

Analysis for Sports Facilities in Sports High School in terms of Quality and Quantity [Central Anatolia Region Sample]

Eyyüp NACAR, Atalay GACAR, M. Fatih KARAHÜSEYİNOĞLU, Cemal GÜNDOĞDÜ

Physical Education and Sports High School, Firat University, Turkey

Abstract: The subject matter of the study is to conduct a “Research on Competence Levels of Sports Facilities in Sports High Schools”. The objective of the study is to determine the existing status of the sports facilities which are included in relevant units of sports high schools that provide sports training, in terms of their quality and quantities; and to investigate areas of usage, and level of competence and capacity of sports facilities of institutions which provide physical education and sports. 7 High Schools of Fine Arts and Sports in the Central Anatolian Region, and 35 teachers working in these schools have participated in the study. SPSS 17,0 program suite was used to acquire data, percentage and frequency tests were applied and the obtained results were shown in the format of tables. The result of the study indicated that the sports high schools which provide sports education in Central Anatolian Region had been opened before their infrastructure organizations were completed. The existing sports facilities of the high schools which worked to provide sports training despite their lack of facilities and personnel were determined to be insufficient in terms of their quality and quantities, and it was concluded that the lack of sports facilities decreased the quality of training.

Key words: Sport, Fine Art and Sports High School, Sport Education, Sports Facilities, Sufficiency .

INTRODUCTION

The future of a country depends on knowledgeable young generations that will be raised in an efficient and productive manner, or in short, in a quality manner. It is a fact that such quality can only be achieved through education. The fundamental objective of education is to ensure that an individual achieves the highest possible level of perfection (Alkan, C., 1991). It is clear that the fundamental objective of education is to convey and teach to the individual who is being educated, the values of the society in which he lives, to make him a competent, respected, balanced and productive member of the society in the long term, and thus, to provide and maintain social integration (Ozturk, F., 1998). Today, the concept of education is defined in different ways. Education means providing individuals and societies an appropriate way of living, and conveying the acquired knowledge, skill and values to the next generation in a planned manner while changing the human behaviors through experiences (Yolcu, I., 1992). Education is the process of an individual to deliberately create desired changes in his behaviors, through his experiences (Erturk, S., 1972). Education is an area which countries must invest in. The resources allocated for education are not merely expenses, rather, they are a quite necessary and in fact, the most profitable investment for countries (Unal, I., 1985). The concept of quality in education is an expression which reminds many meanings. Quality of education is acknowledged as the way, through which education realizes its objectives and functions, or the degree to which extent it is able to do so (Karsli, M.D., 1997).

Sports education is indispensable for any achievement in sports. Improvement and development of sports depends on increasing the number and putting into operation of sports facilities, in addition to scientifically established training programs.

Fine art and sports high schools have the statue of Anatolia High Schools [refers to public or state schools in Turkey that admit their students based on the nation-wide High School Entrance score.] and are the institutions designed for 4 years education after primary education as boarding, day school or coeducation in fine arts and sports domains. These schools have primarily been established near to higher education institutions related to fine arts and sports. The aims of the school besides providing students with general and particular purposes of Turkish National Education are as follows;

In fine arts and sports;

- a) To provide student with basic knowledge and skills related to the fine arts and sports education in line with their interest, desire and capabilities in order for them to become successful individuals in their field.
- b) To provide with necessary knowledge for preparing higher education institutions related to fine arts and sports.
- c) To provide suitable environment for them to become individual contributing Turkish art, culture and sports, and representing successfully.
- e) To provide necessary environment to act with a team spirit, working in collaboration with solidarity.

- f) To provide with necessary knowledge to achieve ability of interpretation and application, conducting research in their area.
- h) To provide with necessary substructure to develop their knowledge and culture by following national and international artistic and sportive activities.
- i) To provide necessary environment for them to become individuals with sport discipline and fair play as well as sensitivity of an artist. <http://ogm.meb.gov.tr> (Salman, M., 1992).

Sports fields and facilities have a special and privileged importance in the sports environment. This is due to the fact that sports facilities establish the place for carrying out sports activities. Parallel to the rapid development of sports in the world, it has become necessary to make structural and functional changes in relevant facilities in time, depending on the variety of types of sports, and the differences in their places and styles of application. As a natural outcome of this process, today, a vast variety of sports facilities in terms of their types and sizes are in the process of being built (D.I.E., 1987).

A sports facility is defined as a structure, field and areas which can accommodate specific work outs, training as well as national and international competitions of various sports activities and branches; and which can meet the athletes' and viewers' needs before and during sports activities (tribune, rest rooms, showers, dressing rooms, etc.) (Nacar, E., 2011).

