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PERCEIVED OPINIONS OF THE SPORTS HIGH SCHOOL STUDENTS, TEACHERS AND MANAGERS TOWARDS THE SPORTS HIGH SCHOOLS IN TURKEY²

ABSTRACT

The purpose of this study was to investigate the perceived opinions of Turkish sports high school students, teachers, and managers about the sports high schools. Participants of this study were 1283 (338 Female, 945 Male) students, 50 teachers (14 female, 36 male), and 26 (2 female, 24 male) managers from 11 sports high schools located in seven different regions of Turkey. Three different scales were developed and used separately for the students, teachers and managers of sports high schools to measure their perceived opinions about sports high schools. Results revealed that the majority of the students had shown high state of belonging and contentment to their sports high schools, managers and teachers had shown neutral scores according to state of belonging and contentment. With respect to expectations of teachers and managers for the sports high schools, managers were slightly more positive than the teachers in expectation scores. However, their expectations about the schools were not fully met or satisfied due to the insufficient facility, equipment and branch trainers. Future studies should focus on developing effective strategies to solve the facility or equipment problems in the sports high schools. Moreover, it would be beneficial to increase the number of studies examining the quality of education in the sports high schools.

Keywords: sports high schools, perceived opinion, sports education

TÜRKİYE'DEKİ SPOR LİSELERİNDE BULUNAN ÖĞRENCİLERİN, ÖĞRETMENLERİN VE YÖNETİCİLERİN SPOR LİSELERİNİ ALGILAYIŞ BİÇİMLERİ

ÖZ

Bu çalışmanın amacı Türkiye'deki spor liselerinde bulunan öğrencilerin, öğretmenlerin ve yöneticilerin spor liselerine yaklaşımlarının ve spor liseleri hakkındaki görüşlerin belirlenmesidir. Çalışmanın katılımcıları yedi farklı coğrafi bölgede bulunan 11 spor lisesindeki 1283 (338 Kadın, 945 Erkek), öğrenci, 50 (14 Kadın, 36 Erkek) öğretmen ve 26 (2 Kadın, 24 Erkek) yöneticiden oluşmaktadır. Spor lisesi öğrenci, öğretmen ve yöneticileri için 3 farklı ölçek hazırlanmış ve ölçekler çalışmada veri toplama aracı olarak kullanılmıştır. Çalışmanın sonucuna göre, Türkiye'deki spor liselerinin tesis, malzeme ve personel yönünden öğrenci, öğretmen ve yöneticilerin beklentilerinin tam olarak karşılayamadığı ortaya çıkmıştır. Spor lisesinde görevli öğretmen ve yöneticilerin çoğu okula aidiyet ve memnuniyet konusunda tarafsız bir yaklaşım sergilerken, öğrencilerin çoğunluğunun okullarına aidiyet ve memnuniyet konularında pozitif yaklaşım gösterdikleri bulunmuştur. Ayrıca, yöneticilerin öğretmenlere göre beklentilerinin daha olumlu olduğu söylenebilir. Fakat alt-yapı, ekipman ve branş öğretmenlerinin sayıca yetersizliğinden dolayı beklentilerinin karşılanmadığı da görülmektedir. Gelecekte yapılacak çalışmalar spor liselerindeki tesis ve ekipman problemlerinin çözülmesi için nasıl stratejiler oluşturulması gerektiği üzerine olmalıdır. Bunlara ek olarak, spor liselerindeki eğitimin kalitesinin artırılması için çalışma sayılarının artırılması gerekmektedir.

