Evaluation of Sports Education at Higher Education Level in the Scope of Total Quality Management

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Abstract

The aim of this study is to determine the satisfaction levels of the students getting educated about sports at the higher education level regarding their faculties within the scope of total quality management. The sample was selected from the students of Physical Education and Sports Teaching, Sports Management, Coaching Education and Recreation Departments of Eskişehir Technical University by using simple random sampling methodology. A screening model was used within the scope of the study, which included a total of n=150 students, of which n=51 (34%) were female and n=99 (66%) were male. In the study where data was collected using the survey technique, Student Satisfaction Questionnaire prepared by the Education Research and Development Department of the Turkish Ministry of National Education was used after being adapted to the higher education institutions. The data obtained through the questionnaire were transferred to a computer and analysed with SPSS 20.0 package program. Percentage/frequency analysis technique was used for data analysis. According to the results of the research, it was determined that the students could benefit from the sports hall and university facilities at a sufficient level and they could easily meet the instructors when they needed. At the same time, the students stated that efforts were made to solve the problems they conveyed to their instructors and that the instructors were reliable people. In addition, it was determined that their opinions were not taken when making decisions about the students in the faculty. As a result of the research, it was determined that the three topics that the students of the sports sciences faculty were most satisfied with in the faculties they studied in the context of total quality management were education and training activities, accessibility and communication and security, respectively. In addition, the lowest level of satisfaction of students within the scope of total quality management is participation in decisions and student affairs. Additionally, the satisfaction levels of sports science students in the context of total quality management were found to be at a moderate level.

Keywords: Total quality management in sport, sports education, sports science students.

INTRODUCTION

Total quality management (TQM) is the management strategy that includes all organizational functions that aim to satisfy the customers in general terms and to realize the vision and mission of the institution or organization (Ahmad et al., 2017). In other words, TQM is an integrated management approach and philosophy that considers issues such as continuous improvement, meeting the needs of customers, protecting the benefit of members and society, employee participation and teamwork and problem solving (Powell, 1995; Ross, 2017). Perfect quality and high quality in each work performed are considered to be the prominent and proposed parties of services and strategies for buyers (Kim, 2016). TQM processes are one of the main forces for any organization. The concept of TQM, which plays an important role in achieving

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quality, improvement and competitive advantage, points to a point of interest in many areas, particularly in trade, industry, politics and academia (Tasie, 2016). Criteria for TQM are expressed in the most general form as follows;

Figure 1. Criteria Regarding Total Quality Management were adapted from Vliet (2009) and Muter & Kayalıdere (2003).

The main point of TQM is customer-centricity. On the basis of customer-oriented understanding, there are factors such as determining customer requests, keeping them in mind and ensuring that the requests are satisfied (Lagrosen, 2001; Ooi et al, 2011). Today's competitive conditions and developing technology have increased the needs and expectations of customers. This not only forced all organizations to be customer-oriented but also led them to carry out intensive studies in order to provide more qualified services (Chang et al., 2009; Setó-Pamies, 2012).

Leadership is seen not only as an important position in institutions and organizations but also as a respected position. Leaders undertake different responsibilities in TQM and exhibit leadership attitude in all their behaviours. At this point, it is stated that TQM should be evaluated as a tool that increases success and has positive effects on general satisfaction (Riches & Morgan, 1990).

Communication strategies in TQM should be aligned with the mission, vision and objectives of the organization (Vliet, 2009). In addition to this, it is very important that managers can communicate by speaking, listening, writing and reading in the business environment. Communication, which is one of the important principles of TQM, needs to be used effectively. Accordingly, it is a necessity to integrate effective and correct communication both in the institution and in communication with stakeholders through different channels and in management strategies (Omachonu & Ross, 2004; Stamatis, 1995).

