

Views of first time implementers physical education and sports teachers on health related fitness report card

Puntos de vista de Maestros de Educación Física y Deportes que implemetaron por primera vez un informe relacionado con el estado de la salud.

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Abstract

The Health-Related Fitness Report Card (HRFRC) has been implemented first-time by physical education and sports teachers in the 2016-2017 academic year under the leadership of the Ministry of National Education in Turkey. The purpose of this study was to obtain the views of the physical education and sports teachers on the first time implemented HRFRC and the content of the fitness test. Participants were composed of 10 physical education and sports teachers with seniority between 2 and 30 years and actively working in the middle and high schools. Semi-structured in-depth individual interviews and field notes were chosen as the data collection tools. Collected data were analysed using the content analysis method. Identified themes are (1) Benefits of the Practice, (2) Reasons for Not Achieving the Objective of the Practice, (3) Challenges Experienced with the Practice, and (4) Recommendations for the Practice. Teachers emphasized that improving the quality of HRFRC training provided by the government, using standard materials for measurements, changing the time of the implementation, increasing the integration of stakeholders such as a nutritionist, health experts and families into implementation and providing a more confidential atmosphere in the implementation for increasing participation rate and the quality of the HRFRC.

Key words

Fitness tests; fitness report card; physical education; qualitative research; Turkey.

Resumen

El Informe de estado físico relacionado con la salud (HRFRC) ha sido implementado por primera vez por profesores de educación física y deportes en el año académico 2016-2017 bajo la dirección del Ministerio de Educación Nacional en Turquía. El propósito de este estudio fue obtener los puntos de vista de los profesores de educación física y deportes en la HRFRC implementada por primera vez y el contenido de la prueba de aptitud física. Los participantes estuvieron compuestos por 10 maestros de educación física y deportes con antigüedad de entre 2 y 30 años y trabajando activamente en las escuelas intermedias y secundarias. Se eligieron entrevistas individuales en profundidad semiestructuradas y notas de campo como herramientas de recopilación de datos. Los datos recopilados se analizaron mediante el método de análisis de contenido. Los temas identificados son (1) Beneficios de la práctica, (2) Razones para no lograr el objetivo de la práctica, (3) Desafíos experimentados con la práctica y (4) Recomendaciones para la práctica. Los docentes enfatizaron que mejorar la calidad de la capacitación HRFRC brindada por el gobierno, usando materiales estándar para mediciones, cambiando el tiempo de implementación, aumentando la integración de partes interesadas como nutricionista, expertos en salud y familias en la implementación y proporcionando una atmósfera más confidencial en la implementación para aumentar la tasa de participación y la calidad de la HRFRC.

Palabras clave

Pruebas de aptitud física; boleta de calificaciones; educación física; investigación cualitativa; Turquía.

Introduction

Non-communicable diseases such as obesity, cardiovascular diseases, and diabetes are major epidemics among world population. World Health Organization (2013) developed an action plan to prevent and decrease the ratio of non-communicable diseases that are recently spreading widely. One of the major cause of deaths engendered by these health problems is an inactive lifestyle (Eime, Young, Harvey, Charity, & Payne, 2013). Regular participation in physical activity is considered an effective intervention for many health problems, regardless of the socio-economic status and gender (Humphreys, McLeod, & Ruseski, 2014). However, it has been reported that adolescents and children do not follow internationally accepted physical activity recommendations (Kann et al., 2016).

Governments are implementing certain policies to encourage physical activity to reduce health problems among youths. One of those policies is the physical fitness tests conducted

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through the physical education and sports lessons (Freedson, Cureton, & Heath, 2000). The main purposes of using physical fitness tests in physical education are; teaching health-related physical fitness, motivating students to adopt a physically active lifestyle and monitoring the effectiveness of the education program (Miller et al., 2016). In addition, test batteries contain 5 key components related to health: (1) morphological (body composition, flexibility, etc.), (2) muscle related (muscle strength and endurance, etc.), (3) motor (balance, agility, etc.), (4) cardiorespiratory (submaximal exercise capacity, blood pressure, etc.), (5) metabolic components (glucose tolerance, insulin sensitivity, etc.). Although physical activity and physical fitness are two different concepts, there is a direct relationship between these components, and Vanhees et al. (2005) indicated that one of the functions of physical fitness test batteries is presenting the association between the regular physical activity participation and health-related physical fitness parameters. Thereby, the concepts related to physical test batteries appears to be important in promoting the physical activity participation among the young population.