Anahtar sözcükler: spor liseleri, algılayış biçimi, spor eğitimi

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INTRODUCTION

The concept of secondary schools specialized in sports has existed in the educational arena since the early 1900s. The educational institutions designed to train the athletes were seen in the Soviet Union after the World War II (Metsa-Tokila, 2002). A sports-oriented upper secondary school was founded in Finland around 1930s (Metsa-Tokila, 2002). In 1976, thousands of sports clubs or schools were functioning in the Soviet Union (FCDSAEC, 2005). However, the idea of sport high schools was revealed in such a late date as 1984 in Turkey. In the academic year of 1984-1985, "Youth Physical Education and Sports Vocational Sports High Schools" were founded in five different cities (Ankara, Çanakkale, Yozgat, Ağrı and Kahramanmaraş) (Can, 1986). However, these sports high schools were closed due to lack of achievement of school objectives or goals (Karapınar, 2007). In 2004-2005 academic year, Sports High Schools were founded again in the four cities of Turkey (Erzurum, Malatya, Uşak and Sivas) to raise sports athletes in the academic environment (Çoban, 2006).

In the code of Ministry of National Education Sport High Schools, item 5, Sport High Schools defined as "mixed type high schools that provide at least three years of education". Sports High Schools are aimed to a) develop basic knowledge and skills in sports education, b) to raise professional athletes, and c) to prepare students for the university level in Turkey. The entry requirements of Sports High Schools are generally arranged by the Ministry of National Education (MONE). After renovations in secondary education in the year of 2006, that item was changed into "mixed type high schools that provides at least four years of education" (Karapınar, 2007). In 2007, the number of sport high schools was increased to twenty (Bayraktar and Sunay, 2007). In June 2009, Ministry of National Education declared that all sports high schools and

fine arts high schools pursued their educational activities together under the name of "Anatolian Fine Arts and Sports High Schools" (Ministry of National Education, 2009).

Opening many sports high schools all across the Turkey definitely creates a better perception of sports among society. However, a deeper research on perceptions and satisfactions of sports high school teachers, managers or students should be conducted to analyze whether the goals of sports high schools are achieved or not. The perceptions, expectations and attitudes of the sports specific high school students in Turkey were investigated in several research studies (Altındaş, 2009; Çoban, 2006; Nar, 2007; Karapınar, 2007; Nar and Güral, 2007; Okudan, 2011). However, there are some limitations in those investigations. First, in order to monitor the current status, besides focusing on the expectations; the satisfaction of those expectations and statement of belonging to sports high schools of the students should also be investigated. Secondly, teachers and managers are also indispensable elements of the school communities. The expectations, satisfaction of those expectations and state of belonging of those subjects are also valuable variables that affect the degree of fulfillment of the objectives. Finally, the sample size of those studies varies from 200 to 700 numbers of students. In this study, data were obtained from 1283 students, 50 teachers, and 26 managers from 11 schools.

It is expected that the findings from this study will be beneficial for both policy makers and sports high school managers. Policy makers and stakeholders could combine the findings of this study with previous ones to conclude the current situation of the sports high schools. The problems of and expectations from these high schools could point a direction for future investments for both current sports high schools and for sports high schools

that are planned to be opened in the following years. Sports high school managers, on the other hand, could use the findings of this study to conclude the satisfaction of the expectations and state of belonging of students and teachers to plan future acts accordingly.

It is clear that limited research is available to examine a broader the perspective among the by investigating the perceptions of all subjects of sports specific high schools in Turkey. Obtaining all individuals perceptions about the high schools may provide valuable information for different aspects of the schools. Based on this premise, the purpose of this study was to investigate the perceived opinions of sports high school teachers, students, and managers about these high schools. At the end of this study it was expected that the students, teachers, and managers of the study had positive perceptions toward the sports high schools. The other hypothesis tested in this study were a) there is a significant difference among the students' reasons for preference of attending to sports high schools according

to their demographic profiles, b) there is a significant difference among the students' expectations from sports high schools according to their demographic profiles, c) there is a significant difference among the students' level of satisfaction of the expectations from high schools according to their demographic profiles, and d) there is a significant difference among the students' state of belonging and contentment to sports high schools according to their demographic profiles.

METHOD

Research Design

This study was a survey design study and convenient sampling was used.

