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Giriş: Makalenin ana bölüm başlıkları Giriş, Yöntem, Bulgular, Sonuç ve Tartışma olmak üzere numaralandırma yapmadan sola dayalı, 11 punto, kalın ve büyük harflerle yazılmalıdır. Çalışmada paragraf başı yapılmamalıdır. Paragraf sekmesinde girintiler bölümünde; önce ve sonra alanı 6 nk satır aralığı 1 olmalıdır. Problem durumu, giriş bölümü içinde açıkça belirtilmelidir. Makale MS Office Word programında uzantısı .doc ya da docx olacak şekilde kaydedilmelidir. Metin, A4 boyutuna üst, alt, sağ ve sol boşluk 2,5 cm. bırakılarak tek satır aralıklı yazılmalıdır. Times New Roman yazı karakteri kullanılmalı ve tek sütun olmalıdır.

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Tablolar, rakamla numaralandırılmalı ve Tablo başlığı tablonun üstünde kelimelerin baş harfleri büyük, sola dayalı 11 punto ile yazılmalıdır. Tablo başlığı kalın veya eğik yazı şeklinde olmamalıdır. Tablo numarasından sonra nokta işareti konup tablo adı yazılmalıdır. Tablo içi değerler/yazılar ise 9 punto olmalıdır. Tablo başlığı ile tablo arasında boşluk bırakılmamalıdır. Tablolar metin içinde tablo sayısı verilerek belirtilmelidir. Tablolar, metin içinde kullanıldıkları veya izleyen sayfada yer almalıdır.

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Şekiller sola dayalı olmalı ve rakamlarla numaralandırılmalıdır. Şekil başlığı numarası ile birlikte, 11 punto, şeklin altında, kelimelerin baş harfleri büyük sola dayalı yazılmalıdır. Kalın veya eğik yazı şeklinde olmamalıdır. Şekil numarasından sonra nokta işareti konup şekil adı yazılmalıdır. Şekil içindeki yazılar ise 9 punto olmalıdır. Şekil ile şekil başlığı arasında boşluk, bırakılmamalıdır. Şeklin başlığı, şeklin altında yer almalıdır. Kaynak kullanılmış ise parantez içinde şekil altına yazılmalıdır. Şekillere, metin içinde mutlaka atıfta bulunulmalıdır. Şekilden önce ve sonra metin ile şekil arasındaki boşluk 1 satır olmalıdır.

Tartışma ve Sonuç: Buraya sonuç, tartışma ve öneriler kısmı eklenmeli ve yukarıda verilen yazım kurallarına dikkat edilmelidir. Metin içi 11 punto, tek satır aralıklı ve burada verilen biçime uyularak hazırlanmalıdır.

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cm'dir. Her kaynakçanın bu metinde gösterildiği şekilde ikinci ve daha sonraki satırlar içe 1.16 cm girintili olacak şekilde hazırlanmalıdır.

Sayfa alt üst bilgileri makale kabulünden sonra düzenlenebilir. Dergi sistemindeki şablondaki hali ile çalışmanızı sisteme yükleyebilirsiniz. Burada açıklanan yazım kurallarına uymayan makaleler editörler tarafından reddedilir, incelenmek üzere hakemlere gönderilmez.

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Leisure Time Habits of Employees of Ministry of Justice According to the Education Level*

Ömür Fatih KARAKULLUKÇU¹

Suat KARAKÜÇÜK²

Abstract

This research is concluded in order to determine the effects of the educational levels of the individuals on the leisure time evaluation preferences. The sampling of the research consists of 159 personnel working in various departments of the central organization of the Ministry of Justice. A questionnaire consisting of 64 questions is used as data collection tool in the study. The data is analyzed with the SPSS 15.0 Statistical Package program and the frequency tables of the variables are given together with the percentage values. One way Variance Analysis (ANOVA) test is used to determine whether there is a significant difference between the variables. In addition, the frequency of participation of the participants in leisure activities is presented as cross tables according to their educational status. According to the results of the research; it is understood that individuals can not have sufficient leisure time, but at least they try to evaluate the leisure time they have in a more effective and planned manner as their educational status increases. In addition, it is observed that individuals with low education level are more likely to participate in leisure time activities on their own and also it is observed that as the level of education increased, the activities carried out together increase. Therefore, it is determined that the level of education is influential on the preferences of individuals to evaluate leisure time.

Keywords: Leisure, Recreation, Education Level

Adalet Bakanlığı Çalışanlarının Eğitim Düzeylerine Göre Boş Zaman Değerlendirme Alışkanlıkları

Öz

Bu araştırma; bireylerin eğitim düzeylerinin, boş zaman değerlendirme tercihleri üzerindeki etkilerinin belirlenmesi amacıyla yapılmıştır. Araştırmanın örneklemini Adalet Bakanlığı Merkez Teşkilatının çeşitli daire başkanlıklarında görev yapan 159 personel oluşturmaktadır. Araştırmada, veri toplama aracı olarak 64 sorudan oluşan bir anket kullanılmıştır. Veriler SPSS 15.0 İstatistik Paket programı ile analiz edilerek, değişkenlerin frekans tabloları yüzde değerleri ile birlikte verilmiştir. Değişkenler arasında anlamlı farkın olup olmadığına Tek Yönlü Varyans Analizi (ANOVA) testi yöntemi ile bakılmıştır. Ayrıca Katılımcıların eğitim durumlarına göre tercih ettikleri boş zaman aktivitelerine katılma sıklıkları çapraz tablolar olarak sunulmuştur. Araştırma sonuçlarına göre; bireylerin yeterli düzeyde boş zamana sahip olamadıkları ancak azda olsa sahip oldukları boş zaman sürecini, eğitim durumları yükseldikçe daha etkin ve planlı bir şekilde değerlendirmeye çalıştıkları anlaşılmıştır. Ayrıca eğitim seviyesi düşük olan bireylerin daha çok kendi başlarına, boş zaman faaliyetlerine katıldıkları; eğitim seviyesi yükseldikçe birlikte yapılan faaliyetlerin arttığı gözlenmiştir. Dolayısıyla eğitim düzeyinin, bireylerin boş zamanlarını değerlendirme tercihleri üzerinde etkili olduğu saptanmıştır.

Anahtar Kelimeler: Boş zaman, rekreasyon, eğitim düzeyi

*This study is generated from the postgraduate thesis of Ömür Fatih Karakullukçu.

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INTRODUCTION

Education is a process with encouragement and guidance to be an efficient and useful individual from the economic and political point of view in the development of the foundation towards the gen. Education and leisure education are similar to each other in many aspects such as purpose and program. But they are two separate things. Education is a broader concept. Education is the sum of the processes in which an individual develops his / her ability, attitudes and other behaviors in a positive sense. Another definition is the process of bringing change in the individual's behavior, through his or her own life and purpose. When the definitions are considered, it is understood that education is a process that helps the development of the person and based on it, prepares it for the adult life, and acquires necessary knowledge, skills and behaviors. Within the framework of modern education understanding, the need for the development of mind and spirit as well as the development of mind has emerged in education and training activities. The purposes of evaluating leisure time are also for these purposes. The evaluation of leisure time is an important issue that needs to be emphasized and emphasized in industrialized and industrialized societies within the framework of the facts set forth in other scientific studies. Countries that have adopted social and economic development as a principle have considered to work to solve problems related to leisure time. Due to such reasons as economic developments, mechanization, automation, overproduction and improvement of living conditions, working hours have decreased and there has been an increase in leisure time. There is also a leisure problem that naturally arises in industrialized societies due to unemployment.

It is the free time in which one freely uses one's leisure and other duties to assist others in their cultural, social, psychological and professional integration, interaction and co-operation with the rest of the time, freely resting fun, social and individual success. In another respect, it is an education that helps the person to get an idea for the leisure time activity that develops the personality and personality that the individual will express

himself creatively. Recreation has both a role to play and a role to play in leisure, just like education. We should not forget that the use of idle time as worthless leads to impaired health, in the face of family life, diminished occupational effectiveness and deterioration of civic consciousness. Some researchers have emphasized that leisure education should be the main goal of education. They have equaled leisure time with education for life. Leisure education is thought to be a helpful process that prepares people to use their free time. Therefore, there is undoubtedly an influence on the evaluation of the leisure time of the individual as well as the achievements that the theoretically the individual gives to the education. But the individual is a process that continues until the education person dies, in need of training from the moment of birth. The individual is a learning state of this educational process in his / her life, either formal (formal) or unaware (informal). The study of the effect of educational awareness and level on the evaluation of leisure time of individuals is important in this respect. The aim of the research is to determine the effects of the education level on the leisure time preference preferences of the individuals

METHOD

Participants

A total of 218 personnel working under the body of central organization of the Ministry of Justice forms the population of the research, the personnel from the Department of Education Directorate (35), the Directorate of Strategy Development Department (34), the Computer Center Department (64) and the Technical Affairs Department (85) form the sampling group, and total 159 staff selected to participate and voluntarily participated in the survey.

Data Collection Tools

Survey data collection tool used in the study. The questionnaire is a systematic data collection technique by directing questions to a population or a sample of the sample, depending on the hypotheses or questions determined in a particular subject (Balci, 2000). The questionnaire consists of 2 parts

and contains 64 questions. In the first part, questions about defining the demographic information of the participants, in the second part; questions about their behavior regarding their leisure time evaluations.

Analysis of Data

Before the statistical evaluations were carried out, it was checked whether the questionnaires were filled in correctly and validly. Questionnaires were taken on likert type scale. On a Likert-type scale, a five-point scale was used for activities that were "never done" from "always" activities. The frequency of participation in activities carried out in this study is made up of five scales in the form of "always", "frequently", "intermittently", "rarely" and "never". Each of these five scales was given one point. These scores are ranked

as "5", "4", "3", "2", "1" in the most negative way. All the questions in the questionnaire are required to be answered. The data collected in accordance with the sub-problems in the purpose of the study were checked and recorded in the electronic environment. The data were analyzed with SPSS 15.0 statistical package program, and the frequency tables of the variables were given together with the percentage values. One way ANOVA test was used to determine whether there was a significant difference between the qualitative variables and the .05 value was considered statistically significant. In addition, the frequency of participation in leisure activities that participants preferred according to their educational status was presented as cross tables.

FINDINGS

Table 1. Distribution of the personel information of the participants

Variable		f	%
Gender	Male	89	56.0
	Female	70	44.0
Age	≤ 25 age	15	9.4
	26 – 33 age	52	32.7
	34 – 41 age	49	30.8
	42 – 49 age	37	23.3
	50 ≥ age	6	3.8
Marital Status	Married	117	73.6
	Single	42	26.4
The longest residency	Rural Area	5	3.1
	Urban Area	82	51.6
	Metropol	72	45.3
Education	High School	36	22.7
	Associate degree/Undergraduate	101	63.5
	Post graduate /Doctora degree	22	13.8
	Total	159	100.0

Table 1 shows that 56% of the participants were male, 32.7% were in the age group of 26-33, 30.8% were in the age group 34-41, 73.6% were married and 51.6% it is seen that

metropolises also spend 45.3% in the area, 63.5% of them are associate / bachelor, 22.7% of them are in high school and 13.8% are graduate of master / doctorate.

Table 2. Distribution of the view of participants related with the sufficiency of the leisure time according to the education level

Education Level	Sufficiency of weekly Leisure time					Total %
	Definitely insufficient	Insufficient	Normal	Sufficient	Definitely sufficient	
	%	%	%	%	%	
High School	4.4	9.4	3.8	3.8	1.3	22.6
Associate degree/undergraduate degree	10.1	13.8	27.0	11.3	1.3	63.5
Postgraduate /Doctorate	1.3	4.4	6.3	1.9	0	13.8
Total	15.7	27.7	37.1	17.0	2.5	100.0

When the data in Table 2 are examined, 9.4% of the "high school" graduates found this period to be inadequate, 27% of the "Associate Degree / Bachelor" graduates found enough

time and 6.3% of the "Graduate / PhD" graduates had enough time it turned out to be normal again.

Do you have problems in evaluating leisure time?

Who do you participate with most to the leisure time activities?

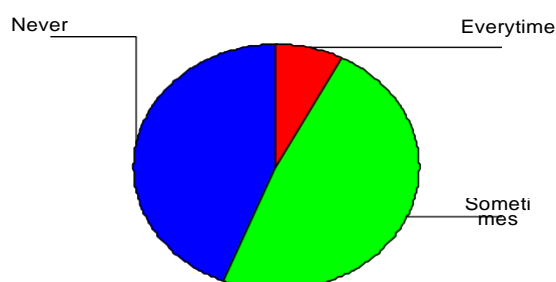


Figure 1: Problems of participants in evaluating the leisure time



Figure 2: Distribution of the participants related with the people whom they participated leisure time activities

When the above forms were examined, it was determined that 48.4% of the participants had difficulty sometimes, 44% of them had never "difficulty", and 7.5% had "always" difficulties when evaluating their leisure time. In addition,

it was determined that 66.7% of the participants preferred to participate with leisure time activities, and 20.8% preferred to participate with a group of friends.

Table 3. Distribution of the opinions of the participate related with whether the participants have problems in evaluating their leisure times according to the education level

Education Level	Status of problem in evaluating leisure time			Total
	Every time	Sometimes	Never	
	%	%	%	%
High School	3.1	10.1	9.4	22.6
Associate degree/ Undergraduate	3.8	32.7	27.0	63.5
Postgraduate/Doctorate	0.6	5.7	7.5	13.8
Total	7.5	48.5	44.0	100.0

When the data in Table 3 are examined, 10.1% of the "high school" graduates and 32.7% of the associate / undergraduate graduates "sometimes" have difficulty in the question of the participants' education levels and

difficulties in evaluating their free time, participants who have graduate / doctoral level found that 7.5% stated that they "never" had difficulty in evaluating their free time.

Table 4. Result of One-way Variance Analysis (Anova) of the opinions of the participants related with the welfare level

Source of Variance	SS	df	MS	F	p
Intergroup	5.556	2	2.778	5.36	.006
In-group	80.834	156	.518		

When the data in Table 4 were examined, it was found that the average of the welfare of the individuals was 2.778 and the mean of the intra-group distribution was .518, and it was found that there was a significant difference in the results of one way variance analysis [$F(2-158) = 5.36; p < .05$]. Turkey HSD multiple comparison test was conducted to determine which groups were significant differences.

According to the results of the Tukey HSD multiple comparison test, scores of the participants with the education status of "High School" ($X = 2.55$) and the scores of the participants whose education status was "Associate / Undergraduate" ($X = 2.99$) and "Master / Doctorate" ($X = 3.04$) it turned out to be a meaningful difference.