Although test batteries have certain contents, many factors must be taken into consideration for the ideal implementation of the test. These factors are, providing security and personal privacy during the practice, proper placement of test battery in teaching program, preparing students and teachers for measurement, ensuring professional development of the teachers on the test battery, conducting the test in due time (Corbin, Lambdin, Mahar, Roberts, & Pangrazi, 2013). Moreover, the views of the teachers on the tests are complementary for the correct implementation of the physical fitness tests (Ferguson, Keating, Bridges, Guan, & Chen, 2007). Physical education and sport teachers generally have a positive opinion about the physical fitness tests (Ferguson et al., 2007; Keating et al., 2002; Miller et al., 2016). However, some studies reported that there is a diversity in the views of the physical education and sports teachers (Mercier, Phillips, & Silverman, 2016). The difference in the outcomes may be affected by class size, class level, the gender of the teacher and the content of the test (Keating et al., 2002). Having positive opinions on the tests is a positive factor for these tests to be used more frequently and for better implementation of the practice (Mercier et al., 2016). Thus, understanding the problems faced by first-time physical fitness test implementers appear to be important to increase the quality of the practice.

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Starting from the 2016-2017 academic year, physical education and sports teachers implemented a test battery similar to FITNESSGRAM, Eurofit, Brockport physical fitness test batteries under the leadership of the Ministry of National Education for monitoring physical fitness within the scope of HRFRC practice. The purpose of this study was to obtain the views of the physical education and sports teachers on the HRFRC and physical fitness test which was implemented in Turkey for the first time.

Material and methods

The role of researchers

In this study, data were collected by semi-structured interviews from physical education teachers who had experienced the phenomenon in its context, with a holistic view of the researcher. The objective of the researchers based on their roles is to reflect the facts as much realistic as possible. To this end, direct citations were given in the findings section of the research in order to prevent biases that may arise during the analysis and interpretation of the data obtained from the research.

Design of the study

The basic qualitative research design was used as a research methodology. The primary purpose of basic qualitative research is to reveal and interpret meanings. These studies are among the most common types of qualitative research in the field of education (Merriam & Tisdell, 2015). In this study, the views and experiences of physical education and sports teachers from various urban schools in Eskişehir Province were examined during the second semester of 2016-2017. Anadolu University Ethical Commission approved this study (Protocol: 97503), and all participants provided informed consent forms.

Participants

Participant group was composed of 10 physical education and sports teachers with seniority between 2 and 30 years and actively working in the urban schools in Eskişehir province during the 2016-2017 academic year. Convenience sampling method was utilized, and the participants were selected from a group of individuals who were available for study (Fraenkel, Wallen, & Hyun, 2014). The physical education and sports teachers who constituted

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the participant group were determined on a voluntary basis. The main selection criterion was the implementing fitness test batteries for the first time.

Data collection tool

Semi-structured in-depth interviews and field notes were used as the data collection techniques of the research. According to Fraenkel et al. (2014), interviewing is an important way for a researcher to check the accuracy of impressions gained through observations. Interviewing is necessary to learn the behaviors, emotions, or ways people express the world that we can not observe (Merriam & Tisdell, 2015). The steps proposed by Adıgüzel (2016) were followed during the preparation phase of the semi-structured individual interviews. For this purpose, a question pool of was created by the researchers as the first step. In the second step, created question pool was transferred to the expert evaluation form, and four different experts were contacted for an expert opinion. As a result of the feedback from the experts, interview questions were clarified by the researchers and finalized after they are submitted to a linguist for expert opinion. A pilot interview was conducted to finalize forms of the questions.

Data collection procedures

Data of the study were collected during the fall semester of the 2017-2018 academic year. The first step in the data collection process involved informing the participants, securing their privacy, and submitting the interview request forms to the participants. In the second step, the appropriate time and place for the interview with the participants were determined, and then the interviews were conducted. All semi-structured interviews were conducted by the same researcher and lasted for 20-25 minutes.