Participants

Participants of this study were 1283 (945 Male, 338 Female) students, 50 teachers (14 female, 36 male), and 26 (2 female, 24 male) managers from 11 sports high schools located in seven different regions of Turkey. Demographic information of the high school students was presented in Table 1.

Table 1. Demographic Information about the Students

	Variables	N	%
Schools' Geographic Region	Eastern Anatolia	316	24.60
	Marmara	142	11.10
	Aegean	221	17.20
	Mediterranean	188	14.70
	Central Anatolia	229	17.80
	Black Sea	101	7.90
	South Eastern Anatolia	86	6.70
Grade	9 th	600	46.80
	10 th	348	27.10
	11 th	231	18.00
	12 th	104	8.10
Gender	Male	945	73.70
	Female	338	26.30
Sport License	Yes	990	77.2
	No	292	22.8

In terms of parents' education level, the following information was gathered for mothers and fathers. Education level of mothers: 509 (40,2 %) primary school graduate, 234 (18,5 %) high school graduate, 193 (15,2 %) illiterate, 191 (15,3 %) middle school graduate, 75 (5,9

%) literate but not graduated from primary school and 56 (4,4%) university graduate. Education level of fathers: 430 (34,1 %) primary school graduate, 355 (28,2 %) high school graduate, 269 (21,3 %) middle school graduate, 106 (8,4 %) university graduate, 59 (4,7 %) literate but not

graduated from primary school and 42 (3,3

Data Collection Instruments

The main researcher was developed three different questionnaires and used them separately for the students, teachers and managers of sports high schools to measure their perceived opinions about sports high schools.

The student scale consisted of eleven-factor model and 91 items. These items were as follows; demographic information (4 items), information about the student and his/her family (14 items), factors influenced to choose sports high school (7 items), reasons to choose sports high school (13 items), expectations from sports high school (7 items), satisfaction level from sports high school (23 items), interest in courses other than sports (4 items), perceived success in the courses other than sports (4 items), evaluation of the materials needed in school (open ended), evaluation of the sports equipment and facilities needed (open ended) and state of belonging to the school (15 items). The scales were 4-point Likert scales (1-completely disagrees, 4-completely agree). Some question examples for the student scale were "I can get high quality education from the sports high school", "there are other branch teachers in the school", and "the number of staff in the school is enough".

The teacher scale consisted of the nine-factor model and 84 items. The items were categorized as demographic information (10 items), expectations from sports high schools (8 items), level of satisfaction and atmosphere of the school (29 items), time spent on extracurricular activities (11 items), time spent on school-related activities (9 items), evaluation of the materials needed in school (open-ended questions), evaluation of the sports equipment and facilities needed (open-ended questions) in-service trainings attended (open ended questions) and obstructive factor for teaching (17 items). The scales were 4-point Likert scales (1-

%) illiterate.

completely disagrees, 4-completely agree). Some question examples for the teacher scale were "a variety of conferences related to sports are organized in the school", "the number of physical education teacher is enough in the school", "school administration takes care of my thought and ideas".

The scale for the managers consists of the nine-factor model and 67 items. The items were categorized as demographic information (8 items), expectations from sports high schools (8 items), level of satisfaction and atmosphere of the school (25 items), income statement of students (open ended), time spent on school-related activities (9 items), evaluation of the materials needed in school (open-ended questions), evaluation of the sports equipment and facilities needed (open-ended questions) in-service trainings attended (open-ended questions) and obstructive factor for teaching (17 items). The scales were 4-point Likert scales (1-completely disagrees, 4-completely agree). Some question examples for the manager scale were "education in other courses is in a high quality", "school administration takes care of teachers' ideas and thought with regard to teaching and learning process of the school" and "education level of sports high school help student to get enough score at the university entrance exam for other areas".