Table 5. One way Variance Analysis (Anova) results of the opinions of the participants related with the sufficiency of the weekly leisure time

Source of Variance	SS	df	MS	F	p
Intergroup	1.182	2	.591	.563	.571
In-group	163.925	156	1.051		

When the table is considered, it was determined that the average value of the inter-group distribution value was .591 and the intra-group distribution average was 1.051 in the opinion of the individuals regarding the "adequacy of the weekly leisure time", and no relation was found [$F(2-158) = .563; p > .05$].

DISCUSSION AND RESULT

When the findings obtained from the study were examined, it was found that 43.4% of the respondents who expressed their weekly leisure time as "inadequate" and "absolutely inadequate" from the participants were found. Güngören (2007) reported that 31.4% of the participants who expressed their leisure time period as "inadequate" and "absolutely inadequate" during the weekly leisure time were the participants in the study to determine the factors leading to recreational exhaustion. These results are in line with our study results, but the result can be interpreted as if the participants did not have sufficient leisure time or could not participate in these activities. There are many studies supporting this finding in the field literature (Alexandris, and Carroll, 1997; Anderson, 2003, Crawford et al., 1991; Frisby and Fenton, 1998; Gibson and Wood, 2000). On the other hand, the evaluation of leisure time was found to have a high proportion (44.0%) of the participants who "never" had difficulty. The fact that the results do not parallel each other can be interpreted as the fact that the participants evaluated this time effectively and in spite of their inadequate leisure time. According to the results of the research, it was found that 56% of the participants were male, and 63.5% of the participants were educated. And 13.8% were graduated from master's / doctoral degree. In his doctoral studies, Güngörmüş (2007) stated that 55.1% of the respondents were male and İlban and Özcan (2003) found that 62% of the respondents were undergraduate / graduate, 13.5% they have. As a result of the obtained data, 34.5% of associate / undergraduate and graduate / doctoral graduates did not have any difficulty in evaluating their free time and 38.4% of the same participant group had difficulty in "sometimes" evaluating their free time according to their educational status. Karaküçük (2005) found that 46.4% of

teachers did not have difficulty in evaluating leisure time and 33.8% of them had difficulty in doing it. According to this result, it can be said that there is a relation between the level of education of the individual and the difficulty in evaluating leisure time. In the results of the ANOVA to determine the scores of the participants according to the welfare level of the participants according to the obtained data; it was found that there was a significant difference between the scores of participants with education status "High School" and the scores of participants with education status "Associate Degree / Bachelor" and "Master / Doctorate". According to the results of the research, 30.2% of the participants prefer to "always" walk in their free time, 3.1% to the face and 15% of the participants "always" and "frequently" to play football. Özdemir et al. (2006) found that 30.1% of football, 22.7% of fishing, 17.5% of swimming, 15% of nature march, 15% of sporting-physical activities of workers and 15.0% of shooting and shooting were the first activities of the underground workers working in the general directorate of coal mines of Turkey, in order to determine their leisure time habits. They found that they were interested in 10.6%. These results are not parallel to our results. In the study done by Özdemir and others, the low level of education of the study group is considered as the source of the dissemination of study results. It is possible to find similar works in the literature (Hawkins et al., 1999, Henderson, and Bialeschki, 1999, Howard, and Crompton, 1984, Hubbard, and Mannell, 2001). On the other hand, Puler (2003) found 17.3% of football, 2.0% of swimming and 27.4% of march in the study of university academicians and administrative staff. These results are in parallel with our results. The percentage of those who prefer to go to "occasional" cinema and theater in the activities they perform in their free time is 39.6%. İlban and Özcan (2003) In their researches on the differentiation of leisure time preference preferences according to their demographic characteristics, the educational status is as a leisure time activity for associate degree, undergraduate and graduate students in cinema, theater, they prefer to participate. This result is parallel to our study results. As a result, it has been

understood that individuals can not have sufficient leisure time, but at the very least they evaluate the leisure time they have in a more effective and planned manner as their educational status increases. When the study group's preferences for evaluating leisure time are examined; those with low levels of education are more likely to participate in their leisure time activities; As the level of education increased, the activities carried out together increased. Parallel to the increase in the level of education of the participants, there is a tendency that individuals also change their leisure preferences. It is thought, however, that the individual's educational situation directly affects the activities they prefer in their spare time. On the other hand, on the basis of research, it has been determined that depending on the level of education, participants pay more attention to their own health and prefer their activities accordingly. Planned, the time spent by participating in the activities, whether short or not; it is a fact that the individual is more unplanned and contributes more to the long-term leisure time to be spent without participating in any activity. Evaluation of leisure time is seen as a training process in itself. Participants with a high level of education in our work also seem to be actively evaluating this time if their leisure time is insufficient. As a result; it can be said that the level of education is influential on the preferences of individuals to evaluate their leisure time.

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A Qualitative View Into the Employment Problems of Sports Management Graduates in Turkey*

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Abstract

The aim of this study is to examine the employment problems of sports management in public sector. Firstly, instrument analysis was done and literature was reviewed. The dimensions of research were identified as personal development, universities and government. Interview technique was used as data collection tool in the study. Chained technique was used to determine interviewers and 13 interviews were done in total. Interviewers consist of sports experts and bureaucrats. Recorded interviews were turned into text via decoding by researchers. Ethnographic content analysis was conducted to these texts. The findings of the study showed that it is really necessary to have personal development to get employed. According to this, improvement of administration and leading skills and having a good knowledge of sports field as well as education and personal development could catalyse employment. According to the findings, poor education, syllabus and quality of the academic in universities staff are among the problems. Additionally, the impact of government on employment shows up in the categories such as the problems of personnel selection and assignment, uncooperative of public institutions, lack of planning and policy. As a result, the employment problems of sports management graduates in public sector are evaluated as the problems such as lack of personal development, the quality of higher education and government based problems.

Keywords: Sports, Management, Employment.

Türkiye’de Spor Yöneticiliği Mezunlarının İstihdam Sorunlarına Nitel Bir Bakış

Öz

Bu çalışmanın amacı spor yöneticiliği bölümleri mezunlarının kamudaki istihdamlarının önündeki sorunların incelenmesidir. Çalışmada ilk olarak doküman analizi yapılmış ve literatür taranmıştır. Araştırmanın boyutları, bireysel donanım, üniversiteler ve devlet olarak belirlenmiştir. Çalışmada veri toplama aracı olarak nitel araştırma tekniklerinden yarı-yapılandırılmış görüşme tekniği kullanılmıştır. Görüşmecilerin belirlenmesinde zincirleme yöntem kullanılmış ve toplam 13 görüşme yapılmıştır. Görüşmeciler GSB’de çalışan spor uzmanları ve bürokratlardan oluşmaktadır. Ses kaydı alınan görüşmeler, araştırmacılar tarafından aynı gün deşifre edilerek metne dönüştürülmüştür. Bu metinlere içerik analizi yöntemlerinden Etnografik İçerik Analizi (EİA) uygulanmıştır. Çalışmada elde edilen bulgular iyi bir bireysel donanımın istihdam için gerekli olduğunu ortaya koymuştur. Buna göre eğitim ve kişisel gelişimin yanı sıra yöneticilik ve liderlik becerilerinin geliştirilmesi ve spor alan bilgisine hâkim olunması istihdam edilmeyi kolaylaştırabilecektir. Üniversitelerde verilen eğitimin yetersiz oluşu, müfredatın ve akademik kadroların niteliğinin istihdam ve iş yaşamında bir sorun olduğu elde edilen bulgular arasındadır. Ayrıca devletin istihdama etkisi, personelin seçimi ve atanması sürecindeki sorunlar, kamu kurumlarının ortak çalışmaması, planlama ve politikadaki eksiklikler gibi kategorilerde ortaya çıkmıştır. Sonuç olarak, spor yöneticiliği bölümlerinden mezun olan kişilerin kamudaki istihdamlarının sorunları bireysel donanımlarındaki yetersizlikler, üniversitelerdeki eğitimin niteliği ve devletten kaynaklanan sorunlar olarak değerlendirilmiştir.

Anahtar Kelimeler: Spor, Yönetim, İstihdam.

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INTRODUCTION

Having an important place both economically, culturally and socially at the present time reveals the conceptual value of sports (Yetim, 2010). Another significant feature of our day is the existence of continuous and rapid development and change (Yaman, 2000). The rapid development of technology from the past to present impacts the sports, which is one of the rapidly emerging sectors. On one hand, industrialization and urbanization offer people with unlimited opportunities; on the other hand, it makes people live on inactive life (Taşmektepligil et al., 2009). People became distant to the nature and natural environment with the advent of industrialization and urbanization, and they started to have an ordinary life (Karaküçük, 2005). This has led to people become inactive. Man who becomes inactive has given importance to physical activity and considered sports indispensable to protect his health (Taşmektepligil et al., 2009). From the past to present, several definitions of sports have been made. To some people, sports represent the concepts of healthy and recreation whereas to others (sport clubs, federations,) assume it just a track area (marketing of sports products) (Sunay, 2010).

Sports is a concept not only helpful for physical development as individually but also including a lot of fields such as lifelong learning, becoming participant, training, employment of people. Sports is an universal element that the states having rules also relinquish because creating a healthy community physically, mentally and spiritually is among the responsibilities of governments. There is a statement in 1982 constitution, item 59, "State takes measures to improve Turkish citizens' physical and mental health from every age, and supports sports constitutionally and to take measures accordingly. Therefore, physical education and structural organization of sports, management sense and management patterns have a significant point from view of sports management. That is, sports cannot be managed and improved without the help of government. Sports are a concept that improves in time and gains importance as it improves. Being important for human life, contributing to the improvement of

civilisations proposes sports management issue for the agenda. As in every field, management has an important place in sports as well.

Management consist of activities on which people collaborate in order to achieve the aims determined by the organization (Nohutçu, 2009). Preparing various plans, assigning managers, evaluating the results, fulfilling coordination and control are important elements for management. Management is very important in sports as well as in other fields. Being a part of local management, sports management is the application of local authority's principals and methods. This also means looking for the ways to enforce sports activities in a small and intellectual way and finding explaining them under the terms of local authority. According to another viewpoint, it means identifying sports services in advance and utilising the available people and source material in line with the aims to achieve these aims (Doruk, 2005). Additionally, sports management entails the issues such as the improvement of physical education and sports programmes, training and assigning personnel, controlling the conduction of sports institutions and facilities. In other words, sports management could be considered as a mechanism editing relationships between sportsman-director, sportsman-sport institution and sports institution-public and handling these relationships effectively and efficiently (Yaman, 2000).

The success of sports management depends on the performance of managing sports. Sports manager should gain the perspective of sports that is complex concept and its organization by renewing practical experiences constantly and supporting these experiences with theoretical knowledge. For the rapid developing and changing world makes it essential for sports manager to be qualified, think versatile and be successful (Devecioğlu, 2011). Nowadays, the increasing success in sports also has raised the interest in sports, and become an important place in daily life and society's mood. With the advance of science and technology day by day, the balance of the world has changed, and technical, educational, economic and technological standards of countries which sportsman and teams represent have become

competing. Thanks to this, this value of sportsman and sport has come into importance. Countries have started to thrust to the forefront, and therefore investments on sports and sportsman have increased. As a result, sports has created economy, and become a sector that needs management.

Meeting the need of public's physical activities and being directed to these activities more are related to employment of people who have had been educated in sports in sports sector (Taşmektepligil et al., 2009). Employing the sports managers graduated from physical education and sports school means bringing prestige to sports not only in country but also all around the world. It should be known that sports are universal language, and management of it is also difficult and important. However, meeting the need of personnel recruiting in sports sector from different ways has proposed decreasing employment opportunities for agenda, and brought about being far from science day by day and losing the functional value of sports education and turning it into a symbolic form. Therefore, the aim of this study is to investigate the reasons for not being employed of people who graduated from sports management.

METHOD

Design of the study

In this research, survey model has been used. Qualitative research methods have been utilized. Having a holistic paradigm, revealing perceptions, being flexible in research design, and having an inductive content analysis are among the features of qualitative research models (Uzuner, 1999; Yıldırım & Şimşek, 2010). In this respect, qualitative research methods are among the research methods that are preferred for the examination of explanations that are drawn from the subjective perspectives and experiences of the subject or target subject (Ekiz, 2003).

Participants of the study

The participants of the study consist of 10 sports experts and 3 bureaucrats. In the process of determining participants, purposive sampling method has been used. In order to

gather the data, a semi-structured data collection tool has been used.

Data collection tools

Taking related literature into consideration, a question pool has been formed during the qualitative data collection phase (Boğdan & Biklen, 2003; Özgüven, 2004; Ekiz, 2013; Kurtipek et al., 2016; Kurtipek et al., 2017). Field experts have been consulted during the process of forming final form. According to the qualitative research techniques, a semi-structured interview has been administered to the field experts and bureaucrats. Qualitative data has been evaluated with content analysis.

Reporting the gathered data in detail and explanation of how the researcher get the results are among the features of validity in qualitative study. Regarding the answers from the subjects who have been interviewed, this study is directed with the help of categorization of these conceptualizations in a logical way, by this way, the forming the themes explaining those concepts (Yıldırım & Şimşek, 2011). Data was given in the quotation style for the sake of validity in qualitative part.

Analysis of the data

The main aim of content analysis is to comment by bringing the data together clearly under the condition of forming conceptions and themes by rescuing readers from ambiguity. At this respect, firstly the data is conceptualized; secondly, it is presented to the reader segmentally. Qualitative research data is carried out in 4 phases.

This process is as follows:

First phase: Encoding the data is the first phase of the content analysis. This phase, composed of dividing the data into categorizations in specific codes, is actualized via grouping the similar topics in the same categorizations similar ones from the different parts of gathered data are encoded same, and by this way, the data coming from different parts but interrelated is brought together.

Second phase: It consists the phase finding the themes. In this phase, finding the themes explaining the data and categorization the codes in specific columns is taking place. After

that, gathered data is encoded by thematic coding. Thematic coding is identification of data whether it forms a meaningful unity and even themes are different from each other they form a meaningful unity among themselves.

Third phase: This phase consists of the organization of codes and themes. Researcher organizes the data, does not give any personal opinion about it and describes and discusses it with a language that is clear to reader by taking

the frame created from the first and the second phase.