The strategic and systematic approach includes a well-developed plan and quality improvement and services that will enable the organization to move forward (Kantardjieva, 2015; Vliet, 2009). Continuous improvement refers to customer satisfaction for changing conditions and

the need for activities to be realized in order to reach the targets. Today, as conditions change rapidly, institutions and organizations that are unable to keep up with change face the danger of extinction. In TQM, it is stated that the only condition to keep up with the change is to follow the change closely and to act by accepting that there is always better (Ross, 2017; Shortell et al., 1995; Walsh et al., 2002). Continuous improvement factor contains the suggestions of continuous improvement for the use of correct measurement tools, the use of innovative and creative thinking elements and thus to become more qualified institutions and organizations (Oakland, 2014; Vliet, 2009). Deming, which is one of the most important names of continuous development, states that productivity will increase when quality is increased and this situation creates positive effects by increasing organizational competitiveness (Dudin et al., 2015; Sokovic et al., 2010). The element of full participation refers to the participation of employees in the process of solving problems, providing change and development, and making use of their energies (Chiu, 1999; Lawler, 1994).

The approach regarding preventing mistakes is based on the principle of preventing the occurrence of the problem, rather than solving the problems when the time comes. In the understanding of TQM, rather than debugging or correcting mistakes, it is aimed not to make mistakes and to make it right at the beginning of the action (Lagrosen, 2001). In TQM, measurement and statistics are carried out to achieve objective and realistic results solely on the basis of data. With systematic analysis and statistics, missing aspects can be identified, and feedback can be obtained. Thus, it is easier to identify the necessary changes and strategies (Hackman & Wageman, 1995; Kanji, 1994).

Today, it is generally accepted that TQM is shaped by the 14 rules of Deming (1986). Bonstingl (2001), adapted the rules of Deming (1986) to education. The so-called rules adapted for educational institutions can be expressed as follows:

- In order to improve studies, products and services, the potential of the school-students should be improved, and continuity should be created for these purposes.

- New philosophies should be adopted through further empowerment of institution (school, university) leaders, teachers-students and continuity in improvements should be ensured.

- The student's educational experience, tests and other measurement tools should be used for scientific diagnoses and recommendations. At this point, collective evaluations should be avoided, and more subjective evaluations should be made.

- Relationships based on trust and participation should be established both within the institution (school, university) and society. Joint studies should be conducted in order to increase the potential of students, teachers, managers and society.

- The managers of the institutions (school, university) and their employees should improve their qualifications and thus the production and service system in order to make continuous progress.

- New training programs should be established according to the organizational culture and corporate relations of the institution (school, university).

- Leadership should be established within the institution (school, university), and studies should be conducted with teachers, students and community members.

- Fear should be removed.

- Roles and statuses that prevent productivity within the institution (school, university) should be abolished and working groups between departments and units should be created.

- Individuals should not be held accountable if the educational objectives are not met, and system failures should be corrected.

- Numerical quotas should not be applied to students, teachers and administrators.

- Efforts should be made to eliminate the obstacles that may prevent the happiness of the employees within the institution (school, university).

- An effective education and training program should be established in order to increase satisfaction both within the institution (school, university) and outside the institution.

- Action must be taken to ensure the necessary conversions and high-level plans need to be designed to be successful in the long run.

As in all other organizations, educational institutions have to produce both in order to achieve their goals and objectives and to survive. Due to the nature of education, however, it is not always possible to put forward the elements of productivity as clearly as the goods-producing organizations. Quality in education is expressed as a phenomenon that occurs as a result of the interaction of many different variables (Özdemir, 2002). At this point, considering quality in education and the necessity of considering its elements as a whole, all the steps in an educational institution need to work effectively.