Data analysis

Semi-structured interview recordings obtained from the research were primarily transcribed by the researchers. Collected data were analyzed using the content analysis method. Thematization process is supported by direct quotations from different participants. The definition of validity and the procedures for establishing validation in qualitative research have various perspectives (Creswell & Poth, 2016). Yıldırım and Şimşek (2016) list the factors that increase the validity of qualitative research as the researcher to be close to the data source, to have experienced the facts in the field and collect data by appropriate methods. For this purpose,

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validity criteria of Maxwell (1992) were used in our research, and descriptive, theoretical, interpretive, generalizable and evaluative validity criteria for the qualitative data were considered.

Results

The data obtained from interviews were presented in four themes: (I) benefits of the practice, (II) reasons for not achieving the objective of the practice, (III) challenges experienced with the practice, (IV) recommendations for the practice (Figure no1).



Figure 1. Themes

Benefits of the practice

Under the benefits of the practice theme, sub-themes of providing physical activity encouragement and identifying students with sports background have been explored. Teachers

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expressed the opinion that the HRFRC practice increases the rate of participation of the students in physical activity. In this regard, Teacher 1 commented: "Students with almost no sports background decided to start physical activities after they completed these exercises."

In addition, teachers emphasized that students with sports background can be noticed easily in the HRFRC practice. Teacher 7 described this situation as follows: "It is very important for the children at 9th, 10th, 11th and 12th grades to have been in sports activities in the past, even for a year. This is realized in each class. I did this test in about ten classes. In each class, there are 3-4 students that stand out. As I said, those are children with sports background..."

Taking into consideration the observations made during the HRFRC practice and the interviews, it can be said that this practice has a positive effect on physical activity participation among students. In addition, it is found that the students with sports background stand out by exhibiting a higher performance than the other students in the class during the practice.

Reasons for not achieving the objective of the practice

Within the scope of the research, under the theme of "reasons for not achieving the objective of the practice", sub-themes of measurement errors, problems arising from teachers and students were reached. It has been stated by the teachers that measurements of the same tests were made with different measuring instruments during the HRFRC practice, and thus there have been problems of validity, reliability, and standardization. Teacher 4 commented on this issue as follows: "Actually, I do not think that we have measured it properly because there is no standardization. As for the materials, thanks for nothing (!), we brought our scales from home. We tried to get one from the school. They said that it will be procured next year. However, we have developed some methods by ourselves to measure flexibility. I mean, we had trouble with that. In fact, we do not need a lot of materials, but we could not manage the standard for them. I mean, the measuring tapes used were very different from each other. I do not think that it had a standard. "

Parallel to the information provided by Teacher 4, Teacher 3 said: "We have used the ballot boxes for flexibility tests (ballot boxes are stored in schools in Turkey). We prepared our ruler, everything, the setup by ourselves." Therefore, it can be said that the measurement process needs to be reviewed in terms of validity and reliability. Likewise, Teacher 5 said:

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"When we produce the material, i.e., the tool, there is an unavoidable difference in the measures."

Teacher 1 commented as follows: "... we made a bit wrong. Then we fixed it. I mean, the results of some children are wrong. These results will not be correct in the first test, but we will get used to it in the following tests after conducting several tests..." According to this comment, mistakes made by teachers also pose a challenge for the results to be reflected in a standard manner.

The standardization problem might be associated with unsatisfactory information related to physical fitness components. In this context, Teacher 7 said: "I think that the communication with the teachers is insufficient. I think these tests are poor in terms of informing the teachers" and stated that he did not have the sufficient level of information regarding the implementation of the test. Researchers observed that teachers were connected with each other to overcome obstacles related to the content of HRFRC practice. The interviewer made some observations during the practice and kept the following field notes regarding the lack of knowledge and experience regarding the practice:

"The teacher made a phone call to a colleague during the practice for the content he doubted with..." (field note dated 18.05.2017)

Experienced teachers were observed to use interactive classroom management strategies to overcome some of the problems. Teacher 6 described this situation as follows: "But of course it takes too long. By the way, if only physical education teachers do it, it takes even longer. At first, I had the children watch the videos provided by the government, to see how they will do it, how the hands and feet will be... Later, after several tests, I assigned tasks to some of the students. Some of them took records, some of them did the counting. That is how it proceeded faster." On the other hand, inexperienced teachers had difficulties in overcoming the time problem. Teacher 5 described this situation as follows: "I can say that it is impossible (to complete the practice in the given time). Thank God, I had my group teachers. I think that I could complete many tasks because I had group teachers."