Fourth phase: In this phase forming the comments of findings, results are discussed and commented by researcher, and it is finally concluded. By this way, the researcher links the data in a meaningful way, discusses and comments about it and comes to a conclusion. (Yıldırım & Şimşek, 2011).

FINDINGS

Table 1. The Factors Forming the Personal Skills Which Are Necessary For Employment and Work Life

Themes		Categories
<ul style="list-style-type: none"> ●Being well-educated and intelligent ●Improving himself, having education, having a full command of knowledge, knowing the background well ●Knowing field application ●Having improved himself ●Being competent on the subject ●Knowing a foreign language ●Mastering the subject 	<ul style="list-style-type: none"> ●Knowing communication well ●Using technology well ●Improving himself (English ●Law, technology, communication, management) ●Knowing human communication well ●Being qualified ●Updating himself 	<ul style="list-style-type: none"> ●Education and personal development
<ul style="list-style-type: none"> ●Having a knowledge of management ●Knowing the regulations ●Knowing the legislations and regulations well ●Knowing the procedure, general management ●Having a full knowledge about international sports management ●Following the updates closely ●being professional 	<ul style="list-style-type: none"> ●Produce projects ●Presenting new ideas about sports ●Facilitating of new plans to be implemented ●Ensuring coordination in theory and practice ●Knowing the nature of workplace ●knowing the theoretical knowledge of job 	<ul style="list-style-type: none"> ●Management responsibilities
<ul style="list-style-type: none"> ●Having a sports past ●Having a full knowledge of sports ●Having full knowledge of field ●Following updates and changes closely ●Knowing what sports mean ●Knowing how sports function 	<ul style="list-style-type: none"> ●Coming from the field saves time ●Having a sports past adapts quickly ●Having a full knowledge of every topic about sports 	<ul style="list-style-type: none"> ●Sport field knowledge
<ul style="list-style-type: none"> ●Being objective ●Being equidistant ●Capable of analyzing ●Capable of protecting workers 	<ul style="list-style-type: none"> ●Being self-confident ●Being practical ●Being productive 	<ul style="list-style-type: none"> ●Leadership manners
<ul style="list-style-type: none"> ●Being tolerant ●Being fair ●Being clever ●Being ethical 	<ul style="list-style-type: none"> ●Being honest ●Being intellectual ●Respecting the job 	<ul style="list-style-type: none"> ●Ethic and individual values

Table 2. The Effect of Universities on Graduates' Employment and Work Life

Themes		Categories
<ul style="list-style-type: none"> ●Lacking training ●Inadequate training ●Lack of education ●Giving unqualified education 	<ul style="list-style-type: none"> ●Putting education into the background ●Education is not good except big cities ●Unqualified students are being trained 	<ul style="list-style-type: none"> ●Poor education
<ul style="list-style-type: none"> ●Knowing sports field courses ●Knowing physiology ●Knowing anatomy ●Knowing sports and media ●Knowing sports management ●Knowing sports law ●Kiving information about sports ●Poor curriculum 	<ul style="list-style-type: none"> ●Curriculum must be changed ●New classes must be put into curriculum (olimpic etc.) ●Politics content classes ●Knowing general management ●Knowing English 	<ul style="list-style-type: none"> ●Poor curriculum
<ul style="list-style-type: none"> ●Instructors not improving themselves ●Instructors not knowing any foreign languages ●Instructors not publishing articles ●Instructors are professional inadequate ●Instructors are lacking in information ●Not having potential for training students ●Imperfections stemming from instructors 	<ul style="list-style-type: none"> ●Instructors not existing leading to the right path ●Not having qualified instructors ●Literature having shortcomings ●Foreign literature having strong Influence on it ●Instructors' political discourse 	<ul style="list-style-type: none"> ●Qualification problems of instructors
<ul style="list-style-type: none"> ●There is a office setting up cadre in public ●Unqualified schools ●School management department being a role-model ●Imperfections stemming from management ●Universities are incompetent 	<ul style="list-style-type: none"> ●Having a lot of graduates ●PE and Sports schools not getting enough attention ●PE and Sports schools not showing themselves ●Not having graduates who institutions want to work with 	<ul style="list-style-type: none"> ●Qualification problems of universities
<ul style="list-style-type: none"> ●Employing a theory-based system ●Need of practice ●Not giving importance to practice ●Making practice in the field 	<ul style="list-style-type: none"> ●The necessity of having active roles for everybody ●The need of ensuring theory with practice ●Having a lacking practice teaching 	<ul style="list-style-type: none"> ●Not giving importance to practice in education
<ul style="list-style-type: none"> ●Students are important factors ●Students not acquiring the training well 		<ul style="list-style-type: none"> ●Problems stemming from student

Table 3. The Effect of Public Institutions on Graduates' Employment and Work Life

Themes		Categories
<ul style="list-style-type: none"> ●There must be institution exam ●There must be a field exam in the institution exam ●Sports managers who work in facilities must be investigated ●Managers must be investigated too ●If you want to go to branch directorate, administrative staff, this time you open the exam, you become branch manager, but if you want to be a provincial director you know someone is enough / Turkish is not very smooth 	<ul style="list-style-type: none"> ●There is a political grouping ●The need of revising age issue ●Giving value to sports schools' graduates ●Sending the volunteers to sports organizations 	<ul style="list-style-type: none"> ●Problems during the personnel selection and assignment

<ul style="list-style-type: none"> ●Finance and youth & sports ministry must collaborate ●Finance ministry and youth & sports ministry must collaborate ●Budget must be asked for from Finance ministry ●Collaborating all together 	<ul style="list-style-type: none"> ●State institutions and organizations must cooperate ●The necessity of cooperation between Municipality and youth and sports ministry 	<ul style="list-style-type: none"> ●Uncooperative public institutions
<ul style="list-style-type: none"> ●Poor plans restrict the sports management ●The need of producing projects ●Planning in the long term instead of short term 	<ul style="list-style-type: none"> ●Not determining appropriate policies ●Upper stages not planning appropriately impact lower level 	<ul style="list-style-type: none"> ●Lack of plan, project and policy
<ul style="list-style-type: none"> ●Lacking in regulated laws and directing ●Negulations putting workers into a difficult position (657 article) 	<ul style="list-style-type: none"> ●Taking this process into control by essential regulations ●Bringing an order about sportsman and trainer 	<ul style="list-style-type: none"> ●Problems about legislations
<ul style="list-style-type: none"> ●Shortage of personnel in facilities ●Youth and sports ministry taking the control of sports facilities ●Sports managers for facilities 		<ul style="list-style-type: none"> ●Shortage of personnel in sports facilities
<ul style="list-style-type: none"> ●A new job ●A new field 		<ul style="list-style-type: none"> ●Sports management being a new job

DISCUSSION AND RESULTS

In this study, training and personnel development consist the first one of sports managers' employment problems. According to results, education and personnel development has a significant effect in employment. For example, Fişekçioğlu et al, (2005) have concluded that the level of sports managers' foreign language is low. It could be claimed that this situation stems from training and personal development. Another study, Sunay and Çaycı (2008) have emphasized the necessity of sports managers' communication skills, of making good use of native language, of knowing a foreign language. In addition to these, they have concluded that having a good world language and computer skills is important. In the study you are reading, findings are similar to the previous studies, and it is observed that education and personal development of sports managers have significant effects on employment process.

One of the sports' managers expected responsibilities is having a good knowledge of regulations. Özmen and Kömürlü have concluded that especially managers should have a good knowledge of regulations. These findings show parallelism with the study you are reading now. A sport manager should have a full command of regulations as well as

his personal development and management skills (Sarol et. al., 2014). This study has revealed that sports managers should have sport field knowledge. Sunay and Çaycı (2008) also have concluded that sports manager should have sports field knowledge in a similar study. On the other hand, Okçabal (2004) has pointed out that the courses related to sports field are not enough. Regarding the findings of this study, it could be considered that professional inadequacy impacts training of sports managers negatively.

One of other characteristics that sports managers should have moral and individual values. These values are regarded as very important factors in a study that is done about the employment problems of sports managers. Sunay and Çaycı (2008) have emphasized that sports managers should give importance to ethical values. Therefore, moral values are among the sportsman needs to have. Another issue related to the employment problems of sportsman is the national sports understanding. Findings indicate that sports managers should make a little sacrifice to improve sports in their countries.

In the second part of the study, education inadequacy, lacking syllabus and qualified instructors, the quality problems of universities, the issue of not giving

importance to practices and student problems have come out. Education/training is no doubt the leading one among the factors that effect the employment in public sector. Therefore, education inadequacy is among the primary issues composing the employment problems. Erkal (2010) has showed the effect of education on employment with a study showing the relationship between education and employment. According to findings, it has been ascertained that university education is not enough, and this situation creates a negative effect on employment process. Yıldız (2007) has concluded that curriculum should be upgraded constantly.

One of the key aspects of universities is undoubtedly instructor element. According to Yıldız (2007), it is obvious that instructors play a key role to train students well in physical education and sports departments as well as other departments. Namely, instructor quality goes hand in hand with student quality. Thus, in this study it is found that some problems about instructor quality still exist. This problem is stated as follows;

Interviewer 8: Not even a book was written by our instructors, I think they should question themselves. When we look at written sources, most of them consist of foreign sourced literature. Instructors have been still waiting as Asst. Prof. because they do not know any foreign languages. It is very hard to be competent in your profession unless you know any other language.

According to Erdem (2007), instructors consist the primary human sources of universities to train students. Instructors' quality problems have a huge effect on the process of human education. Gençoğlu (2005) has pointed out that qualified a few instructors should be at the departments which aim to provide a good education service. In line with the literature, findings show that there are qualification problems of instructors. It is underscored that this issue has negative effects on the process of sports managers' employment.

Gedikoğlu (2005) claimed that educational institutions are places where necessary knowledge is produced for development of

the country. Therefore, the employment of people graduated from sports management departments is very important in the solution of many problems. Yanık and Sunay (2010) have underscored that universities should be the institutions taking care of public's needs, valuing quality more, and giving their education with these priorities. In this regard, the available quality and qualification problems of universities pose a big problem for sports managers.

One of the other issues effecting employment is not giving importance to practice in the training process. In the study you are reading now, it is concluded that theoretical knowledge is not enough to get employed in public institutions, and practice is as much important as theory, even it is more important than theory. One of the Interviewers verbalized this as follows;

Interviewer 4: Totally theory-based system is being applied, but this profession is in need of practice more than theory. Similarly, Taşmektepligil et al (2009) have concluded that education and training programmes should be taken under review over again, and the practice part in training should be upgraded.

In the third part of the study, the role of government on employment has been examined. Findings indicate that there are some problems such as personnel selection and assignment, uncooperative public institutions, lack of plan, project and policy, employment legislation, job vacancy and sport manager as being a new job.

One of the reasons creating employment problems in public sector is the lack plan, project, and policy. The answers of interviewers in our study mostly go parallel with those above factors. Gök and Sunay (2010) have concluded that sports policy should be produced on a level of scientific basis. Taşmektepligil et al., (2009) have revealed that it is really necessary to make innovations for the employment of physical education and sports school graduates and to determine new and modern policies. Devocioğlu et al., (2011) have underlined that ministry of education and ministry of youth

and sports should produce projects in cooperation with other institutions. Those findings go parallel with literature, too.

In this study, which is oriented for the employment problems of sports managers in public sector, it is examined in three main levels. Firstly, the effect of personal development on employment has been examined. Mainly, it is revealed that in addition to graduates' training and personal skills and taking management responsibilities, they should have sport field knowledge, leadership skills, moral and individual values, and these skills are very beneficial for work life. Secondly, the effect of universities on employment has been examined. Findings emphasize some problems such as education/training inadequacy, unqualified universities and instructors, not giving enough importance to practice in departments. It is considered that available conditions of universities have negative effects on employment in public sector. In this study, examining the effects of government on employment in public sector, personnel selection and assignment, uncooperative traits at public institutions, lacking plan and projects and regulation problems have been uncovered.

As a result, for the people who improve his skills, it will be easy to get employed in public sector, and the improvement of universities, and public institutions will be a part of the solution for employment issues. In future, some studies could be done for the investigation of job vacancies in sports management positions in public sector, what kind of positions there are, and what kind of things they necessitate.

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A Study of the Academic Self-Efficacy of Physical Education and Sports Academy Students from the Perspective of Various Variables*

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Hakkı ULUCAN²

Abstract

The aim of this study is to determine the relation of the level of academic self-efficacy to various variables of the student in physical education and sport department. 330 students who are studying at the departments of physical education and sports teaching, sports management and coaching in Ahi Evran University and Aksaray University, College of Physical Education and Sports participated to the research. Personal information tool and academic self-efficacy scale consisting 30 items were used as data collection tool in the research. Distribution, frequency, t test and anova test were used in comparison of the related data. As a result of statistical analysis, academic self-efficacy levels significant differences were detected in terms of gender variable on social status and technical skills and in terms of sports type and nationality player variable on social status, technical skills and cognitive applications.

Keywords: *Academic self-sufficiency, students, physical education and sports school*

Beden Eğitimi ve Spor Yüksekokulu Öğrencilerinin Akademik Öz-Yeterliklerinin Çeşitli Değişkenler Açısından İncelenmesi

Öz

Bu araştırmanın amacı beden eğitimi ve spor bölümlerinde öğrenim gören öğrencilerin akademik öz-yeterliklerinin belirlenmesidir. Araştırmaya Ahi Evran Üniversitesi Beden Eğitimi ve Spor Yüksekokulu ve Aksaray Üniversitesi Spor Bilimleri Fakültesi beden eğitimi ve spor öğretmenliği, spor yöneticiliği ve antrenörlük eğitimi bölümlerinde öğrenim gören 330 öğrenci katılmıştır. Araştırmada veri toplama aracı olarak kişisel bilgi formu ve 3 boyut ve toplam 33 maddeden oluşan akademik öz-yeterlik ölçeği kullanılmıştır. İlgili verilerin karşılaştırılmasında dağılım, frekans, t testi ve anova testi yapılmıştır. İstatistiksel analizler sonucuna katılımcıların akademik öz-yeterlik durumlarının cinsiyet değişkeni açısından sosyal statü ve teknik beceriler boyutunda, yapılan spor türü ve millilik değişkeni açısından ise sosyal statü, bilişsel uygulamalar ve teknik beceriler boyutu olmak üzere tüm boyutlarda farklılaştığı tespit edilmiştir.

Anahtar Kelimeler: Akademik öz-yeterlilik, öğrenci, beden eğitimi ve spor yüksekokulu.