Our study is important for the purposes of determining the level of competence of sports facilities in high schools of fine arts and sports, determining the relevant problems and proposing solutions in this regard. In this context, we aimed to carry out a research on the sports facilities of sports high schools in the Central Anatolian Region, in terms of their quality, quantity and quality of education, in our study.

MATERIAL AND METHOD

Study group has been formed by 7 Fine Arts and Sports High School in Central Anatolia Region and 35 teachers working in the school participated in this study.

In our study, besides “Data Collection Form” which was constituted to obtain information related to current situation of sports facilities in terms of quality and quantity, the questionnaire consisting of 25 questions related to quality and quantity towards “Determination of Competence Level of Sports Facilities” (PhD Thesis) developed by Nacar (2011) was also used. The validity and reliability of the survey was carried out Nacar (2011), survey was applied to 70 academicians working in the field of physical education and sports at universities and Cronbach Alpha value of the questions were found as (0.827), (Gunbayi, I., V. Cevik, 2004).

Research data has been obtained and after its transfer into the computer, percentage, frequency and graphics have been formed. Remarks have been supported by tables.

In conclusion part, important data which was tested have been interpreted and accordingly suggestions have been put forward.

Findings:

Table 1: According to teachers, distribution values of competence level of sports facilities in sports high schools in terms of number.

	N	%
Strongly Disagree	3	8,5
Disagree	15	42,8
Indecisive	1	2,8
Agree	12	34,2
Strongly Agree	4	11,4
Total	35	100,0

Consediring the values in Table 1, Their answer to question “sports facilities in our school are sufficient in terms of number” as follows: 8,5% strongly disagree, 42,8% disagree, 2,8% indecisive, 34,2% agree, 11,4% strongly agree.

Table 2: According to teachers, distribution values of competence level of sports facilities in sports high schools in terms of compliance with health.

	N	%
Strongly Disagree	3	8,5
Disagree	18	51,4
Indecisive	2	5,7
Agree	10	28,5
Strongly Agree	2	5,7
Total	35	100,0

Consediring the values in Table 2, Their answer to question “sports facilities in our school are sufficient in terms of compliance with health” as follows: 8,5% strongly disagree, 51,4% disagree, 5,7% indecisive, 28,5% agree, 5,7% strongly agree.

Table 3: According to teachers, distribution values of competence level of sports facilities in sports high schools in terms of lighting and staff.

	N	%
Strongly Disagree	4	11,4
Disagree	14	40,0
Indecisive	2	5,7
Agree	13	37,1
Strongly Agree	2	5,7
Total	35	100,0

Consediring the values in Table 3, Their answer to question “sports facilities in our school are sufficient in terms of lighting and staff” as follows: 11,4% strongly disagree, 40,0% disagree, 5,7% indecisive, 37,1% agree, 5,7% strongly agree.

Table 4: According to teachers, distribution values of competence level of sports facilities in sports high schools in terms of equipments (such as projector, smart board. communications, etc.).

	N	%
Strongly Disagree	4	11,4
Disagree	17	48,5
Indecisive	2	5,7
Agree	10	28,5
Strongly Agree	2	5,7
Total	35	100,0

Consediring the values in Table 4, the teachers answer to the question “sports facilities in our school are sufficient in terms of equipments [such as projector, smart board communications, etc.]” as follows: 11,4% strongly disagree, 48,5% disagree, 5,7% indecisive, 28,5% agree, 5,7% strongly agree.

Table 5: According to teachers, distribution of the materiality levels in terms of proficiency education quality of sport facilities.

	N	%
Strongly Disagree	-	-
Disagree	-	-
Indecisive	3	8,5
Agree	10	28,5
Strongly Agree	22	62,8
Total	35	100,0

Consediring the values in Table 5, Their answer to question “distribution of the materiality levels in terms of proficiency education quality of sport facilities” as follows: 8,5% indecisive, 28,5% agree, 62,8% strongly agree.

Table 6: According to teachers, practical lessons taking place in curriculum, distribution of faction levels in relevant just equipped facilities.

	N	%
Strongly Disagree	-	-
Disagree	2	5,7
Indecisive	4	11,4
Agree	12	34,2
Strongly Agree	17	48,5
Total	35	100,0

Consediring the values in Table 6, Their answer to question “practical lessons taking place in curriculum, distribution of faction levels in relevant just equipped facilities” as follows: 5,7% disagree, 11,4% indecisive, 34,2% agree, 48,5% strongly agree.