Structure validity of the student scale was established by factor analysis. For the reliability analysis of the student scale, Cronbach Alpha coefficients were calculated for each sub-factor individually and in total. The Cronbach Alpha values were found as .76 for state of belonging and contentment, .79 for reasons of preference, .71 for education and program, .80 for infrastructure, .83 for branch infrastructure, .82 for personnel relations and .82 for infrastructure satisfaction. The Cronbach Alpha value for the total scale was .94. The content validity of all scales was examined and

approved by two physical education specialists who had experience in pedagogy and sports management areas. In addition, an expert from Turkish Language area checked the clarity of the questions and made some suggestions for all scales. After these procedures were completed, the last version of the questionnaires was created.

Data Collection Procedures

The required permissions were obtained both from METU Human Subjects Ethics Committee and the Ministry of National Education to apply the scales in sports high schools. In addition, parent consent forms and students' assent forms were also obtained. At the data collection procedure period, there were only 27 sports high schools were located in Turkey from different regions. These regions were Eastern Anatolia (Elazığ, Erzurum, Bitlis, Sarkikamış, Van, Malatya, Tunceli), Marmara (İstanbul, Bursa, Kocaeli), Aegean (Uşak, Denizli, Manisa, Aydın), Mediterranean (Antalya, Mersin, Isparta), Central Anatolia (Sivas, Konya, Eskişehir, Ankara, Niğde, Kütahya), Black Sea (Samsun, Trabzon, Karabük), South Eastern Anatolia (Siirt). One sport high school was located in each city.

Phone meetings were applied with the principals from all 27 sports high schools in Turkey. Only, thirteen principals (13) were agreed to apply the scales and the scales were posted to the schools for 2110 students, 160 teachers, and 40 managers in 2009. However, eleven (11) schools' principals from different regions were posted back the scales. For that reason, 1283 students, 50 teachers, and

26 manager scales from 11 schools were used for data analysis (Table 1).

Analysis of Data

Statistical Package for Social Sciences (SPSS) program for windows was used for the data analysis. Following analysis methods were conducted for this study;

a) mean series method was used for the missing values in the data,

b) factor analysis was performed for student scale to create a sub-structure by reducing the large number of variables into smaller factors and to establish that multiple tests measure the same factor, and then

c) descriptive statistics were used to identify the frequency and percentage distribution of the participants' demographic characteristics and to calculate the mean scores of teachers and manager expectation results,

d) Three different multivariate analysis of variance (MANOVA) was conducted. The first analysis was done to determine the effect of independent variables of gender and grade on seven dependent variables (reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment). The second MANOVA analysis was conducted to determine to determine the effect of independent variables of mother's education level and father's education level on seven dependent variables. The last analysis was conducted to determine the effect of the independent variable of region of the school on the seven dependent variables.

RESULTS

Student Scale Results

Demographic information of students was provided in Table 1. Results indicated that the number of male students was higher than the number of female students in the sports high schools. The number of students was low in the higher grades. Results also showed that 90.9%

of students preferred to go to the sports high schools based on their preferences (Table 2). In addition, 60.2% of students emphasized the family and 68.6% of students emphasized their physical education teacher affect their preferences to attend the sports high school. It was also found that high number of students had a sport license (77.2 %).

Table 2. Preferences Reasons for Attending Sports High Schools

Preference Reasons	Variables	N	%
Sports Interest	Yes	1164	90.90
	No	116	9.10
Family Effect	Yes	871	68.2
	No	406	31.8
Friend Effect	Yes	492	38.5
	No	786	61.5
Physical Education Teacher Effect	Yes	875	68.6
	No	401	31.4
Trainer Effect	Yes	692	54.2
	No	584	45.8
Club Effect	Yes	482	38.0
	No	788	62.0
Media Effect	Yes	404	31.7
	No	871	68.3

Teacher and Manager Scale Results

Demographic information among the teachers and the managers in the schools were provided in Table 3.