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INTRODUCTION

The concept of self-efficacy is one of the fundamental issues we often encounter in Albert Bandura's social learning theory. Bandura defines self-efficacy as the belief of an individual to overcome an event successfully (Bandura, 1977). Eccles and Wigfield (2002) express self-efficacy as the confidence of an individual to solve a problem or complete a task successfully based on the confidence of the individual to coordinate and apply his knowledge and skills. Another definition expresses self-efficacy as 'the faith of individuals on the ability to control challenging tasks and their own applications' (Luszczynska, Dona and Schwarzer, 2005)

On the other hand there are perceptions of self-efficacy comprised of the behavior that should be displayed by individuals in their daily lives about numerous subjects. Within this context, the perception of academic self-efficacy can be accepted as a special type of self-efficacy (Ekici, 2012). Academic self-efficacy is defined as the faith of a student in his skills to complete an academic task successfully (Zimmerman, 1995,). According to Bandura who attributes academic self-efficacy on the theory of self-efficacy, academic self-efficacy is the belief of an individual to be successful in a subject area (Bandura, 1997). Currently, it is a known fact that there are major differences between having knowledge and skills at various levels and putting the knowledge and skills into practice for a given purpose. Perceptions that individuals can use their knowledge and skills in the direction of their aims are explained as self-efficacy beliefs. Positive self-efficacy beliefs increase motivation, enable individuals to cope with new and difficult tasks and makes them willing to make an effort, negative self-efficacy beliefs cause a person not to act with his or her own initiative or to quit a task before it is completed (Yılmaz, Gürçay and Ekici, 2007).

When studies on the subject are examined, it is stated that positive self-efficacy belief leads to increased motivation and contributes to coping with new and difficult tasks while negative self-efficacy beliefs results in an

individual acting without his own initiative or without finalizing the executed work (Pajares,1996; Yılmaz et al., 2007).

There are many benefits to developing students' academic self-efficacy. There is a strong association between academic self-efficacy and academic achievement. In addition, students with positive academic self-efficacy tend to be less susceptible to risky behavior and cope better with difficulties (Millburg, 2009). A study was carried out in the United States on 96 female hockey players in terms of the statistical winning and losing percentages of teams. It has been concluded that self-efficacy is strongly correlated with the winning percentage of the team and that a strong self-sufficiency is a major factor in achieving team goals (Lee, 1988).

With a view on this information, the objective of our study was to examine the academic self-efficacy of students in physical education and sports departments according to various variables.

METHOD

Population and Sample

The population of this study consisted of male and female students studying in Ahi Evran University School of Physical Education and Sports and Aksaray University Faculty of Sports Sciences Physical Education and Sports Teacher Training, Coaching Education and Sports Management during the 2017-2018 academic period. The research population consisted of approximately 1300 students and the sample was comprised of 330 students.

Data Collection Tool

Academic self-efficacy scale consisting of a personal information form and 33 articles and 3 sub-dimensions was used as a data collection tool in the study. The original form of the scale was developed by Owen & Froman (1988) and adapted into Turkish by Ekici (2012). The social status dimension consisted of 10 articles, the cognitive practice dimension was comprised of 19 articles and the technical skills dimension included 4 articles. The questionnaire was a Likert type survey with a 5-point scale and ratings of

Very High (5 points), High (4 points), Partly High (3 points), Low (2 points) and Fairly Low (1 point). The internal consistency coefficient was calculated as 0,85 and the validity as 0,81. The internal consistency in the Turkish version was determined as 0.86 (Ekici, 2012). In this study the internal consistency coefficient was 0,97.

Data Collection

A questionnaire form used in the study was applied to male and female students in Ahi Evran University Physical Education and Sports College and Aksaray University Faculty of Sports Sciences Physical Education and Sports Teacher Training, Coaching Education and Sports Management Departments in 2017-2018 education period. Before starting the study, the students were informed about the objective of the study and given detailed information about filling the

data collection tool. The collected data collection tool was checked by the researcher and the deliveries that were incomplete or erroneously filled were deleted from the study. Subsequently valid and acceptable data collection forms (330) applied to the athletes were transferred onto an electronic setup and coded for assessment. Analysis of the data collected in the study was carried out with the SPSS 20.0 statistical package program. In the evaluation of the data, distribution, frequency, t test and anova test were carried out. In the tests for the analysis of the data; the principle of equality of variances from the parametric tests has been taken as a basis and if the variances were not equal, no significant difference was searched between the groups even if the value of "p" was smaller than the significance level. The level of significance in the analyses was determined as $\alpha = 0.05$.

FINDINGS

Table 1. Distribution of Academic Self-Sufficiency Points for All Participants

Scale	N	Mean	Ss
AÖY Total	330	3,11	.78

The total scores of the participants in the study from the Academic Self-Efficacy Scale

(AÖY), have an arithmetic average of 3,11 and a standard deviation of .78.

Table 2. T-Test Results for Comparing Academic Self-Efficacy According to the Gender of Participants

Sub dimension	Gender	n	x	ss	t	p
Social Status	Male	226	3,1681	1,00592	2,273	,024
	Female	104	2,9010	,96114		
Cognitive Applications	Male	226	3,0743	,98093	1,492	,137
	Female	104	2,8993	1,00992		
Technical Skills	Male	226	3,1637	1,02728	2,318	0,21
	Female	104	2,8846	,99142		

* $p < 0.05$

A comparison of the sub-dimensions of the academic self-efficacy of the participants according to gender revealed significant differences in social status ($p = ,024$) cognitive

applications ($p = ,137$) and technical skills ($p = ,021$). A review of the average scores of the participants revealed that the average scores of male participants were higher than

the average scores of female participants in all dimensions including social status, cognitive applications and technical skills. (social status: Male average= 3,1681, Female

Average= 2,9010- Cognitive Applications: Male: Average= 3,0743, Female Average= 2,8993- Technical Skills: Male: Average= 3,1637, Female Average= 2,8846)

Table 3. Anova Results from the Comparison of the Academic Self-efficacy of the Participants according to the type of Sport

Sub-dimension	Type of Sport	N	X	SS	SD	F	P	Significant Difference
Social status	Individual	120	2,9033	1,16026	2/327	6,360	,001/,033	1-3, 2-3
	Team	138	3,0638	,79826				
	Both	72	3,4236	,97958				
	Total	330	3,0839	,99833				
Cognitive applications	Individual	120	2,8430	1,14103	2/327	6,032	,002/,041	1-3, 2-3
	Team	138	3,0011	,79208				
	Both	72	3,3472	1,00234				
	Total	330	3,0191	,99197				
Technical skills	Individual	120	2,9479	1,24933	2/327	4,870	,008/,027	1-3,2-3
	Team	138	3,0181	,77285				
	Both	72	3,3993	,96930				
	Total	330	3,0758	1,02289				

Note: 1.Individual sports 2. Team sports 3. Both types of sports

A comparison of the academic self-efficacy of the participants in the study according to type of sport indicated that significant differences in the sub-dimensions of social status ($p=,002$) cognitive applications ($p=,003$ and technical skills ($p=,008$).

According to the analyses carried there was a significant difference in the social status sub-dimension between those who practiced individual sports and those who practiced both types of sports ($p=,001$) and those who practiced team sports and those practicing both types of sports ($p=,033$).

In the cognitive application sub-dimensions, significant difference was encountered between those practicing individual sports and those practicing both types of sports ($p=,002$) and between those practicing team sports and those practicing both types of sports ($p=,041$).

In the technical skills sub-dimension significant differences were noted again in those who practiced individual sports and those practicing both types of sports ($p=,008$)

and those practicing team sports and those practicing both types of sports ($p=,027$).

An assessment of the average scores of the participants revealed that those practicing both types of sports had the highest score in all sub-dimensions while those practicing individual sports had the lowest average. The averages for those practicing individual sports in the social status sub-dimensions is ($X =2,9033$), those practicing team sports is ($X =3,0638$) and the average scores of those practicing both types of sports is ($X =3,4236$).

The averages for those practicing individual sports in the cognitive applications sub-dimension is ($X =2,8430$), those practicing team sports is ($X =3,0011$) and the average scores of those practicing both types of sports is ($X =3,3472$).

The averages for those practicing individual sports in the technical skills sub-dimension is ($X =2,9479$), those practicing team sports is ($X =3,0181$) and the average scores of those practicing both types of sports is ($X =3,3993$).

Table 4. T-Test Results for the Comparison of Participants' Academic Self-Efficacy according to National Team Membership Status

Sub-dimension	National team membership	N	x	ss	t	p
Social status	Yes	47	3,4043	1,14055	2,859	,005
	No	283	2,9399	1,01195		
Cognitive Applications	Yes	47	3,5521	1,17005	3,361	,000
	No	283	2,9515	1,01901		
Technical Skills	Yes	47	3,6170	1,15844	4,633	,000
	No	283	2,7986	1,15548		

A comparison of the academic self-efficacy of the participants in the study depending on whether they were members of the national team indicated significant differences in the sub-dimensions of social status ($p=,005$) cognitive applications ($p=,000$) and technical skills ($p=,000$).

When the average scores of the participants were compared it was noted that the average scores of national team athletes were higher than those who were not national team athletes in all sub-dimensions, namely social status, cognitive applications and technical skills.

While the average scores for the national team athletes in terms of the sub-dimension social status was ($X =3,4043$), the scores of those who were not national team athletes was ($X =2,9399$). The average scores for the national team athletes in terms of the cognitive applications sub-dimension was ($X =3,5521$) while the scores of those who were not national team athletes was ($X =2,9515$). The average scores for the national team athletes in terms of the technical skills sub-dimension was ($X =3,6170$) while the scores of those who were not national team athletes was ($X =2,7986$).

DISCUSSION AND RESULT

In this part of the study the determinations of the academic self-efficacies of the participants are interpreted and discussed in terms of the results of these parameters and their association with the variables of gender, type

of practiced sport and national team membership.

While no difference was observed in the dimension of cognitive practices in the comparison of the academic self-efficacy sub-dimensions according to the gender of the study participants, a significant difference was detected in social status and technical skills sub-dimensions. A study of relevant literature reveals different findings. In a study carried out by Schunk and Pajare (2002) they asserted that the academic score averages of male participants was higher than that of female participants. A study carried out by Vurucu (2010) and Durdukoca (2010) supported our findings by claiming that the score averages of male participants were higher than that of female participants.

In a study carried out by Varol (2007) it was reported that no difference had been found between physical education and sports teaching male and female students in terms of gender. Özsüer et al.(2011) had determined that gender did not influence the conviction levels of the students' academic self-efficacy in their study. Likewise, in a study by Uzel (2009), Özerkan (2007), Yıldırım (2012), Durdukoca (2010) Üstüner et al. (2009) no difference had been determined in terms of academic efficacy scores between the male and female participants.

Unlike our study, Koçer (2014) concluded that the academic self-efficacy of female secondary school students' was higher than the academic self-efficacy of male students in

his study. Yelken (2008) concluded that the self-efficacy status of female participants was higher than that of male participants. The results of these studies do not correspond to our findings.

The fact that our study results indicate that the academic averages of male participants compared to female participants could be attributed to the more rapid adaptation of males to physical education and the field of sports. The current socio-cultural variables and initiatives for steering females to sports as a part of their lives in our community could contribute to overcoming such types of differences. A comparison of the academic self-efficacy of the participants in the study according to practiced type of sport revealed that there were significant differences in the sub-dimensions of social status, cognitive applications and technical skills. Biricik (2015) has reported similar findings regarding the practiced type of sport paralleling our study. The researcher indicates that students involved in both sports branches have a better academic self-efficacy level than those practicing individual sports. In terms of academic self-efficacy levels the researcher asserts that in parallel with our study participants who practiced both types of sports achieved the highest scores in all sub-dimensions including social status, cognitive applications and technical skills.

Koparan et al.(2010) concluded that physical education teachers' self-efficacy levels did not differ between those who practiced individual sports and those who practiced team sports Ünlü (2008) reported that there were no significant differences in the self-efficacy of teaching between physical education teachers who were involved in team and individual sports. Many studies carried out in the field of sports indicate that team sports develop strong social relations, friendships and generate a team spirit. Therefore, the fact that the academic efficacy scores of the participants who practice team sports together with the other two sports corresponds to field literature to a major degree. It is evident that activities with this kind of team spirit have made people feel a sense of belonging. However, the ability to collaborate for the same goal and to act

together for the same target can be manifested as an opportunity in individual development. Provided we assess the findings of the study in this respect may be a reason for us to analyze the high scores of the participants who practice team sports and both types of sports better.

Significant differences were determined in the social status, cognitive applications and technical skills sub-dimensions in the comparison of academic self-efficacies according to national team memberships of the participants participating in the study. In parallel with our study, the study carried out Biricik (2015) found significant differences in the social status sub-dimension of academic self-efficacy levels according to the national team membership status of the participants who participated in his study. The author indicates that in terms of the social status sub-dimension, students who are national team athletes have a higher academic self-efficacy than those who are not.

Bozkurt (2013) reported that no significant difference had been encountered among the teaching self-efficacies of physical education teacher candidates according to their status as national team athletes. This finding does not coincide with our study results. The results of the study qualify as a contribution to various findings in general literature. However, expanding the study groups and separating the participants into various socio-cultural groups seems to be important for shedding light on subsequent studies. A review of literature indicates that academic self-efficacy has a positive contribution to the academic and overall success of individuals. In many areas of education in general, individuals with strong self-efficacy also to be ensured in the sporting area will be better equipped to deal more effectively with the challenges in the area. When all this is taken into account the importance of raising individuals with high self-efficacy becomes more evident. Professionals (teachers, trainers, administrators, etc.) in the field of education in particular should always have a high level of awareness in terms of self-efficacy and contribute to the education process accordingly.

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Perception of Participation Constraints to Recreational Activities: A case of University Students*

Ayşe Aslı HONÇA¹

Turan ÇETINKAYA²

Abstract

The purpose of this research is to analyze the perceptions of the university students related with the constraints that affect the participation to leisure time activities. In this study, Turkish Leisure Constraints Questionnaire (T-LCQ) was used as a data collection tool. LCQ measure university students' perceptions of constraints on leisure participation. The population of the research consists of the students of Kastamonu University and the sampling consists of 300 university students between the ages of 18-30 who are studying in the department of Physical Education and Sports Teaching at Kastamonu University in the academic year of 2012-2013. When the obtained data were analyzed, it was determined that the answers of some participants were "invalid" and 232 university students (91 female and 141 male) formed the sampling of the research. According to the sub-dimensions of T-LCQ, independent sample t-test was used to examine the mean differences related with gender and age. Although female university students have higher average scores in all sub-dimensions of T-LCQ, there is no significant difference ($p > .05$) between the mean scores of male and female students for all sub-dimensions according to t-test analyzes. No significant difference was observed between age groups ($p > .05$). General findings show that the sub-dimension of facility / service and accessibility is the biggest constraint for leisure time activities and the lack of friends is the least constraint for all participants.