From a more general perspective, physical education and sports teachers reported that their experiences with previous mandatory applications proposed by the government have

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negatively affected their belief in the current practice. Teacher 3 said: "Of course it did not serve its purpose. Because nobody believes in it. I mean, when I think about it, the teachers, especially the physical education teachers think that these practices are pretended, just for the sake of appearance. In my 28 years of experience, until now, we never had any feedback when we have submitted all our activity reports to the ministry at the end of the year. Our opinions were never valued. Despite we insist on getting feedback from the government, we have no working ambition and working pleasure anymore, because we could not get any response from the ministry." Parallel to this situation, Teacher 2 expressed the lack of satisfaction about the main objective of the practice as follows: "It is not a practice that I appreciated much, and also if we are entering these in the online module just as data, it is better not to do it." Finally, Teacher 3 stated that the practice, in general, is just completed as required by the regulations: "We have no success in this practice which started this year. The practice is completed just to show the Ministry of National Education that it is completed."

Teachers have stated that gender, academic concerns, beliefs, different adolescent tendencies and body compositions caused the students to exhibit timidity in participating in the HRFRC practice. In this context, Teacher 6 commented as follows: "They are already shy because they are teenagers, we cannot make the girls, especially the overweight girls participate in sports activities. We try to motivate them to another activity, but children often remain shy, it is time they discover themselves, girls discover the boys, boys discover the girls." Also, Teacher 3 said; "We did not test only the 12th graders at school because they did not attend to the school. They are studying for university entrance exams. One of the reasons for not achieving the objective is the timing of the practice. There are no 12th graders in the school" and stated that senior high school students did not participate in the practice due to their academic concerns. The same teacher expressed that: "There are also religious issues. Some students, especially our female students, do not want to participate in such practices. Although we explain the purpose of the practice, they stay back to participate." and emphasized the religiously related difficulties.

Challenges experienced with the practice

Teachers who have implemented the HRFRC practice in their schools have mentioned various problems related to the physical conditions and the timing of the practice. One of the

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main physical problems is the lack of physical aspects of the practice environment. Teacher 7 said: "First of all we had a physical problem with the area. Because, as you know most schools in Turkey have no gym. Weather conditions obviously affect, but our first trouble was with the area." Teacher 7 pointed out, the problems related to the physical environment show that the physical infrastructures at some urban schools are insufficient.

Another problem that the teachers have experienced with the HRFRC was related to the materials used in practice. Teachers have stated that they have experienced material problems due to lack of time to procure the materials and financial difficulties. Views of the teachers on this issue are provided below:

Teacher 5 said: "There was a material problem. There was only one gymnastic mat in our school. Sit ups and push ups were not possible on a single gymnastic mat. Also another gymnastic mat was needed while measuring the flexibility. Although we have tried to show them the most convenient form of the exercises with lack of proper material, I think that we could not fully achieve appropriate form. I do not think that we get proper results because of time limitation and procurement of materials..."

Teacher 7 said: "We had problems in terms of the materials. At the information seminar, experts told us to take care of it ourselves. Experts suggested us to buy a weighing scale for measuring weight. They also suggested teachers place a ruler measuring height. Arrangements were made for sit and reach tests, i.e., the ruler was placed in a box. I guess teachers have tried to find a solution for themselves in that manner. I heard that, and then I tried to do it in my school."

Similarly, teachers have mentioned that they could not maintain a standard with the materials because of this problem.

Teacher 4 said: "I do not think that measurement had a standard. I think that it was also the case with the scales. Maybe we used cheap scales. We did not use a quality one."

Finally, under this theme, the sub-theme of the practice time has been examined. Teachers have stated that they had problems with both the date of the practice and the period allocated to practice.

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Teacher 5 said: "I mean, I think it is something that needs to be done, but honestly I do not think that it should be done within the school hours. Because the things expected from the teachers are very different. There are school athletic team preparation and a curriculum provided by the government. You have to implement that curriculum, but at the same time suddenly the introduction of such activity causes us to stay behind the curriculum."

Teacher 7 said: "The practice started so suddenly because the Ministry of Education sent the assignment letter to the schools quite late. Let's say there are 30-35 students in each class. It makes 350 students in 10 classes. These activities cannot be easily completed in 1-2 weeks..."

As it is clear from teachers' views, it was determined that the teachers had experienced problems with the practice environment, materials and time.