Table 3. Details Information about the Teachers and Managers

	Variables	N	%
Teachers			
Gender	Male	36	72
	Female	14	28
Duration of the Profession	Less than 5 years	5	10
	6-10 years	16	32
	11-15 years	18	36
	16-20 years	10	20
	21 and more years	1	2
Managers			
Gender	Male	24	92.3
	Female	2	7.7
Duration of the Profession	Less than 5 years	13	52
	6-10 years	7	28
	11-15 years	3	12
	16-20 years	1	4
	21 and more years	1	4

School Expectation Scores among Teachers and Managers

Teachers' and Managers' school expectations scores were investigated

based on the education quality in the fields of sports and in the fields other than sports, the sufficiency of facilities and equipment, quality of sports education,

program, trainer number and sports conferences. Table 4 presents the

expectation scores of teachers and managers.

Table 4. School Expectation Scores among Teachers and Managers

Variables	Manager		Teacher	
	Mean	SD	Mean	SD
Education quality	3.23	.86	2.78	.90
Profession other than sports	2.65	.89	2.46	.79
Equipment and facility	2.00	.93	1.94	.85
Elite sportsmen and education	2.85	.88	2.64	.82
Quality of sports education	2.92	.93	2.63	.75
Program	2.46	.85	2.36	.90
Branch trainers	2.04	.99	2.12	.78
Conferences	2.46	.85	2.35	.89

Results indicated that both managers' and teachers' responses about the facility sufficiency and number of trainer were not satisfactory (1=completely disagree, 4= completely agree). In addition, they were not fully satisfied with other elements such as program or trainers in the sport high schools.

School Environment Scores among Teachers and Managers: Teachers and

managers' school environment scores were provided in Table 4. Both managers and teachers were positive about the moral support from the school management and manager-teacher cooperation in the school. However, they were not so positive about the library services, pension services, in service training programs, number of physical education teachers or staff in the schools.

Table 5. School Environment Scores among Teachers and Managers

Variables	Manager		Teacher	
	Mean	SD	Mean	SD
Number of management staff	3.08	.68	2.88	.82
Number of servant staff	2.00	.93	2.45	.76
Number of physical education teacher	2.15	.88	2.49	.76
Number of teachers from other fields	2.77	.81	2.80	.68
Quality of sports education	2.65	.79	2.51	.75
Quality of education in other fields	2.46	.85	2.80	.60
Moral support from the school management	3.08	.62	2.96	.83
Monetary support from the school management	2.54	.94	2.57	.94
Happiness	3.35	.56	3.00	.75
Motivation	3.27	.60	2.82	.80
Manager-teacher cooperation	3.23	.58	3.06	.76
Want to change profession	3.00	1.23	3.84	.40
Want to change province	3.46	.81	3.04	.95
Positive situation in the society	3.27	.53	2.88	.75
Library	1.62	.80	1.69	.67
Pension Facilities	2.15	.96	2.38	.88
Canteen Facilities	2.54	1.02	2.63	.83
Cooperation with counseling	3.35	.68	3.18	.69
School management supports social activity	3.54	.50	3.06	.73
In service training	2.23	.81	2.29	.74
Hygiene	3.27	.66	2.73	.70

Barriers to Education Scores among Teachers and Managers

Barriers to education scores were obtained from ten questions. Table 6

shows the mean scores of barriers to education based on managers and

teachers in the schools.