Keywords: Leisure time, recreation, constraints, university students.

Rekreasyonel Faaliyetlere Katılım Engelleri Algısı: Üniversite Öğrencileri Örneği

Öz

Bu araştırmanın amacı, üniversite öğrencilerinin boş zaman faaliyetlerine katılımlarını etkileyen kısıtlamalar ile ilgili algılarını araştırmaktır. Araştırmada, ölçme aracı olarak Boş Zaman Engelleri Ölçeği (BZEÖ) kullanılmıştır. BZEÖ üniversite öğrencilerinin boş zaman faaliyetlerine katılımları üzerindeki kısıtlamaların algılarını ölçmek için geliştirilmiştir. Araştırmanın evrenini, Kastamonu Üniversitesi öğrencileri, örneklemini ise, 2012-2013 eğitim-öğretim yılında Kastamonu Üniversitesi, Beden Eğitimi ve Spor Öğretmenliği bölümünde öğrenim gören, 18-30 yaş arası 300 üniversite öğrencisi oluşturmaktadır. Elde edilen veriler incelendiğinde, bazı katılımcıların cevaplarının “geçersiz” olduğu saptanmış ve araştırmanın örneklemini 232 (91 kadın ve 141 erkek) üniversite öğrencisi oluşturmuştur. BZEÖ alt boyutlarına göre, cinsiyet ve yaş ile ilgili ortalama farklılıkları incelemek için Bağımsız örneklem t-testi kullanılmıştır. Kadın üniversite öğrencilerinin BZEÖ'nün tüm alt boyutlarında daha yüksek puan ortalamaları bulunmasına rağmen, t-testi analizlerine göre tüm alt boyutlar için kadın ve erkek öğrencilerin puan ortalamaları arasında anlamlı ($p > .05$) fark bulunmamaktadır. Yaş grupları arasında da puan ortalamaları açısından anlamlı fark ($p > .05$) bulunmamaktadır. Genel bulgular, tesis / hizmet ve erişilebilirlik alt boyutunun boş zaman faaliyetleri için en büyük kısıtlama olduğunu, arkadaş eksikliğinin ise, tüm katılımcılar için en az kısıtlayıcı olduğunu göstermektedir.

Anahtar Kelimeler: Boş zaman, rekreasyon, kısıtlamalar, üniversite öğrencileri.

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INTRODUCTION

The definitions of the leisure time concept show difference according to the variability of the types of activities which the individuals participate. According to Broadhurst (2001), leisure time expresses the time period which an individual may use freely. According to Tezcan (1993), leisure time is expressed as the time when an individual gets rid of all obligations or connections for both himself and others and when he deals with an activity which he chooses with his own will. According to the definition of "World Leisure Time and Recreation Union", leisure time is the private area of human life with its benefits of opportunity to choose, providing joy, satisfaction and pioneering the amusements increasing personal satisfaction (Özdemir et al., 2006).

In the century we are living, we can see that the scientific and technological developments increase rapidly, great convenience in living conditions is provided and leisure time increases as the result of the reduction in working hours of the people (Tolukan, 2010). Within our daily lives, the boring and self-repetitive works and other activities cause the leisure time activities to be an important part of our lives and a tool of renewal (Balçı et al., 2002). A sector which provides a wide range of services for valuing leisure time of people, has occurred in parallel to this. The conscious valuing of this leisure time, which occurred as the result of increase in economic efficiency and improvement of working conditions must be a total effort with positive results (Özdilek et al., 2007).

It is presented with many studies conducted today that individuals can gain positive features in many areas of their lives with recreational activities and various sport activities. Especially, the main focus points on exercise and

emotional happiness relationship in sports literature are on sportive participation and anxiety, depression, self-esteem, and recently on psychosocial stress (Biddle, 1992). This is because the idea that these problems, which are widely seen in the area of mental health, may decrease through exercise and sportive participation and that the level of self-concept (self-recognition) may increase (Donaldson and Ronan, 2006). In addition to this, individuals spend time together in school, in sporting activities, in extracurricular activities, and in their own free time periods and thereby a social interaction occurs. This formation affects their socio-emotional development and identity formation by playing a fundamental role in gaining legal or illegal identity in young people (Moran and Weiss, 2006).

Despite the positive contributions of participation to recreational activities, it has been determined that individuals do not participate in such activities which are very important for them due to various reasons, or they cannot attend due to various constraints. In leisure time literature, the concept of "constraint" expresses the reasons that prevent or constraint the participation to recreational activities in leisure time of the individual (Karaküçük and Gurbuz, 2007).

The constraints related with recreative activities or the reasons of not participating are not spreaded out in the same form at each parts of the society and it is thought that socio-demographic specifications may play a role on the dimensions and generality of these constraints (Jackson, 2005, Jackson and Henderson, 1995, McGuire and O'Leary, 1992, Munson, 1994, Searle and Jackson, 1985). In addition, character situations and perceptions of people are generally shaped by daily interactions and opportunities which they confront (Kindal

et al., 2007). In this context, the purpose of this research is to determine the perceptions of constraints that affect the participation of individuals in leisure time activities based on the relationships between individual life and recreational activities.

METHOD

Population and Sampling

The population of the research is generated by the student of Kastamonu students and the sampling is generated by total 232 university students (\bar{X} age = 21.48, SD = 2.17) and 91 female students (\bar{X} age = 20.44, SS = 1.78) who are having education in Kastamonu University, Physical Education and Sports Teaching.

Data Collection Tool

Leisure Constraints Questionnaire (LCQ), which was developed for measuring the perceptions of university students on the participations constraints of the university students to the leisure time activities was used by Alexandris and Carroll (1997) and Turkish Lesiure Time Constraints Scale (T-LCQ) which its reliability and validity was made for Turkish culture, was used by Gürbüz, Öncü, Emir (2012) as the data collection tool in the research. This scale which consists of total 18 items accepted as being able to prevent students from participating in recreational activities, consists of 6 sub-dimensions. The first sub-dimension (individual psychology) consists of 1, 2 and 3 items, the second sub-dimension (lack of information) consists of 4, 5 and 6 items, the third sub-dimension (facilities/service) consists of 7, 8, 9 items, the fourth sub-dimension (lack of friends) 10, 11, 12 and the fifth sub-dimension (time) consists of 14 and 15 items, and the sixth sub-dimension (lack of interest) consists of 16, 17, and 18 items. Cronbach Alpha internal

consistency coefficient which is calculated for testing the reliability of the scale, varies between .64 and .72 in sub-dimensions. Information loss is calculated as (.69), facility service as (.72), individual psychology as (.64), friendship as (.70), time as (.66) and lack of interest as (.71)

Scale is a quarter likert type scale. For each question, options were given as 1: "Definitely unimportant", 2: "Unimportant", 3: "Important", 4: "Very Important" and the research group was requested to mark the most appropriate option for themselves.

Collection of data

The questionnaire form which was used in the research, was applied to male and female students who were having education in Kastamonu University School of Physical Education and Sports at the department of Physical Education and Sports Teaching during 2012-2013 academic year. Before participating to the study, the students in the research were informed about the purpose of the study, data collection forms and how to fill out these forms. When the data file which are obtained from the persons participating to the research on the voluntary, is subjected to review; the missing or incorrectly filled data collection forms were excluded from the search. In the final point, 232 data collection forms in the valid and acceptable form, were taken into analysis.

Analysis of Data

Frequency (f) and percentage (%) distributions were calculated in the evaluation of demographic information about university students and t test was used for testing whether there was a significant difference in sudimensions of the scale according to gender and age group. SPSS 17.0 package program was used for statistical analysis of the data.

FINDINGS

Table 1. Mean and Standard Deviation Distribution of participants according to sub-dimensions

Sub-dimensions	N	\bar{X}	Sd
Psychology of individual	232	2,8491	,61701
Lack of information	232	3,1379	,61341
Facility/service/transportation	232	3,2055	,63974
Lack of friend	232	2,5072	,69212
Time	232	2,8448	,62889
Lack of interest	232	2,6580	,72270

In Table 1, it is seen that the averages of the participants according to sub-dimensions are 2,8491 for individual psychology, 3,1379 for lack of information, 3,2055 for facility / service / transportation, 2,5072 for friendship loss, 2,8448 for time, 2,6580 for lack of interest. Standard deviation distributions are ,61701 for individual psychology, ,61341 for lack

of information, ,63974 for facility / service / transportation, ,69212 for lack of friendship, ,62889 for time, ,72270 for lack of interest. In addition, it is observed that the sub-dimension with the lowest average is "lack of friendship" and the sub-dimension with the highest average is the "facility / service / transportation".

Table 2. T Test Results related with age and gender variable according to sub-dimensions of participants

Dimensions	Variables	Gender Age	N	\bar{X}	Sd	t	p
Individual Psychology	Gender	Female	91	2,8828	,63318	,666	,506
		Male	141	2,8274	,60763		
	Age	20 Years old or younger	107	2,9221	,63705	1,673	,096
		21 Years old and older	125	2,7867	,59478		
Lack of information	Gender	Female	91	3,1905	,60480	1,048	,296
		Male	141	3,1040	,61867		
	Age	20 Years old or younger	107	3,2150	,57962	1,778	,077
		21 Years old and older	125	3,0720	,63582		
Facility/service/transportation	Gender	Female	91	3,2784	,61114	1,398	,164
		Male	141	3,1584	,65536		
	Age	20 Years old or younger	107	3,2118	,57987	,140	,889
		21 Years old and older	125	3,2000	,68914		
Lack of friends	Gender	Female	91	2,5092	,69981	,035	,972
		Male	141	2,5059	,68961		
	Age	20 Years old or younger	107	2,5140	,68570	,139	,890
		21 Years old and older	125	2,5013	,70026		
Time	Gender	Female	91	2,9231	,64421	1,527	,128
		Male	141	2,7943	,61549		
	Age	20 Years old or younger	107	2,9097	,65488	1,457	,147
		21 Years old and older	125	2,7893	,60247		

p> .05

Table 2. (cont'd) T Test Results related with age and gender variable according to sub-dimensions of participant

Dimensions	Variables	Gender Age	N	\bar{X}	Sd	t	p
Lack of interest	Gender	Female	91	2,7143	,78657	,952	,342
		Male	141	2,6217	,67872		
	Age	20 Years old or younger	107	2,7445	,74336	1,694	,092
		!1 Years old and older	125	2,5840	,69902		

p> .05

When table 2 is analyzed, it is seen that the arithmetic mean of female participants is higher than male participants in sub-dimensions of Individual Psychology ($X = 2,88$) Lack of Information ($X = 3,19$), Facility / Service / Transportation ($X = 3,27$), lack of friend ($X = 2,50$), time ($X = 2,92$) and lack of interest ($X = 2,71$). It is analyzed with t-test whether these differences between the group averages is statistically significant and the result of the analysis shows that the points of the participants obtained from the sub-dimensions of individual psychology ($t = ,666$; $p < 0,05$), lack of information ($t = 1,048$, $p < 0,05$), facility / service / transportation ($t = (T = 0,053$, $p < 0,05$), Time ($t = 1,527$; $p < 0,05$) and lack of interest ($t = ,952$; $p < 0,05$) do not differ statistically according to the gender variable. In addition, it is observed that the arithmetic average of the participants in 20 age and younger is higher than the participants in 21 age and older in the sub-dimensions of Individual Psychology of the Leisure Time Constraints Scale ($X = 2,92$) Lack of Information ($X = 3,21$), Facility / Service / Transportation ($X = 3,21$), Time ($X = 2,90$), lack of friends ($X = 3,51$) and the lack of interest ($X = 2,74$). It is tested with t test whether these differences between the group averages are statistically significant and it also shows that the points obtained from the sub-dimensions of Individuals psychology ($t = 1,673$, $p < 0,05$), lack of information ($t = 1,778$, $p < 0,05$), facility / service /

transportation ($t = ,140$; $p < 0,05$), lack of friends ($t = 1,397$, $p < 0,05$), Time ($t = 1,457$, $p < 0,05$) and lack of interest ($t = 1,694$; $p < 0,05$) do not differ significantly as statistically according to the age variable.

DISCUSSION AND RESULTS

In this part of the study, the data related with the participation constraints of recreational activities of university students were commented and discussed on the basis of literature.

According to the results of the research, no significant difference is observed between the average scores of the students for all sub-dimensions in terms of gender and age change. Generally, it has been determined that the facility / service and transportation sub-dimension is the biggest constraint for leisure time activities, and the lack of friend is the least constraint for all participants.

As similar to our research, in the research of Karacar (2014) and Sarol and Çimen (2017), the insufficiency of facility as an constraint to participation to recreational activities and the lack of facility for the need come to the forefront. Tolukan (2014)'s research is in the qualification of supporting our findings and insufficient facility sub-dimension among the sub-dimensions that prevent participation in recreational activities, has an average higher than the other sub-dimensions.

It is possible to see different findings in many researches in terms of gender change. In the study concluded by Tolukan (2014), there was a statistically significant difference between male and female groups in terms of gender variation only in the lack of knowledge sub-dimension, and it was found that the difference was caused by the females. No significant differences were found in the other sub-dimensions. In the research concluded by Öztürk (2016-a), a statistically significant difference was found only in the lack of friends sub-dimensions between the male and female groups in terms of the gender variable. No significant differences were found in the other sub-dimensions. In the research concluded by Özşaker (2012), it was revealed that the participants generally had difficulties in participating to leisure time activities, especially female students were more passive in participating in activities than men, facilities and organizations were insufficient in universities, welfare level was an important factor in participating to recreational activities, an environment was not presented to the young people in assessing their times. In the study concluded by Ergül (2008), it was observed that male students were more willing to do sports than female students when the participation of students in sport recreation activities were examined in terms of gender variables. Alexandris and

Carroll (1997) determined in their research that leisure time constraints were higher in women than men in the sub-dimension of individual psychology.

In the researches concluded by Karacar (2014), Gümüş et al. (2017), Demirel et al. (2013) and Öztürk (2016-b), no significant difference was observed in parallel to our research in terms of age variable. In the study conducted by Ekinci and others (2014), it is seen that the leisure time constraints of participants showed significant difference in time sub-dimension according to their age. It is also thought that this difference aroused from the participants including the age group of 26 and over. In addition, Alexandris and Carroll (1997) found in their research that there was a reverse relationship between age and leisure time constraints. Pala and Dinç (2013) pointed out in their research that individuals in the older age group, saw the time sub-dimension as a more significant constraint.