Universities have the purpose of raising individuals who have completed their education. The element of quality in education plays a key role in preparing these individuals for a world of different struggles (Langford & Cleary, 1999). Physical education and sports activities, which can be considered as one of the most important educational tools of developed countries, aim to contribute to the physical, social, psychological, cultural and mental development of individuals and to ensure healthy generations of the society (Bailey et al., 2009; Sunay, 2002). The intensive settlement of these mentioned features of sports in a country is directly related to the prevalence rate of sport in that country (Sunay, 2002). When sports and education are under debate with this dimension, two different situations emerge. The first one is education for sports and the other is sports for education. In education for sports, sport is the purpose, and the education is utilized in order to perform sports at the highest level. In this case, the education of athletes, coaches, spectators and sports managers is in question. Education is an indispensable way that leads to the field of sports as it does in every field and in addition, it serves the purpose of increasing the technical, aesthetic and performance levels of the sport. On the other hand, in the dimension of sports for education, sports are the most fun tools used and the most effective when used correctly to achieve the goals determined by education (Öztürk, 1998). At this point, it can be interpreted that the concepts of sports awareness,

increasing participation in sports and development in sports are related to sports education systems.

Quality management in education systems has a very important position in providing efficiency in student services, infrastructures, etc. The implementation of TQM in educational institutions is considered important in eliminating the negativities that occur in activities such as eliminating non-compliance, lack of leadership and lack of skills (Pineda, 2013). In addition, being able to be competitive in a higher education institution is possible by adapting to the innovations in the information and technology era, raising the quality of academic and scientific activities and providing a set of studies that would satisfy both students and employees. In this context, the satisfaction of the students from the universities they study stands out as one of the most important factors in total quality management. Universities should evaluate students' satisfaction and expectations while planning for education, and they should accordingly formulate a strategy. At this point, the determination of students' perception of total quality management regarding the institutions they study gains value in terms of strategic plans to be realized in the future. The aim of this study is to determine the satisfaction levels of the students, who study sports at the higher education level, with the faculties where they study within the scope of total quality management.

MATERIAL AND METHODOLOGY

Research Design: Screening model was used in the research. Descriptive research technique was used to determine the satisfaction of the students regarding the institution where they are educated within the scope of total quality management and to present the current situation.

Participants: The universe of the study consists of 760 students studying at Eskişehir Technical University's Faculty of Sport Sciences. The sample of the study was selected from the students of Physical Education and Sports Education, Sports Management, Coaching Education and Recreation Departments of Eskişehir Technical University using the simple random methodology and out of 150 students in total, 51 (34%) were female and 99 (66%) were male.

Data Collection Procedure: In the research, where data was collected using survey technique, the "Student Satisfaction Questionnaire", which was prepared by the Ministry of National Education, Department of Education Research and Development and used in seminars on total quality management approach, was adapted to higher education institutions and used as a data collection tool (MEB, 2013). The questionnaire consists of 45 questions and includes the following sections: "Accessibility/Communication", "Wishes, Suggestions, Complaints", "Reliability", "Security", "Participation in Decisions", "Student Affairs", "Education Activities", "Between Classes", "Physical Environment of the University", "Social Environment of the University", "Evaluation, Award", "Gaining Positive Behaviour and Education". The questionnaire was applied to the subjects using face to face interview technique. Before the application of the questionnaire, information on the research subject and

aims of the study were provided to the participants and verbal consent was obtained. All questions and sections are presented in Table 1.

Statistical Analysis: The data obtained through the questionnaire were transferred to a computer and analysed with SPSS 20.0 package program. In the analysis of the data, firstly the frequency and percentage analysis were made for the demographic characteristics of the participants, the departments they studied / their grades. Then, percentage/frequency analysis of the responses given to the statements included in the sections of the questionnaire form was performed.

RESULTS

The findings obtained within the scope of the research were tabulated and presented under this section.