Recommendations for the practice

Teachers expressed the view that the integration between the stakeholders should be ensured, the scope of the test should be expanded, and the quality of HRFRC seminar for teachers should be enhanced to improve the quality of the practice. Teachers' views on the integration between the stakeholders are as follows:

"...I do not believe that these practices will be efficient enough when the connection between the institutions cannot be maintained. ...I think it would be more appropriate to include also the dietitians and nutrition experts in this system" (Teacher 7).

"I think another issue was explaining the practice to the parents, especially the nutrition issue should be explained in an additional seminar" (Teacher 5).

Teachers have stated that further steps towards a healthy life should be taken in order to achieve the main objectives of the HRFRC and that other stakeholders should also take part to this end. Teacher 6 expressed the opinion that "If the Ministry of Health and the Ministry of National Education manage this, if it is monitored in cooperation with the school, family, and ministry, it can be really efficient." and emphasized the importance of support for a general approach by the government, the dietitians and the parents.

Teachers made suggestions for improving the scope of the test. In this regard, Teacher 4 said: "I think it would be more appropriate to perform small activities where we can measure their speed, endurance, and strength... Small tracks can be set up, and a small relay race can be

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organized to examine the motor skills of all children. I think while they are doing these exercises, the students may think that this is a game and see that it is visual, not static but dynamic and thus maybe we can ensure more participation." Teacher 2 said: "If I prepared a similar test, I would prepare it much more extensive. I would include things that would benefit the children more." and stated that the test content is insufficient and should be enriched with new additions.

Another recommendation of the teachers was for the HRFRC seminar provided by the government. Teacher 1 said: "Is video training enough? It could be a bit more detailed, a bit more..." and Teacher 2 said: "They organized a one-day information seminar, but of course it is debatable whether it was clearly understood or not. I mean it was not very detailed... No information was given as to what is desired to be achieved," and expressed the opinion that the training should be extended and be more understandable. Similarly, Teacher 5 said; "No test battery was provided by the local government. Only a CD containing these topics was provided. ... There was no other contribution except that." From this point of view, it can be assumed that teachers think that the training was insufficient and should be improved.

Discussion

This study aimed to obtain the opinions of the physical education and sports teachers on the HRFRC implemented in high and middle schools in Turkey for the first time during the 2016-2017 spring semester. In this context, research themes were defined as "Benefits of the Practice", "Reasons for Not Achieving the Objective of the Practice", "Challenges Experienced with the Practice" and "Recommendations for the Practice".

Sub-themes of physical activity encouragement and student-athlete identification have emerged under the benefit of the practice theme. The teachers stated that some of the students started to participate in physical activity and emotional attitude change was observed, as a result of recognition of the actual physical fitness. It is also reported in the literature that physical fitness test batteries contribute positively to the level of participation of children and youth in physical activity by informing this group about physical activity and health (Cooper Institute for Aerobics Research, 2017; Freedson et al., 2000; Harris & Cale, 2005). In addition, teachers indicated that in these practices students who have a sports background have a higher

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performance than the other students, and HRFRC practice is effective in the selection of athletes by the teachers to be carried out for the school teams. Similarly, Freedson et al. (2000) emphasized that students with a high level of participation in physical activity level can easily be identified with the help of physical fitness test batteries.

Majority of the teachers expressed the standardization problem as one of the reasons for not achieving the objective of the practice. Concerns regarding standardization observed in the U.S. are not related to the materials as it was in Turkey, because of the way the teachers use the practice preferences and results (Keating & Silverman, 2009). To illustrate, different criteria and norm-based test applications were preferred by the teachers in the U.S., and there is no consensus on a single test. Parallel to this issue, while some of the teachers guide their students to improve their physical fitness after the test practice, other teachers just report the test results (Baghurst & Mwavita, 2014). Compared to developed countries it can be summarized that problems experienced in HRFRC practice in Turkish context were caused by procuring the proper materials and the standardization related to these materials. In this context, it can be recommended to the government to provide the materials related to the practice content for establishing the national standards and getting correct results.

Another issue as a reason for not achieving the objective is negative perceptions of the teachers towards HRFRC practice. As the main reason for this situation, the teachers stated that they did not fully comprehend the objective of the test. One of the key determinants of the quality of the HRFRC implementation is the attitudes of the teachers towards the test (Mercier et al., 2016). Keating et al. (2008) reported that the perception of the usefulness of the test is important for determining the attitudes of the teachers towards the test. In Turkey, insufficient information provided to the teachers regarding the objective and content of the test may have negatively affected their opinions on the usefulness of the test. It may be recommended to present the information on the objective and components of the test to the teachers in detail for improving the attitude towards the test.