As a result, it seems important to take measures for providing sufficient facilities for the individuals to participate more actively in leisure time activities. Thus, the existence of facilities that can be actively used in terms of diversity and efficiency under the body of universities, can provide students to be more likely to participate in recreational activities.

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Analysis of Expectations and Perceptions of the Customers in Sports and Healthy Life Centers for Service Quality (Sample of Afyonkarahisar Province)

Yasir KOÇAK¹, Uğur TUKUL¹, Betül TOLAN¹, Hüseyin GÜMÜŞ², Ersan TOLUKAN³

Abstract

The purpose of this study is to analyze the expectations and perceptions of the fitness center customers related with the quality of service in Afyonkarahisar. A total of 340 participants (age: 25.03 ± 13.34), including 171 men (age: 23.51 ± 12.67) and 169 women (age: 26.57 ± 13.85) who used 11 different wellness centers in Afyonkarahisar were included in the study. The "Service Quality Assessment Scale" (LSP) developed by Lam (2000) and adapted by Turkish Gurbuz, Koçak and Lam (2012) was used as a data collection tool in the research. The HDQÖ consists of 4 sub-dimensions (personnel, program, locker rooms, facility) and a total of 34 articles. The scale is in likert type of 5 (1: I definitely do not participate, 5: I definitely Participate) and measures the expectations and perceptions of the participants from the wellness center. Independent samples t-test, descriptive statistics and One way Variance Analysis (ANOVA) were used in the analysis of the data. According to the research findings, there was no statistically significant difference between the marital status and educational status ($p > 0.05$), while there was a significant difference in the Service Quality Evaluation Scale scores of the participants in terms of age, gender, monthly income, duration of membership and the frequency of using the facility ($p < 0.05$).

Keywords: Service Quality, Expectation, Perception, Healthy Life Center

Spor ve Sağlıklı Yaşam Merkezlerinde Hizmet Kalitesine Yönelik Müşterilerin Beklentilerinin ve Algılarının Analizi (Afyonkarahisar İli Örneği)

Öz

Bu çalışmanın amacı, Afyonkarahisar ilinde fitness merkezi müşterilerinin hizmet kalitesine yönelik beklenti ve algılarının incelenmesidir. Araştırma Afyonkarahisar ilinde bulunan 11 farklı sağlıklı yaşam merkezini kullanan 171'i erkek (yaş: 23.51±12.67), 169'u kadın (yaş:26.57±13.85) olmak üzere toplam 340 (yaş:25.03±13.34) katılımcı dâhil olmuştur. Araştırmada veri toplama aracı olarak Lam (2000) tarafından geliştirilen ve Türkçe uyarlaması Gürbüz, Koçak ve Lam (2012) tarafından yapılan "Hizmet Kalitesi Değerlendirme Ölçeği" (HKDÖ) kullanılmıştır. HDKÖ 4 alt boyut (personel, program, soyunma odaları, tesis) ve toplam 34 maddeden oluşmaktadır. Ölçek 5'li likert tipinde olup (1: Hiç Katılmıyorum, 5: Tamamen Katılıyorum) katılımcıların üyesi oldukları fitness merkezinden duydukları beklenti ve algılarını ölçmektedir. Verilerin analizinde betimleyici istatistik ve tek değişkenli varyans analizi (ANOVA) ile ilişkisiz örneklem T-Tesi (Independent Samples T-Test) yöntemi kullanılmıştır. Araştırma bulgularına göre katılımcıların Hizmet Kalitesi Değerlendirme Ölçek puanlarında yaş, cinsiyet, aylık gelir, üyelik süresi ve tesisi kullanım sıklığı açısından anlamlı farklılık tespit edilirken ($p < 0.05$), medeni durum ve eğitim durumları arasında istatistiksel açıdan anlamlı farklılık olmadığı tespit edilmiştir ($p > 0.05$).

Anahtar Kelimeler: Hizmet Kalitesi, Beklenti, Algı, Sağlıklı Yaşam Merkezi

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INTRODUCTION

Large companies in the service sector are aware that superior service quality will provide competitive advantage to them by creating a high sales and profit potential (Yıldız et al., 2013). As a matter of fact, it is known that the service quality has positive effects on customer satisfaction (Temizkan et al., 2016; Murray and Howat, 2002). Organizations that are aware that must be aware of their expectations, provide quality education and constantly develop individual-focused services in order to provide satisfaction of individuals, can obtain consequences in providing competition advantage in this field (Demir, 2013). While quality and performance indicators in manufacturing enterprises are easy to identify and measure, these measurements are more difficult in service enterprises. Because the benefit gained by the concept of service is difficult to assess with quantitative criteria (Eleren and Kılıç, 2007). Service is stated as the integrity of the concrete activities forming benefit and satisfaction and no requiring ownership of any goods and is offered to sale at a certain price to meet the needs of people (Ersoz et al., 2009). According to another definition, it is defined as any activity or benefit in concrete form and its ownership can not be transferred to another party and is offered by one party to other party (Yıldız et al., 2013). Although specific techniques and concepts are taken from the manufacturing sector in order to determine the level of customer satisfaction, production, presentation in the service sector, it is necessary to show some special efforts in order to increase the quality of service because sports services have different characteristics. These features can be ordered as follows;

- The fact that sports services do not depend on a physical entity (it is concrete)
- The simultaneous production and consumption of sports services,
- The sports services are unstable and can not be stored (it is only reproducible)

- Sports services can not be isolated from the production stage and play an important role in the provision of services,
- Inability to perceive that the service given by the person who provided the sport service is a "product"
- In sporting services, the ability of those who offer the service influence the purchase,
- The ease of transportation to the place of sport services affects the purchase,
- The physical appearance of the facility where sports services are offered influences the purchase,
- The period of time when the sport service is offered affects the purchase (Çimen and Gürbüz, 2007).

The concept of quality in the service sector is a more difficult concept to define and measure than other sectors. Therefore, to analyze the quality of service with proper models and methods is important in terms of measuring service quality accurately and directing the management of enterprises (Kılıç ve Eleren, 2010). In recent years, many studies have been conducted to measure service quality and customer satisfaction. The purpose in measuring service quality and customer satisfaction is to increase customer satisfaction and service quality by activating all units of the management for meeting customer expectations (Yerlisu et. al., 2012). As days pass, the quality of service offered by the sectors to the customers increase. Customers are now oriented to organizations that offer services with better quality. Accordingly, organizations are also competing to offer better quality services to their customers in order to become preferred (Ceylan et al., 2010). The "quality dimensions", which have become important for the development of quality sports service and for the establishment of quality standards at some points, should be taken into consideration by the sports service operators by increasing the satisfaction level of the sports service which is a part of the service sector, to increase the demand or at least to sustain the current demand (Çimen, 2003). Thus, the positive effects of sports and wellness centers on stress, depression, quality

of life, self-esteem, etc. have been revealed with studies (Yıldırım et al., 2015; Yıldırım et al., 2016; Işık et. al., 2016).

To become aware how satisfied individuals are with quality service, which plays an important role in meeting customer expectations in the sport sector and increasing satisfaction, is extremely important in terms of being preferable in organizations. Therefore, the purpose of this study is to examine the expectations and perceptions of the customers in the sports and fitness centers regarding the quality of service

METHOD

Participants

The study consists of 340 people using 11 fitness centers in Afyonkarahisar province.

Data Collection Tools

The demographic information form developed by the researchers and used by the researchers

FINDINGS

Table 1. Distribution of Features Related with Demographics data of Participants

Variables		FREQUENCY (F)	Percentage (%)
Gender	Male	171	50.3
	Female	169	49.7
Marital status	Single	252	74.1
	Married	88	25.9
Age	<25 years old	210	61.8
	25-35	90	26.4
	35 years old and over	40	11,8
Monthly Income	1500	143	42.0
	1501-2500	132	38.8
	2501 and above	65	19.2
Educational Background	Primary Education	9	2.6
	Secondary school	79	23.2
	University	209	61.5
	Postgraduate	43	12,6
Period of Membership	1-2years	269	79.2
	3-4 years	57	16.8
	5-6 years	14	4.0
Frequency of use	1-2 days	36	10,6
	3-4	196	57.6
	5-6 days	96	28,2
	7 days	12	3.5
Total		340	100

As a demographic variable for the participants who did not participate in our research;

to question variables such as age, gender, educational status, income status was used in the research. In addition, the Sports Centers participating in the study used the Service Quality Assessment Scale (Lam (2000)), which was translated into Turkish by Gürbüz, Koçak and Lam (2005) to determine the service quality perceptions of sports centers (Gurbuz, Kocak, Lam , 2012) In our study, reliability coefficient of service quality scale was determined as $\alpha = 0.79$.

Data Analysis

In the analysis of the data, the descriptive statistics as well as the Independent Samples T-Test were used to test the difference between the two variables depending on the number of variables, the one-way ANOVA for independent samples, One-way ANOVA) analyzes were used. The findings of the analyzes are placed in a table and discussed.

Questions are asked such as marital status, age, gender, monthly income, education

status, occupation, duration of membership, frequency of use.

Table 2. Quality of service by gender of participants t Test Results

Quality of Service	Gender	N	X	SS	t	p
Expected from personnel	Male	171	4.68	57	1.689	0.092
	Female	169	4.77	39		
Offered by personnel	Male	171	4.64	65	2.130	0.034
	Female	169	4.50	52		
Expected Fitness Program	Male	171	4.61	62	1.478	.140
	Female	169	4.70	42		
Offered Fitness Program	Male	171	4.56	72	.3	0.001
	Female	169	4.29	71		
Expected Quality of the locker room	Male	171	4.76	82	.394	0.693
	Female	169	4.79	42		
The Quality Of The Locker Room Offered	Male	171	7.68	1.12	.2	0.043
	Female	169	7.44	1.02		
Expected Facility Quality	Male	171	4.55	58	.1	.253
	Female	169	4.61	52		
Offered Facility Quality	Male	171	4.53	63	.3	0.001
	Female	169	4.31	56		

When service quality is analyzed according to the gender of the customers, it is determined that there is no statistically significant difference among quality of service of all subdimensions ($p > 0.05$) and there is a statistical significant difference among the expected service quality of all sub-dimensions ($p < 0.05$) and it is determined that there is no statistically significant difference among all-

sub-dimensions ($p > 0.05$). This is determined that among them there is a statistically significant difference ($p < 0.05$). Accordingly, it is determined that the quality values of women offered for each sub-dimension are lower than men. In this respect, it is thought that the women have quality expectations in higher ratio than men.

Table 3. Service Quality ANOVA results according to the age group of participants

AGE		N	X	SS	F	p
Expected from personnel	< 25	210	4.66	52	4.338	0.014
	25-35	90	4,84	37		
	35 and above	40	4.77	48		
Offered by personnel	< 25	210	53	65	2.388	0.093
	25-35	90	4.69	45		
	35 and above	40	4.51	52		
Expected Fitness Program	< 25	210	56	57	10.024	0,001
	25-35	90	4.85	36		
	35 and above	40	4.68	53		
Fitness Program Offered	< 25	210	4.43	66	217	805
	25-35	90	4.45	83		
	35 and above	40	4.36	82		
Expected Quality of the locker room	< 25	210	4.69	54	4	0,011
	25-35	90	4.88	30		
	35 and above	40	96	1.35		
Locker Room	< 25	210	51	1.06	2.455	0.087
	25-35	90	7.76	1.09		
	35 and above	40	7,35	1.09		
Expected Quality of Facilities	< 25	210	52	60	4.233	0,015
	25-35	90	4.72	44		
	35 and above	40	4.60	46		
Offered Quality of Facilities	< 25	210	4.42	64	1.877	155
	25-35	90	4.49	50		
	35 and above	40	4.27	60		

When service quality is analyzed according to the age group of the customers, it is determined that there a statistically significant difference among quality of service of all subdimensions ($p < 0.05$) and there is no statistical significant difference among the expected service quality of all sub-dimensions ($p > 0.05$) and it is determined that there is no

statistically significant difference among all-sub-dimensions ($p > 0.05$). Accordingly, it is determined that the quality values of women offered for each sub-dimension are lower than men. In this respect, it is thought that the women have quality expectations in higher ratio than men.

Table 4. Service Quality ANOVA results according to the monthly income of participants

Monthly Income		N	X	SS	F	p
Expected from personnel	1500	143	4.59	78	1.546	.189
	1501-2500	132	4.79	33		
	2501 and above	65	69	42		
Offered by personnel	1500	143	4,31	75	3.697	.006
	1501-2500	132	4,62	64		
	2501 and above	65	4.68	47		
Expected Fitness Program	1500	143	4.45	82	4.003	0,003
	1501-2500	132	4.79	35		
	2501 and above	65	4.71	48		
Fitness Program Offered	1500	143	4.26	75	2.153	0-074
	1501-2500	132	4.49	69		
	2501 and above	65	4.58	57		
Expected Quality of the locker room	1500	143	4.57	77	1	0.095
	1501-2500	132	4.83	42		
	2501 and above	65	4.89	1.09		
Locker Room	1500	143	7,50	92	0.721	.578
	1501-2500	132	63	1.19		
	2501 and above	65	7,50	1.19		
Expected Quality of Facilities	1500	143	4.51	81	484	.748
	1501-2500	132	4.64	56		
	2501 and above	65	4.55	48		
Offered Quality of Facilities	1500	143	4.35	72	274	.895
	1501-2500	132	4.46	62		
	2501 and above	65	4.43	62		

When it is examined according to the monthly income level, is determined that the individuals with high-income expect a better

fitness program and accordingly the personnel deal more with the individuals with high income level ($p < 0.05$).