Table 1. Distribution of students participated in the research according to demographic variable

Variables		n	f (%)
Gender	Male	99	66%
	Female	51	34%
	Total	**150**	**100%**
Age	Between 18-21	57	38,0%
	Between 22-25	88	58,7%
	Between 26-29	4	2,7%
	30+	1	0,7%
	Total	**150**	**100%**
Department	Coaching Education	11	7,3%
	Physical Education and Sports Teaching	38	25,3%
	Recreation	51	34%
	Sports Management	50	33,3%
	Total	**150**	**100%**
Grade	1st Grade	11	7,3%
	2nd Grade	38	25,3%
	3rd Grade	51	34%
	4th Grade	50	33,3%
	Total	**150**	**100%**

As can be seen in Table 1., it was found that 34% of the 150 students who participated in the study consisted of female students and 66% of them were male students (Table 1). 38% of the 150 students who participated in the study were students between the ages of 18-21, 58.7% of the students were between the ages of 22-25, 2.7% of the students were between the ages of 26-29, and 0.7% of the students were 30 years and above. And 33.3% of the 150 students participating in the research are Sports Management Department students, 34% are students of Recreation Department, 7.3% are students of Coaching Department and 25.3% are Physical Education and Sports Education students. Finally, also as can be seen in Table 1., 8% of the 150 students participating in the research are 1st-grade students, 24.7% are 2nd-grade students, 47.3% are 3rd-grade students and 20% are 4th-grade students.

Table 2. Distribution of students participated in the research according to answers given to the "student satisfaction survey"

	Strongly Disagree (1)		Less agree (2)		Somewhat agree (3)		Agree (4)		Strongly Agree (5)	
	n	%	n	%	n	%	n	%	n	%
Accessibility and Communication										
1. I can easily meet the instructors when I need them.	5	3,3	16	10,7	27	18,0	65	43,3	37	24,7
2. I can easily talk to the dean of the faculty when I need to.	10	6,7	38	25,3	37	24,7	37	24,7	28	18,7
3. I can easily reach the faculty administration when I need to.	2	1,3	32	21,3	45	30,0	43	28,7	28	18,7
4. I can make enough use of the faculty library.	8	5,3	58	38,7	46	30,7	22	14,7	16	10,7
5. I can benefit from university facilities (Library, Dining Hall, etc.) sufficiently.	2	1,3	6	4,0	34	22,7	77	51,3	31	20,7
6. I can make enough use of the faculty gym.	2	1,3	11	7,3	12	8,0	71	47,3	54	36,0
Wishes, Suggestions and Complaints										
7. Efforts are made for the solution of the problems I forward to my teachers.	4	2,7	12	8,0	36	24,0	90	60,0	8	5,3
8. Efforts are made to solve the problems I forward to the faculty management.	5	3,3	26	17,3	39	26,0	74	49,3	6	4,0
Reliability										
9. I trust the school's administration.	13	8,7	18	12,0	76	50,7	35	23,3	8	5,3
10. Our faculty members are reliable people.	9	6,0	6	4,0	21	14,0	94	62,7	20	13,3
Security										
11. I feel safe in the faculty.	4	2,7	9	6,0	54	36,0	71	47,3	12	8,0
12. Adequate security measures are taken in our faculty.	4	2,7	9	6,0	52	34,7	73	48,7	12	8,0
Participation in Decisions										
13. Our opinions are taken for the decisions made about the students in the faculty.	64	42,7	53	35,3	26	17,3	7	4,7	0	0
14. The faculty student board can represent students.	19	12,7	30	20,0	80	53,3	21	14,0	0	0
Student Affairs										
15. All kinds of transactions are carried out quickly in the student affairs office.	10	6,7	28	18,7	29	19,3	73	48,7	10	6,7
16. Health services in the faculty are sufficient.	14	9,3	59	39,3	48	32,0	27	18,0	2	1,3
Education Activities										
17. I think that the information I have gained at the faculty will be useful to me in life and / or in my later education.	7	4,7	14	9,3	25	16,7	59	39,3	45	30,0
18. Sufficient time is allocated for the teaching of the courses in the faculty.	4	2,7	5	3,3	21	14,0	46	30,7	74	49,3
19. Different methods are used in the processing of courses.	7	4,7	15	10,0	63	42,0	54	36,0	11	7,3
20. We are given the opportunity to learn and succeed.	4	2,7	13	8,7	27	18,0	77	51,3	29	19,3
21. The theoretical knowledge that we have learned is also practised (with methods such as experiments, projects, assignments, etc.).	6	4,0	12	8,0	48	32,0	63	42,0	21	14,0
22. I can easily express my opinions and suggestions in the classroom.	4	2,7	10	6,7	22	14,7	62	41,3	52	34,7
23. I'm not afraid to make mistakes.	5	3,3	13	8,7	45	30,0	56	37,3	31	20,7
24. Appropriate tools are used during the courses.	5	3,3	17	11,3	32	21,3	76	50,7	20	13,3
25. Enough equipment is available in the classroom or in the gym.	1	0,7	8	5,3	22	14,7	93	62,0	26	17,3
26. We can use the tools and the equipment (computer, projection, etc.) in our classes.	2	1,3	7	4,7	20	13,3	54	36,0	67	44,7

