644.50		

As can be seen in Table 2, the students' opinions about the teaching practicum course do not vary significantly depending on gender ($p > .05$).

Table3. Results of Mann Whitney U Test Conducted to Determine Whether the Students' Opinions about the Teaching Practicum Course Vary depending on the University Attended

Score	Group	N	Mean Rank	Sum of Ranks	Z	p
Opinion Mean	Muğla University	75	87.91	6593.00	-.133	.894
	Necmettin Erbakan University	101	88.94	8983.00		

As can be seen in Table 3, the students' opinions about the teaching practicum course do not vary significantly depending on the university attended ($p > .05$).

Table 4. Results of Kruskal Wallis Test Conducted to Determine Whether the Students' Opinions about the Teaching Practicum Course Vary depending on the Department Attended

Score	Group	N	Mean Rank	Chi-square	Sd	p
Opinion Mean	Coaching Education	65	89.74	.072	2	.964
	Recreation	56	87.27			
	Sports Management	55	88.29			
	Total	176				

As can be seen in Table 4, the mean rank for the students' opinions was found to be ($\chi^2=.072$) and no significant difference was found between the opinions of the students from different departments about the teaching practicum course ($p>.05$).

Table 5. Results of Mann Whitney U Test Conducted to Determine Whether the Students' Opinions about the Teaching Practicum Course Vary depending on their State of Doing Sports with an Active License

Score	Group	N	Mean Rank	Sum of Ranks	Z	p
Opinion Mean	Yes	79	92.04	7271.00	-.833	.405
	No	97	85.62	8305.00		

As can be seen in Table 5, the students' opinions about the teaching practicum course do not vary significantly depending on their state of doing sports with an active license ($p > .05$).

Table 6. Results of Kruskal Wallis Test Conducted to Determine Whether the Students' Opinions about the Teaching Practicum Course Vary depending on their State of Interest in Sports

Score	Group	N	Mean Rank	Chi-square	Sd	p
Opinion Mean	Newspaper	18	79.58	4.002	3	.261
	Social Media	74	81.91			
	Television	34	99.72			
	Live Sports Events	50	93.83			
	Total	176				

As can be seen in Table 6, the students' opinions about the teaching practicum course do not vary significantly depending on their state of interest in sports ($p > .05$).

Table 7. Results of Kruskal Wallis Test Conducted to Determine Whether the Students' Opinions about the Teaching Practicum Course Vary depending on their Grade Point Average

Score	Group	N	Mean Rank	Chi-square	Sd	p
Opinion Mean	2.01-3.00	118	88.43	.043	2	.979
	3.01-3.50	47	89.31			
	3.51-4.00	11	85.82			
	Total	176				

As can be seen in Table 7, the students' opinions about the teaching practicum course do not vary significantly depending on their grade point average ($p > .05$).

CONCLUSION and DISCUSSION

One of the most important subjects of our education system is our teacher training system. Since the establishment of the first teacher training institution in our country, many different models of teacher training have been implemented. Pedagogical Formation Education is one of these models. During the implementation of pedagogical formation program, many different models have been tried and as a result many different results have been obtained and many decisions have been made. As a result of the recent decisions, pedagogical formation education has become more widespread and deeply rooted in the teacher training system (Yılmaz, 2015).

The current study was carried out on the basis of the data collected from the pre-service physical education and sports teachers enrolled in the pedagogical formation education process and taking the teaching practicum course. For pre-service teachers, courses whose content has been clearly defined are more important but it is also important for them to transfer the knowledge into classroom practices correctly. Thus, during the teacher training process, it has become important to elicit how the knowledge learned will shape pre-service teachers' practices and to make pre-service teachers individuals who have the ability to get engaged in continuous learning and can adapt to new conditions (Darling-Hammond and Baratz-Snowden, 2006). Teaching practicum course is of great importance as it provides opportunities for pre-service teachers to transfer their theoretical knowledge into practice and makes it possible to receive feedbacks from expert educators. Moreover, when

pre-service teachers start their active professional life, their ability to direct students to sports and sports-related activities is determined by their pedagogical content knowledge.

In this connection, the results obtained in the current study have revealed that the state of doing sports with an active license does not have any effects on the students' opinions about the teaching practicum course. In physical education and sports teaching, learning by experiencing is of great importance and all the physical education and sports students have a sports background, this result is an expected result. In relation to their interest in sports, it was found that they satisfy their interest in sports through newspapers, social media, television, live sports events. In a study conducted by Hergüner, Arslan and DüNDAR (2002), it was found that 53% of the participating pre-service teachers think that having done sports with a licence positively affected their efficiency in the teaching practicum course while 47% of them think that it did not effect.

In the current study, it was also found that the pre-service teachers' opinions about the teaching practicum course do not vary significantly depending on gender and department attended. Similarly, Ören, Sevinç and Erdoğan (2009) also reported that the pre-service teachers' opinions about teaching practicum course do not vary significantly depending on gender and department attended. In a study by Ünlü and Karahan (2010), it was also found that the pre-service physical education teachers' attitudes towards the teaching practicum course do not vary significantly by gender. These findings are parallel to the finding of the current study.

The reason why no significant difference based on the department attended was found might be because all the departments addressed in the current study are closely related to each other; that is, there is not much difference in their contents. In a study by Coşkun (2012) however a significant difference was found in favour of students from the department of classroom teacher education.

Another remarkable finding of the current study is that the pre-service teachers are highly content with the teaching practicum course they are taking in their pedagogical formation education. Thus, it can be argued that the pre-service teachers will do their profession enthusiastically and willingly.

As a result, sport has been considered to be important in every society and every time period and it has been shaped depending on cultures, social structures and state administrations of societies. The main purpose of sports activities is to contribute to the cognitive, affective, cultural and psycho-motor skills of the people and to create healthy generations. In addition, the training of elite athletes to contribute to the promotion of the country in the global arena is among the aims of sports activities (TBMM Commission Report, 2005). All these goals will be accomplished with the efforts of physical education and sports teachers.

RECOMMENDATIONS

Although there are many studies in the literature examining the opinions of pre-service teachers who are receiving pedagogical formation education, there is not much research investigating the factors affecting their opinions. Thus, further research can be conducted on more factors affecting pre-service teachers' opinions.

Therefore, given the effect and importance of sports in our daily life, students who are studying at the Faculties of Sports Sciences and the Schools of Physical Education and Sports should be encouraged to do regular sports and be in sports. Moreover, the lessons should be taught to the students of physical education and sports by using the method of learning by doing.

ETHICAL TEXT

This article complies with journal writing rules, publishing principles, research and publication ethics rules, journal ethics rules. Since the article was uploaded to the system on 27.05.2019, the ethics committee report could not be obtained. The authors are responsible for all kinds of violations related to the article. The research was conducted within the framework of the Helsinki Declaration. Participants were included in the study voluntarily after being informed about the study."

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