Table 5: Service Quality ANOVA results according to the membership status of participants

Membership Status		N	X	SS	F	p
Expected from personnel	1-2years	269	4.68	53	1.652	.161
	3-4 years	57	4.86	23		
	5-6 years	14	4.91	12		
Offered by personnel	1-2years	269	5.7	58	1	.362
	3-4 years	57	6.9	52		
	5-6 years	14	4.67	41		
Expected Fitness Program	1-2years	269	4.59	56	2	0.033
	3-4 years	57	4.83	43		
	5-6 years	14	5.14	40		
Fitness Program Offered	1-2years	269	4.42	62	1.799	.129
	3-4 years	57	4.67	52		
	5-6 years	14	4.56	81		
Expected Quality of the locker room	1-2years	269	4.71	51	3	0.016
	3-4 years	57	4.88	1.41		
	5-6 years	14	5.16	12		
Locker Room	1-2years	269	7.58	95	659	-%621
	3-4 years	57	7.58	1.19		
	5-6 years	14	7.90	71		
Expected Quality of Facilities	1-2years	269	4.55	53	1.037	.388
	3-4 years	57	4.65	56		
	5-6 years	14	4.82	39		
Offered Quality of Facilities	1-2years	269	4.39	59	2.092	.082
	3-4 years	57	4.53	53		
	5-6 years	14	7.7	39		

It is determined that for the individuals starting a new fitness centers, the quality of fitness program is low ($p < 0.05$), in addition

there is no statistically significant difference between the membership status and expected locker room quality.

Table 6. Service quality sub-dimension difference table according to the usage frequency of the participants

Frequency of use		N	X	SS	F	p
Expected from personnel	1-2	36	4.66	77	2.685	0.047
	3-4	196	4.78	34		
	5-6	96	4.64	58		
	7	12	4.56	56		
Offered Fitness Program	1-2	36	9.4	1.07	9.169	0,001
	3-4	196	4.43	65		
	5-6	96	4,62	51		
	7	12	4.11	1.28		

It is determined that the expectation of the customers using Sports Halls more often from the personnel is at a higher level ($p < 0.05$)

and the satisfaction level of individuals using the hall more often is higher ($p < 0.01$).

DISCUSSION AND RESULTS

Today, the growth of the service sector in the form of generating two-thirds of the trade volume, caused intense competition among

businesses in this sector; as a result of this competition, business managers confronted the obligation of providing customer satisfaction with various application that shall survive their businesses (Karl and Peluchette,

2006). This situation occurring in the service sector has an importance in same level for the hotel managements forming a branch of service industry and service became an important concept in providing customer satisfaction (Heung and Wong, 1997). Service quality concept is a concept which must be analyzed from a wider perspective in terms of wellness and Sports Center and must be considered substantially.

Total 340 (age: 25.03 ± 13.34) participants as to be 171 men and 169 women using 11 different wellness centers have participated to this study in which it is aimed to analyze the service quality in sports and wellness center. When Table 2 is analyzed, it is observed that age groups of the participants show some significant differences in sub-dimensions of the service quality. According to this finding, the service quality expected from the personnel, quality of the expected fitness program, expected quality of the locker room and expected quality of facility may change according to the age. It is possible to confront studies supporting these findings. (Eraslan and Çimen, 2016; Aslan and Koçak, 2011).

In another finding of the study, participants' perceptions of service quality were examined according to their income levels and significant differences were found in the expected fitness program sub-dimensions provided by the staff, but no significant difference was found in other dimensions. This finding can be interpreted as the effect of the income variable on the sub-dimensions. The researches of Okumuş and Duygun (2008) are in parallel with our study. In another study, participants' membership year variables were examined and significant differences were found in expected locker room quality subscale and expected fitness program subscale. It can be said that as the year of membership of the participants increased, the quality of the dressing room and the quality program regarding the fitness program increased. According to another finding of the study, no significant difference was found in terms of educational level.

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Suggestion for Transition from Tourism Animation Associate Degree Program to Recreation Undergraduate Program

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Abstract

The purpose of this study is to critically and descriptively analyze the problems of upgrading Associate of Tourism Animation degree to a Bachelor's degree. Of the total number of students, 42.9% were female and 57.1% were male. The mean age of the female students was 20.67 ± 2.94 years and mean age of male students was 20.88 ± 1.36 years. 13 item data collection instrument was designed by the researcher. Fifty percent said after graduation they will work in the profession (animation) in which they are studying; 21.4% said they were undecided about working in the profession. Also, 57.1% of the students reported Theatre, %21.4% Recreation, and 21.4% Tourism and Hotel Management as the potential upgrading bachelor's degree program for Tourism Animation associate's degree. Fifty percent of the students plan to complete an associate's degree and upgrade their degree to a bachelor's degree. Also, 50% of participants think bachelor's degree will contribute them in the workplace and 50% think that it will also contribute their academic career in the future. Results of the analysis showed that, 64.3% of the participants think that course contents of the Tourism Animation program and Recreation program is similar and 50% think that getting a bachelor's degree in Recreation is more advantageous than getting a associate's degree in Tourism Animation. It is suggested that bachelor's degree in Recreation should be provided as an upgrading program for the graduates of associate's degree in Tourism and Animation. This will help students to gain motivation, to improve their knowledge and skills for their future academic career, and to transition these knowledge and skill to future generations.

Keywords: Tourism animation, recreation, animation, associate's degree, bachelor's degree exam

Turizm Animasyonu Önlisans Programından Rekreasyon Lisans Programına Geçiş Önerisi

Öz

Bu çalışmanın amacı, Turizm Animasyonu Önlisans Programlarında öğrenim gören öğrencilerin lisans programlarına geçişlere yönelik görüşlerinin incelenmesidir. Araştırmaya katılan öğrencilerinin %42.9'u kadın, %57.1'i erkektir. Kadın öğrencilerin yaş ortalaması 20.67 ± 2.94 , erkek öğrencilerin yaş ortalaması ise 20.88 ± 1.36 'dir. Verilerin toplanmasında araştırmacı tarafından geliştirilen 13 soruluk anket kullanılmıştır. Araştırma bulguları öğrencilerin %50'sinin mezuniyet sonrası animatörlüğü meslek olarak yapmayı düşündükleri, %21.4'ünün de animatörlüğü meslek olarak yapmakta kararsız oldukları ortaya çıkmıştır. Öğrencilerin %57.1'i Tiyatro, %21.4'ü Rekreasyon, %21.4'ü de Turizm ve Otelcilik Programlarına geçiş haklarının bulunduğunu belirtmişlerdir. Önlisans öğrencilerinden Dikey Geçiş Sınavı ile lisans programına geçiş yapmayı öncelik olarak gören öğrenciler de tüm öğrencilerin %50'sini oluşturmuştur. Katılımcıların %64.3'ünün Rekreasyon Lisans Program içeriklerinin Turizm Animasyonu Önlisans Program içerikleri ile ilişkili olduğunu düşündükleri, %50'sinin Rekreasyon Lisans Programının, Turizm Animasyonu Programının devamı niteliğinde olduğunu düşündükleri de bulunmuştur. Turizm animasyonu önlisans programından mezun olan öğrencilere, Dikey Geçiş Sınavı ile Rekreasyon bölümlerine geçiş hakkı tanınmasının, Turizm Animasyonu Programın geleceği adına büyük kazanç olacağı düşünülmektedir.

Anahtar Kelimeler: Turizm animasyonu, rekreasyon, animasyon, önlisans, dikey geçiş

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INTRODUCTION

The word "Animation" is defined as "Liveliness" and/or "impersonation" (Redhouse, 2004). Turkish Language Society [TLS] (2014) defines animation as "performing various games, demonstration for entertaining the guests in touristic places such as "hotel, holiday village etc.". The basis of animation is to deal with the customers and entertain and welcome them and to organize cultural, witty, artistic and sportive activities (Yurtsever, 2005). The animation concept is confronted in the form of recreational activities which are offered in the touristic enterprises and take place within the scope of the tourism that is a recreative activity on its own. In brief, Briefly, while the animation covers everything that provides an enjoyable holiday; it also takes place within the animation concept that includes facilities providing a quiet atmosphere, attractive physical spaces for touristic usage and various entertainments that can meet customer expectations and provides opportunities enriching the socialization skills and personalities (Yılmaz, 2007).

It is possible to define the animation in various forms in terms of tourism science. For example, in terms of leisure time evaluation (recreation); the animation is the leisure time evaluation activities which provide the tourist to participate to the different type activities with the aim to provide satisfaction and pleasure, are organized by the tourism enterprises by being planned in advance and are supervised and designed as the assisted services in the enterprises, and which include the pools and beach games, various competitions, excursions and entertainment nights. As can be understood from these explanations, animation is a type of recreation which is prepared in the form of supporting the services in indoor and outdoor areas such as restaurant, pool, beach, amphitheater and etc and is provided to the usage of the tourists (Hazar, 2003). There is a close relationship between animation activities and impersonation of recreation areas, and the necessity of benefiting from the animation

activities for impersonating these areas, is inevitable (Yılmaz, 2007).

According to the occupation definition Turkish Employment Agency [TEA], animator is a member of profession who designs, organizes and performs arts, fine arts, sports and game activities and performs role and/or takes duty in various stage performances such as theater, contest, dance and musicals for entertaining guests accommodating in the tourism establishments (TEA, 2014). The recreation instructor is a member of profession who graduated from recreation departments of universities and programs of the School of Physical Education and Sports, Sports Sciences and Technology / Faculties of the Faculty of Sports and Recreation, who can be employed in the Sport Tourism Sector, Sports Animation, Park and Recreation areas and who can provide leisure time activities services based on games and sports in each age and level (Sports Science Association [SSA, 2014). In addition, as per the resolution taken at the meeting of Higher Education Council [HEC] dated 12.04.2000 and 7/d-2. 7/4 articles of the law numbered 2880 amended with the law numbered 2547, it is observed that especially tourism sector takes the first place when considering the employment areas of the students to be graduated from the Recreation Departments decided to be opened under the body of the School of Physical Education and Sports [SPES] (Zorba, 2008). The commencement of recreation education in the field of tourism has been realized with the opening of the Faculties of Tourism. Tourism Faculties were established as a result of the closure of all Education Faculties in the field of Vocational and Technical Education in 2009 and after the establishment of the Tourism Faculty as per this decision, the Departments of Recreation Management started to be opened in Tourism Faculties (Kızanlıklı, 2014). It is known that in the tourism sector, recreators (graduates of recreation department) are employed in different positions, such as animator, animation chief, entertainment director due to the content of their education program. Accordingly, when it is considered that the

animator profession in the definition of the graduates of Tourism Animation Associate Degree Programs is within the scope of recreative activities, it is observed that the graduates of both departments work in the same sector and in the same positions. In addition, it is observed that the courses in Tourism Animation Program pair with the courses of Physical Education and Sports Schools in comparison to the course contents of other higher education programs. Movement, Rhythm and Dance Training, Aerobic-Step, Recreation and Animation, Children Animation, Drama may be given as examples for these courses. However, it is thought by Assessment Selection and Placement Center (ASPC) that to identify the undergraduate programs which may be selected by graduates of Associate Degree of Tourism Animation in the Center as "Drama and Acting, Acting, Theater, Theater (Acting)" is contradictory and the said programs do not include the fields on which the graduates of Tourism Animation may apply their achievements obtained by during their Associate Degree educations. Despite this contradiction, in 2nd the second article of the National Education Basic Law no. 1739, it is mentioned "the general aim of Turkish National Education is to prepare all the individuals to the life by developing their, interests, abilities and talents through giving them the habit of teamwork and to make them happy and to have a profession that shall contribute to the happiness of the society "; in the 5th article of the same law titled "needs of individual and community", it is mentioned about the necessity that the students must take education in the departments where they are interested and can use their talents by using the expression "National education service is regulated according to the demands and capabilities of Turkish citizens and the needs of the Turkish society". It is clearly stated in the 6th article of the same law, it is mentioned "the individuals are educated by being directed to the various programs or schools in accordance with their interests, abilities and talents during their education" and it is clearly stated that the duty of directing these students to the departments and programs in accordance with their talents and demands is

within the responsibilities of the relevant institutions of the state (Ministry of National Education [MNE], 1973). In addition to this, in the d clause of 45th article of Higher Education Law numbered 2547, it is stated "students who graduate from vocational and technical secondary education institutions may be placed in vocational and technical associate's higher education programs which are the continuation of or close to the program they have completed without exams. The procedures and principles related with the placement of these students shall be determined by the regulation to be issued by the Council of Higher Education by taking the opinion of the Ministry of National Education". Thus the transition is allowed for the students who graduated from vocational and technical secondary education institutions to the associate degree programs which are the continuation or closest of their graduated program. In the e clause of same article, it is stated that the "vertical transition can be saved each year by the decision of the Higher Education Council, for associate degree graduates in the form not exceeding 10 percent of the quota determined in related undergraduate programs" thus it is clearly expressed that the associate degree graduates have the right to transition to the relevant undergraduate programs with the condition to be successful in the Vertical Transition Exam. Under the light of the above information, the aim of this study is to present the opinions of the students who are studying in the Tourism Animation Associate Degree Programs related with the transition to Recreation Departments of Physical Education and Sports, Sports Sciences and Technology Schools from the relevant Associate program with the Vertical Transition Exam which is held each year by ASPC.

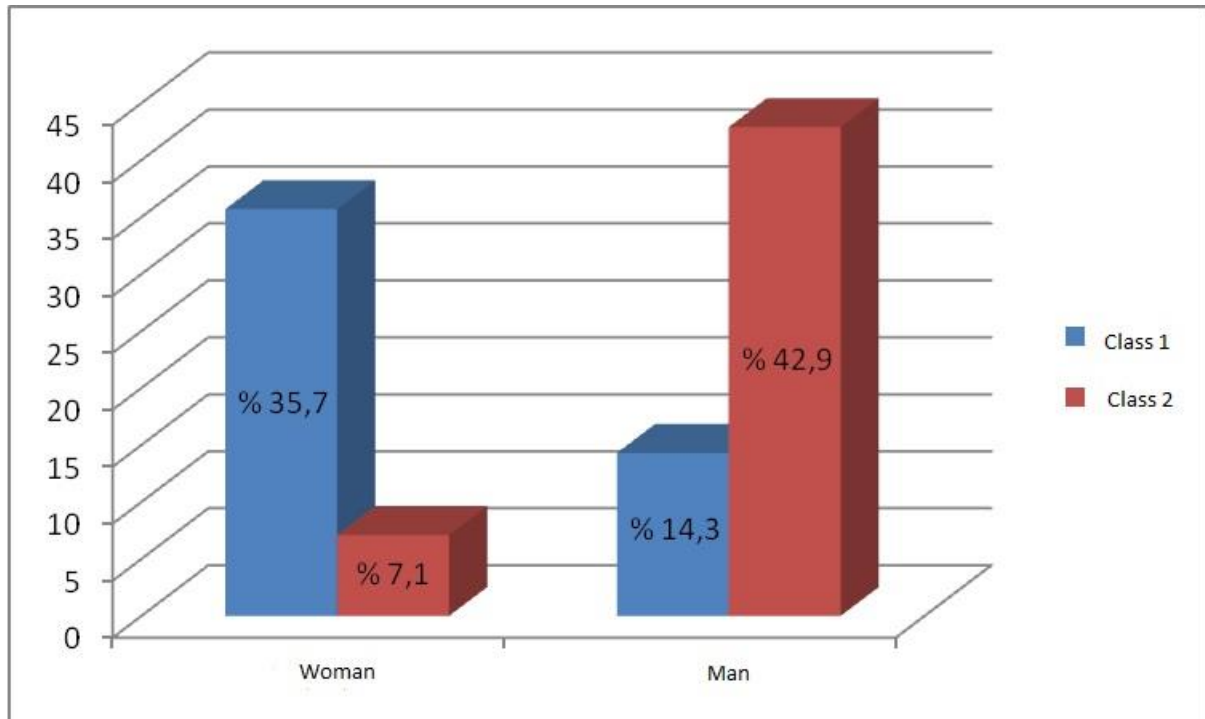
METHOD

Participants

42.9% of the students of the Tourism Animation Program who participate to the research is female and 57.1% of them are female. 50% of the students are in the first grade and 50% are in the second grade. The age average of female students is 20.67 ± 2.94

and the age average of male students is 20.88 ± 1.36 . The data is collected from Mersin University (64,29%), Ege University

(28,57%) and Karabük University (7,14%) which have Tourism Animation Program.