Discussion and Conclusion:

It is a fact that the most important factor that needs to be taken into account for the development of the education system is quality (Gokcumen, A., 1999). Quality refers to the attributes which people expect from the goods and services that they are provided with (Sunay, A., 1998). The concept of quality in education is an expression which reminds many meanings. In its widest sense, quality of education is acknowledged as the way, through which education realizes its objectives and functions, or the degree to which extent it is able to do so (Karsli, M.D., 1997). There are certain factors which determine the quality of education services with respect to sports education, within the process of education and training. Physical structure and equipment, human resources, financial sources, regulations, training programs, sports facilities, school culture and scientific, cultural and sportive activities are among the most important of these factors. Ensuring that these factors are at a high level in terms of their quality and quantity, helps shape the targeted student profile. In this context, in this study, we aimed to determine and explain the factors which influence the importance of sports facilities in sports education. Sports facilities are extremely important for the quality of education for sports education.

In this study, the levels of competence of sports facilities in 7 high schools of fine arts and sports in the Central Anatolian Region were studied. 35 teachers who work for these sports high schools have been surveyed.

When the findings with respect to the quantitative competence of sports facilities of the sports high schools are examined: The percentage of teachers of the sports schools under the scope of the study, who have expressed that the facilities were lacking in terms of their quantity was found as 42.8% and the percentage of teachers who have expressed that they were sufficient was found as 34.2% (Table 1).

There are several studies which support this research. In his study of 1998, Sunay (1998) has mentioned the insufficiency of sports facilities in Turkey, and the need to review the policies with respect to such facilities (Timur, U.P., 2011). Moreover, when sports facilities are taken into account on a provincial basis, Timur *et al.*, (2011) have found that the sports fields and sports facilities in central Cankiri province were insufficient (Islertas, N., 2006). Another study carried out by Islertas (2006), concluded that the sports facilities in the province of Kayseri were insufficient (Yetim, A.A., O. Senel, 2001).

51.4% of the teachers included under the scope of the study have expressed that the sports facilities were insufficient in terms of health related issues, 40% have expressed that the sports facilities were insufficient in terms of ventilation, lighting and staff, 48,5% have expressed that the sports facilities were insufficient in terms of tools-equipment (Table 2, 3, 4). Nacar's (2011) study titled "determining level of competence of sports facilities of Turkish sports education" has concluded that the sports facilities of universities were insufficient in terms of their quality (Gunbayi, I., V. Cevik, 2004).

High schools which provide sports education must ensure an efficient and fruitful education opportunity for individuals who are taking sports education. These opportunities and the physical environment of educative activities must be suitable for the students' needs as well as the training activities. In order to ensure an efficient training process, the facility must be of an adequate size, aesthetically pleasing, sufficiently well lit, sufficiently heated, and sufficiently ventilated; and must include specialized equipment required to carry out training activities, must be protective of human health and must have technological innovations with respect to tools and equipment.

91,3% of the participants have expressed that the competence of sports facilities was important for the quality of training (Table 5), and 82,7% have expressed that it was necessary to carry out the applied courses in fully equipped facilities, fit for their purpose (Table 6).

It was seen that most of the time, almost 100% of academic personnel answered positively to questions which concerned the quality of training. This shows that the answers given by the participants to the survey show how important sports education and facilities are, for education in general.

In order to talk about developing and popularizing sports in a country, it is essential that one considers the importance of sports facilities. Developing and popularizing of sports in the society is only possible through the existence of facilities.

When associating sports with education, to consider it together with the concept of physical education is acknowledged as a correct approach. The reason for this is that physical education and sports are actions that complement each other. While sports play an important role in individuals' processes of socialization and becoming a part of the society, sports education also incorporates different sectoral attributes in it. Sports education in Turkey is provided under various names by various institutions, and when closely examined, the existence of problems and lack of coordination among relevant institutions in practice can be seen.

Sports education is indispensable for any achievement in sports. Improvement and development of sports depends on increasing the number and putting into operation of sports facilities, in addition to scientifically established training programs.

Sports education, sports facilities, usage of materials, tools, equipment and technology as parts of the concept of education, are becoming more of an issue for educators. However, it is known that important problems exist in our country in this regard. In order to be able to solve these problems, determining and analyzing them is of utmost importance. Competency of sports facilities in sports high schools in terms of their quality and quantity increases the training quality and it is also of importance for both the students and the teachers.

In conclusion, the result of the study indicated that the sports high schools which provide sports education in Central Anatolian Region had been opened before their infrastructure organizations were completed. The existing sports facilities of the high schools which worked to provide sports training despite their lack of facilities and personnel were determined to be insufficient in terms of their quality and quantities, and it was concluded that the lack of sports facilities decreased the quality of training. We may propose the idea that "sports high schools should not be opened before their infrastructures in terms of sports facilities, tools, equipment and personnel are completed."

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