Table 2. Distribution of students participated in the research according to answers given to the "student satisfaction survey" (Table 2 continued)

	Strongly Disagree (1)		Less agree (2)		Somewhat agree (3)		Agree (4)		Strongly Agree (5)	
	n	%	n	%	n	%	n	%	n	%
Between Classes										
27. I find the opportunity to rest between classes.	3	2,0	17	11,3	81	54,0	37	24,7	12	8,0
28. Breaks between classes are sufficient.	7	4,7	23	15,3	80	53,3	30	20,0	10	6,7
Physical Environment of the University										
29. Faculty building and other physical spaces (gym, garden, etc.) are sufficient.	11	7,3	44	29,3	53	35,3	25	16,7	17	11,3
30. I can sit comfortably in the classroom and follow the lessons in the best way.	13	8,7	27	18,0	76	50,7	22	14,7	12	8,0
31. Our classrooms are suitable for teaching.	21	14,0	65	43,3	23	15,3	30	20,0	11	7,3
32. The inside and outside of the faculty are clean.	3	2,0	4	2,7	10	6,7	67	44,7	66	44,0
Social Environment of the University										
33. I can find the things I need in our faculty's canteen.	10	6,7	17	11,3	57	38,0	53	35,3	13	8,7
34. The staff in the faculty canteen are friendly and kind to the students.	4	2,7	6	4,0	21	14,0	95	63,3	24	16,0
35. The products sold in the faculty canteen are high quality and reliable.	5	3,3	16	10,7	65	43,3	54	36,0	10	6,7
36. In our faculty, sufficient social and cultural activities are organized.	10	6,7	28	18,7	79	52,7	30	20,0	3	2,0
37. In our faculty, a sufficient amount of sportive activities is organized.	8	5,3	20	13,3	85	56,7	36	24,0	1	0,7
38. I like the social, cultural and sportive activities that are being organized.	10	6,7	13	8,7	38	25,3	71	47,3	18	12,0
Evaluation, Reward										
39. While evaluating students' achievements (Grading etc.), they are treated objectively.	7	4,7	27	18,0	71	47,3	43	28,7	2	1,3
40. Prepared exam questions and evaluations made measure our real success as students.	15	10,0	19	12,7	79	52,7	34	22,7	3	2,0
41. Rewarding is based on objective criteria.	8	5,3	25	16,7	70	46,7	44	29,3	3	2,0
Gaining Positive Behaviour and Education										
42. I got to know Atatürk and other state elders better in the faculty and my love for them grew.	7	4,7	24	16,0	79	52,7	34	22,7	6	4,0
43. Faculty students are given national and spiritual values. I am proud to be a member of the Republic of Turkey.	3	2,0	10	6,7	52	34,7	56	37,3	29	19,3
44. Faculty students are given basic moral values (integrity, honesty, helpfulness, etc.).	16	10,7	53	35,3	44	29,3	27	18,0	10	6,7
45. In the faculty, the habit of having contemporary and innovative ideas in accordance with the aims of education is given.	6	4,0	8	5,3	29	19,3	69	46,0	38	25,3

As shown in Table 2., the points highlighted by the students are as follows:

Regarding the "Accessibility and Communication" section, they stated that they were able to benefit sufficiently from the gym (83.3%) and university facilities (72%) and that they could easily meet the instructors when they needed (68%). In the "Wishes, Suggestions and Complaints" section, the students stated that efforts were made to solve the problems they conveyed to their professors (60%), and in the" Reliability" section, they stated that the faculty members were reliable people (62.7%). In the "Participation in Decisions" section, students (42.7%) mostly stated that their opinions were not taken in the decisions taken about the students in the faculty. In the "Student Affairs" section, students (55.4%) stated that all transactions were carried out quickly in the student affairs department. In the "Education"

section, 80% of the students stated that there was sufficient time for the teaching of the courses in the faculty, 79.3% stated that they had sufficient equipment in the classroom or in the gym, and 75% stated that they could easily express their opinions and suggestions in the classroom. Students stated that the breaks between the classes were sufficient (53.3%) and that they had the opportunity to rest during these breaks (54%). In the "Physical Environment of the University" section, most of the students (88.4%) stated that the faculty was clean inside and out. In the "Social Environment of the University" section, students (79.3%) stated that the individuals working in the faculty canteen were friendly and kind and 59.3% liked social, cultural and sports activities. Students (77.3%) who think that they have been treated objectively while evaluating their success levels, state that they have gained the habit of having a modern and innovative idea in line with the aims of education in the faculty they study.

Table 3. The mean value of the responses of the students participating in the research given to the "student satisfaction survey" by sections

Sections	n	$\bar{x}$
Accessibility and Communication	150	3,53
Wishes, Suggestions and Complaints	150	3,45
Reliability	150	3,39
Security	150	3,53
Participation in Decisions	150	2,26
Student Affairs	150	2,96
Education Activities	150	3,79
Between Classes	150	3,17
Physical Environment of the University	150	3,20
Social Environment of the University	150	3,31
Evaluation, Rewarding	150	3,01
Gaining Positive Behaviour and Education	150	3,32

As can be seen in Table 3., it has been identified that "Education Activities" ($\bar{x}$=3.79), "Security" ($\bar{x}$=3.53) and "Accessibility and Communication" ($\bar{x}$=3.53) were the sections which students were most satisfied with. On the other hand, satisfaction with "Participation in Decisions" ($\bar{x}$=2.26), "Student Affairs" ($\bar{x}$=2.96) and "Evaluation, Rewarding" ($\bar{x}$=3.01) was determined to be the lowest amongst students.

DISCUSSION

The services offered within the education systems are mostly aimed at students. However, it is stated that sports education is among the most important educational tools of developed countries (Sunay, 2002). Therefore, the universities and sub-units providing sports education need continuous improvement in order to provide the most qualified and holistic service to the students. One of the important points of meeting this need is the adoption of the principles regarding total quality management. In addition, the determination of students' wishes, needs

and expectations is considered important both in providing qualified services and satisfying individuals. In this context, the satisfaction levels of the students studying in the faculties of sports sciences regarding the faculties were considered important and evaluated within the scope of total quality management. Within the scope of the data obtained, it was determined that the students stated that they benefited sufficiently from the facilities of the university and faculty. The studies conducted (Drakou et al., 2008; Jackson & Henderson, 1995; Öcal, 2014) reveal that situations such as lack of facilities or not being able to benefit from the facilities, both in universities and in daily life, are restrictive of leisure time. Effective use of leisure time, especially by young people, helps both social cohesions become stronger and protects the young population further from harmful habits (Tuncay, 2000). In addition, Yalçınkaya et al. (1993), stated that sports facilities were at the top of the expectations of university students and that inadequacies had negative effects. At this point, it is seen as a positive result that the students of the faculty of sports sciences find the facilities sufficient and make sufficient use of them.