Graph 1. Percentage distribution of the students of Tourism Animation program who participated to the research according to their genders and their grades.

Data Collection Tool

A questionnaire developed by the research consisting of 13 questions is used for the purpose of collecting the data. In the questionnaire, there are questions related with the opinions of the students Tourism Animation Program on their programs, ideas on continuing to a postgraduate program, ideas about what kind of improvements they will receive from the recreation departments, information on whether they have a degree program related to their fields when they finish the program.

Data Collection Process

Easy sampling method is used for data collection purpose. The reason of preferring this method is to provide the research to reach the sample group easily by preventing the loss of time, money and labor (Cohen, Manion and

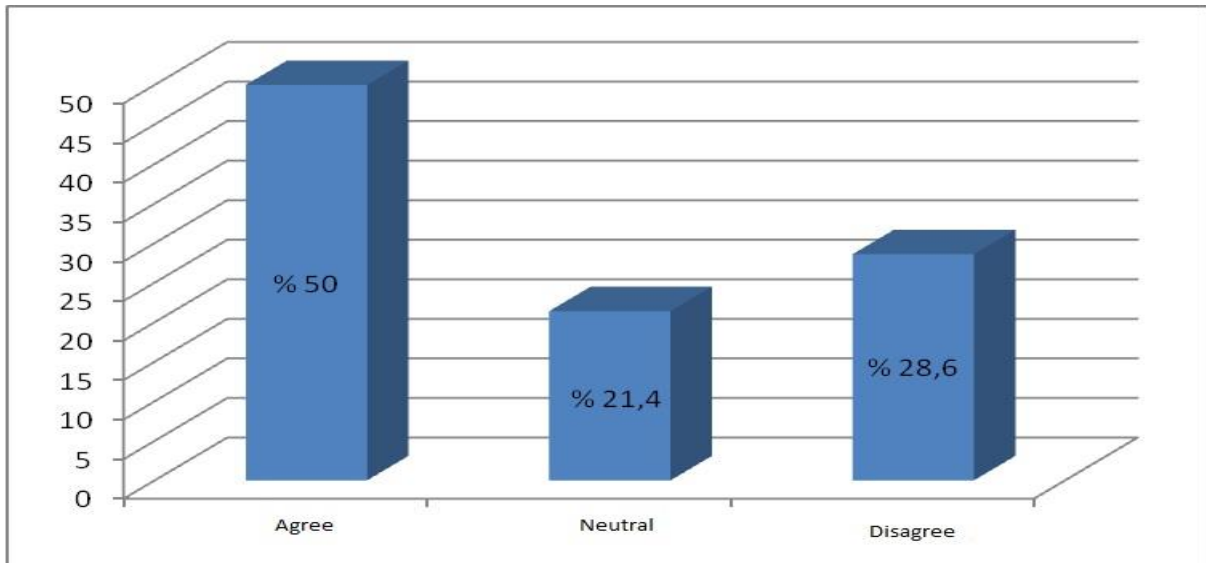
Morrison, 2000). The questionnaire developed by the researcher is delivered electronically to the students who participate to the study voluntarily and data is collected via electronic media.

Analysis of Data

Descriptive statistic analyses such as frequency, percentage are used in the analysis of the data.

FINDINGS

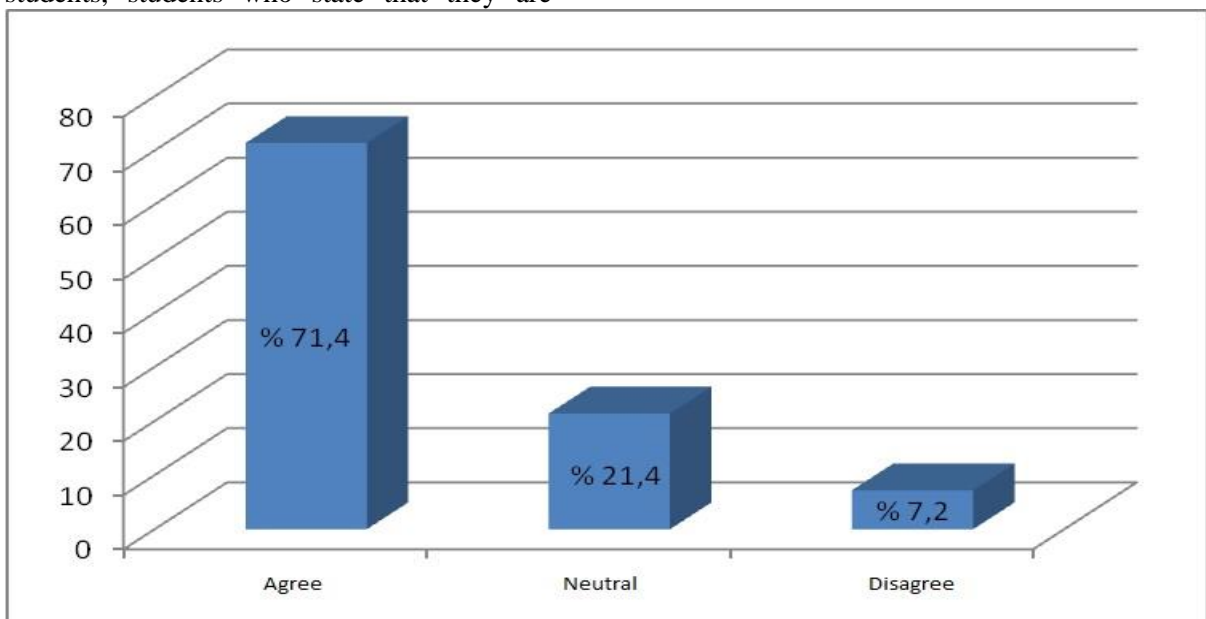
As a result of the replies given by the students of the Tourism Animation Program to the questionnaires; it is revealed that 50% of the students think of performing animation as profession after graduation, 21.4% of the students are indecisive in making animation as a profession and 28.6% do not think performing animation as a profession.



Graphic 2. Percentage distribution of the students who think to perform animation as profession after graduation.

In addition, it is found that students who think that they have a formal education program as a continuation of the program they had enrolled after graduation form 71.4% of all students, students who state that they are

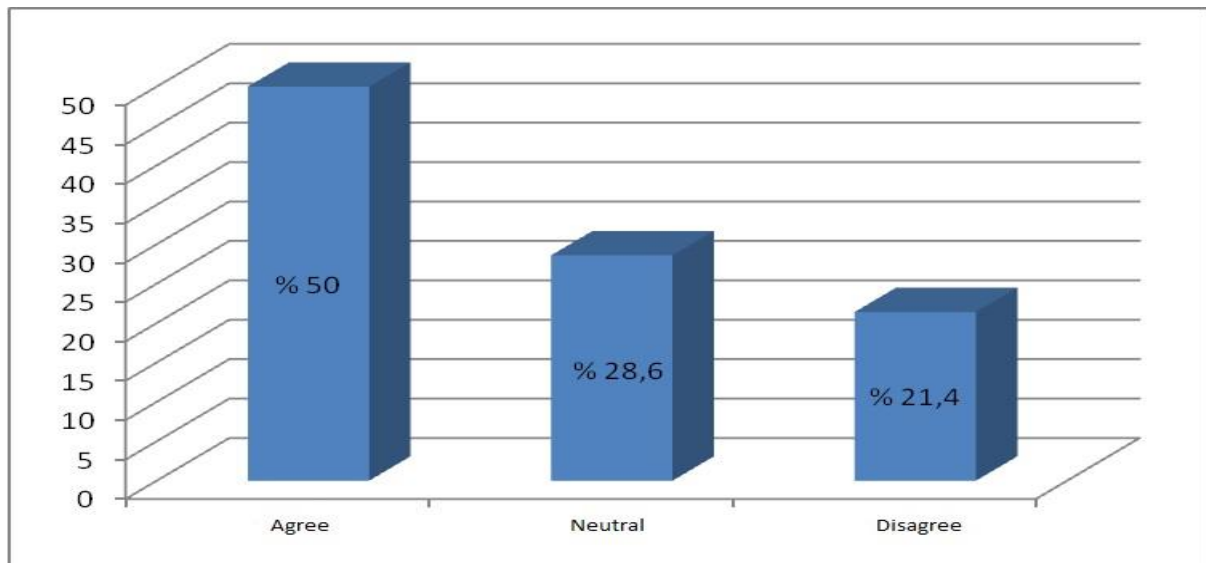
indecisive on the same subject form 21.4% of all students and the students who think that there is no formal education program form 21.4% of all the students.



Graphic 3. Percentage distribution of the students who think that there is a formal education program in the form of a continuation of the enrolled program after graduation.

While percentage of associate degree students who see transitioning to undergraduate program as priority, forms %50 of all

students, the percentage of the indecisive student is 28.6%, and the percentage of students not considering transition is 21.4%.



Graphic 4. Percentage distribution of students who see transitioning to undergraduate program from associate degree with vertical transfer exam as priority.

50% of the students state that having an undergraduate program will contribute to being a preferred personnel in the sector and 50% of the students state that it will have benefits for the academic career in their fields. The responses of the participants to the questions related with their opinions on Recreation Undergraduate Programs reveal that 64.3% of the students think that the content of the Recreation Undergraduate Program is related with the content of the Tourism Animation Associate Degree Program, 50% of the students think that Recreation Undergraduate program is the continuation of the Tourism Animation Program, 42.9% of them think that being the graduate of Recreation Undergraduate program will make them competent in the profession. In addition, 50% of the students state that being a graduate of undergraduate program is more advantageous than being a graduate of associate degree of tourism animation, and 71.4% of the students state that their recreation undergraduate graduates are luckier in findings jobs than the graduates of Tourism Animation Associate Program

DISCUSSION AND RESULTS

According to the findings obtained from the result of the questionnaire which is concluded in scope of this study aiming the present the

opinions of students in Tourism Animation Associate Degree Programs related with the placement from the related associate degree program to the Recreation Departments of Physical Education and Sports, Sports Sciences and Technology Schools / Faculty of Sports and Technology through Vertical Transfer Examinations held every year by ÖSYM with a descriptive approach, it is determined that the majority of the students of Tourism Animation Associate Degree Program think that the content of the Recreation Degree Program is associated with the content of Tourism Animation Associate Degree Program and half of the students think that the Recreation Undergraduate Program is the continuation of the Associate Degree Program in Tourism Animation. It has also been understood that half of the students in the same study think that to continue recreational education after associate degree education will increase their motivation and that a large majority of recreational undergraduate graduates are more fortunate in finding a job than Graduates of Tourism Animation Associate Program. The definition of profession members that may be employed in the field of Sports Tourism Industry, Sports Animation, leisure time activity services based on Motion, Game and Sports at all ages and levels, parking and sports activities for all graduates of SSA universities for graduates of

Physical Education and Sport, Sports Sciences and Technology Colleges / Faculty of Recreation Departments and Programs, is in the qualification of supporting these findings (SSA, 2014). In addition, when the employment fields of the students to be graduated from Recreation Departments which is planned to be opened under the body of Physical Education and Sports Schools as per the 7/d-2, 7/4 articles amended with the law numbered 2880 of the law numbered 2547 with the resolution of YOK dated 12.04.2000, is considered, Zorba's study which mentions that the tourism sector is in the first row, is in the qualification of supporting the same idea stating that the graduates of the relevant departments work in the same profession as well as the graduates of Tourism Animation program. (Zorba, 2008). In a study conducted by Yilmaz (2007), it was observed that one of the most common recreational activities in the surveyed hotel establishments is a fitness and aerobic step from land sports, and that the facilities had a swimming pool and a fitness center. This study is an indication of how much time the animators in tourist businesses spend on sportive activities, and in particular the professional dominance of the sport. It is thought that this can only be achieved by transferring to SPES Recreation departments, which is a section where they can take more comprehensive courses about sports.

Likewise, in study concluded by Saygın (1999), the recreation / animation activities with the highest attendance according to the program administrators in tourism enterprises are sports activities with 53.33%. 40% of the sports animators working in the resort villages state that they had education about sportive recreation / animation and 60% said they did not take education. In the same study, 75% of sports animators state that they have taken the education in business environment, 18.18% in private courses and 6.81% in school. Under the light of the findings obtained from the study of Saygın (1999), it is found that the most participatory activities in the entity are sportive activities but only 40% of the animators working in the sector are educated, only 6.81% of them are from relevant

Tourism Animation department. According to the results of the study concluded by Saygın (1999), when it is considered that the majority of the animators working in the sector are not educated in the relevant departments / programs, it is suggested that the necessary measures and arrangements must be taken for the students who prefer these programs to continue their education in a higher education institution.

Under the light of the obtained data, in case the students of Tourism Animation Associate Degree Program are the person who shall continue the profession and their course motivation increases, it is thought that to provide their transition with Vertical Transfer Examination to the Recreation Departments of Physical Education and Sports Schools and Faculties shall be a major gain for the future of Tourism Animation programs for being academicians who shall transfer the occupation to future generations by making academic career and for not confronting the problems of finding jobs and for becoming competent individuals.

While evaluating the results of this study, the limitation of sampling should be considered. It is recommended to carry out further studies with a larger sample.

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