Teachers also emphasized that some problems related to not achieving the objective of the practice arise from the students. It has been determined that these problems are due to academic and religious concerns, as well as student's body composition. First of all, especially because the 12th-grade students are preparing for the university entrance exams, their time is

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devoted to academic work, in turn, participation ratio drops due to academic concerns. Arranging the timing of the test practice according to this situation for 12th graders may be an important factor in increasing participation. Secondly, the teachers pointed out under the student concerns theme was the importance of the beliefs of the students in participation in the HRFRC. It has been emphasized that clothing preferences of the female students with Islam faith must be respected in the physical education courses and this creates a sensitivity (Kahan, 2003). In this context, providing test confidentiality for students by creating special environments for the elimination of the concerns of the students can increase student participation in the test. Parallel to these findings, Graser. Sampson, Pennington & Prusak (2011) emphasized that students prefer the measurements they made by themselves during the physical fitness test. Finally, identification of physical fitness goals and transfer of the objective of the test to the students were shown as suitable strategies to increase participation (Phillips, Marttinen, & Mercier, 2017). Lastly, Turkish physical education teachers maintained that students with higher body mass index values were less likely to participate in HRFRC practice. The possible explanation of this expression of teachers could be attributed to psychologic properties of high school aged adolescents such as self-esteem. Kiviruusu et al. (2016) indicated that the approximation of the body mass index of the Finnish individuals to normal values is an important factor in the positive transformation of self-esteem. The self-esteem of Finnish participants that they have monitored for 26 years starting from the adolescence period followed an increasing trend and that it was low in the adolescence period.

Under the theme of problems experienced during the practices, it was found that the teachers had problems mainly related to the practice area, materials used and the timing of the practice. Corbin (2002) similarly emphasized that physical fitness tests applied at the schools are adversely affected by inadequate physical environment, lack of equipment and time constraints. Moreover, providing sufficient environmental conditions is also a necessity to conduct physical fitness tests for the health and safety of the students. The material was not provided in a standard way may have limited the possibility of teachers to work with adequate numbers and suitable tools. Pangrazi (2006) also noted the importance of ensuring the continuity of the physical fitness tests by using the same batteries.

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Another issue related to restriction of inadequate implementation of HRFRC practice was a time constraint. Corbin, et al. (2013) expressed the view that the physical fitness test practices should be fully integrated into educational programs of the physical education and sports lessons and compliance should be ensured. From this point of view, concerns with the duration of practice that teachers have experienced may have been due to the fact that the HRFRC was not integrated into physical education and sports curricula. Current difficulties may be related to the first-time implementation of the practice as well.

Under the theme of recommendations for the practice, to increase the integration of the stakeholders, the quality of the HRFRC training and to expand the scope of the test sub-themes were explored. Similar recommendations were made for the use of physical fitness tests in physical education and sports lessons. In the case that physical education teachers have the sole responsibility for physical fitness tests has caused some limitations in transferring test results to stakeholders (Ferguson et al., 2007; Keating, 2003). Sharing the test results with the families of the children and youth may be expected to provide long-term achievements such as long-term participation in physical activity (Ernst, Corbin, Beighle, & Pangrazi, 2006). Additionally, participants in the study expressed the opinion that nutrition experts should also be among the stakeholders. From this point of view, transferring the results to the online platform can be seen as positive for the families to monitor their children health status.

In addition to the integration between the stakeholders, it is recommended that the HRFRC practice should be included in the content of pre-service training for improving the practice quality. Miller et al. (2016) stated that the introduction processes for physical fitness testing should start with institutions providing education to physical education teachers. Participants in the study also mentioned that the training they received before HRFRC and the guidance videos provided by Ministry of National Education was inadequate and a more comprehensive seminar should be prepared to this end. Therefore, it is important to present a quality training process of HRFRC to the physical education teachers and pre-service teachers.

This study includes the opinions of teachers at various experience levels on the HRFRC practice implemented in Turkey for the first time. The study presents recommendations of the practitioners in the light of their experiences based on the strengths and weaknesses of the

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practice. In this context, it is recommended to consider the opinions of teachers in order to remedy the deficiencies in future HRFRC practices.

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Conflict

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