The students stated that they could meet with faculty members when needed and that they could meet with faculty administration including dean when necessary. In the other sections, they stated that efforts were made to solve the problems they conveyed to the faculty members and faculty management, that they trust the school management and that the faculty members are trustworthy people. The communication between the instructor and the student in the universities contributes positively to the motivation levels of the students and their education. In addition, it is stated that the instructors approaching the students in a sincere and reassuring manner when communicating with them, being fair in their relations with the students, using the appropriate methods in the learning-teaching process, acting according to the principles of measurement and evaluation, affect the ethics and efficiency of the education very significantly (Arslantaş, 2011). The results obtained in this context are positively important.

One of the important data obtained within the scope of the research is that students think that their own opinions are not taken when others make decisions about themselves in the faculty. Print et al. (2002), emphasize that the schools should be democratic places, while the democratic school is an institution that gives the right to participate in the decision-making process to all members, including the students. Similarly, Kepenekçi (2003) states that students should participate in the decisions concerning them.

The students of the Faculty of Sport Sciences think that the duration of the courses is sufficient, that the tools used in the courses or the gym are used in accordance with the subject and that the information acquired within the scope of the educational activities do also work in their lives. Arcaro (1995), stated that the selection along with the use of appropriate tools and techniques in the courses within the scope of TQM is very important for the effective functioning of the process.

Higher education institutions play an important role in developing the skills and competencies necessary for lifelong learning (Coşkun & Demirel, 2012). Personal development, learning, preserving forward-looking information through teaching and improving it, which are among the four main objectives of higher education, also gain importance accordingly (Bergan & Damian, 2010). In this context, it is considered valuable for students to think that they have acquired information that they will use for the rest of their lives in the faculty of sports sciences in terms of total quality management in education.

Students who stated that social, cultural and sportive activities are organized sufficiently in the Faculty of Sport Sciences and that they like these activities, also stated that the physical environment of the university is clean and sufficient, that the exam questions are sufficient in measuring themselves and that the rewarding is handled according to objective criteria. The faculties pay special attention to organizing social, cultural and sportive activities as well as educational activities. These activities, which are organized with the aim of making the students evaluate their non-studying time in the best way, contribute to students' gaining of new interests, the healthy development of their talents and personalities, and their physical, mental and cultural development. The quality of the physical and social environment of the university, which is very important in terms of total quality management in education, directly affects the satisfaction levels of the students. According to this, the fact that the students find the physical and social environment of the university sufficient shows that the satisfaction levels are at the desired level.

Finally, the students state that they have been given the habit of having contemporary and innovative ideas in line with the aims of education in the faculty. Quality of lifelong learning focuses on three important points: creating high labour force, providing personal development for a more successful life and creating a stronger society (Chapman & Aspin, 2001). However, the main function of universities is to train highly qualified people who have creative thinking, disciplined and sound reasoning, consistent and broad horizons (Bolay, 2011). In this context, the fact that students studying in the faculty of sports sciences are given the habit of having contemporary and innovative ideas in accordance with the aims of the faculty of education reveals that the university and faculty care and fulfil its basic function.

The quality of an educational institution consists of a safe environment, relations between individuals based on participation and satisfaction, the intensity of support given to the student, continuous improvement activities, transparent communication, standards-based learning, professionalism and teamwork (Snyder et al., 2012).

CONCLUSION

As a result of the research, it was determined that the three sections that students studying in the faculty of sports sciences were most satisfied with in the faculties where they studied within the scope of total quality management were the following: education activities, accessibility and communication and security. In addition, the lowest levels of satisfaction of students within the scope of total quality management are participation in decisions and student affairs. In addition, the satisfaction levels of the students of the faculty of sports sciences within the scope of total quality management were found to be moderate. Accordingly, the review of the sections with lower levels of satisfaction and the development of strategies and plans for these sections will provide the desired level of satisfaction in total quality management.

Within the scope of continuous improvement and continuous evolution which is the main purpose of Total Quality Management, scientific approaches that keep with total quality management should be evaluated and applied both in order to ensure the continuity of quality in areas where satisfaction levels are sufficient and to make necessary improvements in areas where satisfaction levels are low. Management strategies to be applied to these recommendations are considered important in terms of quality of education.

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