Table 6. Barriers to Education Mean Scores among Managers and Teachers

Variables	Manager		Teacher	
	Mean	SD	Mean	SD
Lack of teacher-student interaction	1.80	.81	2.13	.83
Lack of Material	2.44	1.12	2.63	.66
Students with special needs	1.36	.86	1.64	.92
Disinterested students	2.64	.86	3.10	.95
Undisciplined students	2.40	.81	2.90	1.06
Lack of teacher-manager interaction	1.68	.90	2.06	.84
Lack of family interest	2.72	1.02	3.00	.94
Lack of role models for students	2.24	.72	2.63	.76
Lack of student-student interaction	2.16	.74	2.45	.79
Lack of role models for teachers	1.76	.72	1.73	.81

MANOVA Results

Effects of Students' Gender and Grade Level on Dependent Variables

A multivariate analysis of variance (MANOVA) was conducted to determine the interaction effect of gender and grade level of students on the seven dependent variables of reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment. A significant difference was found between interaction of gender and grade level and the dependent variables, Wilks's $\Lambda = .97$, $F(21,3541) = 1.86$, $p < .05$. Even the interaction of gender and grade level had a significant main effect, according to the effect size value, (multivariate η^2 based on Wilks's $\Lambda = .010$) this difference was not practically significant (Cohen, 1977). Significant differences were found among the four different grade levels (9, 10, 11, 12) on the dependent variables, Wilks's $\Lambda = .75$, $F(21,3541) = 18.17$, $p < .05$. The multivariate η^2 based on Wilks's Λ was .093. A significant difference, on the other hand, was not found between the independent variable gender and the dependent variables, Wilks's $\Lambda = .99$, $F(7,1233) = 1.75$, $p > .05$. The multivariate η^2 based on Wilks's Λ was .010.

Although there was not a practically significant difference, it was observed that there was a significant difference between infrastructure subscale and interaction of gender and grade level ($F=3.48$, $p < .05$). There was no significant relationship observed between interaction of gender and grade level and reasons of preference ($F=.98$, $p > .05$); education and program ($F=.54$, $p > .05$); branch infrastructure ($F=.89$, $p > .05$); infrastructure satisfaction ($F=1.55$, $p > .05$); personnel relations ($F=2.50$, $p > .05$) and state of belonging and contentment ($F=1.53$, $p > .05$). While the infrastructure results of the female students from the grades 9, 11 and 12 were lower than the male students of those grades, the infrastructure results of the 10th grade female students were slightly higher than male students.

Since a significant difference between the four different grade levels and the dependent variables was found in MANOVA, univariate tests were examined to find which dependent variables have significant difference according to grade levels (table 8). A significant difference was found between grade level and reasons of preference ($F=70.18$, $p < .05$); education and program ($F=77.85$, $p < .05$); infrastructure subscale

($F=54.46$, $p<.05$); branch infrastructure ($F=70.02$, $p<.05$); infrastructure satisfaction ($F=63.04$, $p<.05$); personnel relations ($F=49.41$, $p<.05$) and state of belonging and contentment ($F=64.06$, $p<.05$).

In order to reveal the degree of effects of the grade levels on dependent variables, the pairwise comparisons for grade level were examined. When the mean differences between the grade levels were considered in accordance with the reasons of preference, the mean score of 9th grades was significantly higher than 10th grades ($p<.05$), 11th grades ($p<.05$) and 12th grades ($p<.05$). Similarly, the mean score of 10th grades was significantly higher than 11th grades ($p<.05$) and 12th grades ($p<.05$). However, the mean score of 11th grades was not significantly higher than 12th grades ($p>.05$).

Univariate tests results also indicated that there was no significant mean difference between the gender for the reasons of preference ($p>.05$), education and program ($p>.05$), infrastructure ($p<.05$), branch infrastructure ($p<.05$), infrastructure satisfaction ($p>.05$), personnel relations ($p>.05$), state of belonging and contentment ($p>.05$).

Effects of Mother's Education Level and Father's Education Level on Dependent Variables

DISCUSSION & CONCLUSION

The findings of the study were discussed into two subheadings: "Student findings" and "teachers and managers" findings.

Students' findings

Findings indicated that majority of the students preferred sports high schools because of their interest in sports and majority of students had an official sports license (see Table 1.). Students emphasized that they deliberately choose the sports high schools to involve in the sports activities intensely and to develop

MANOVA analysis showed that there was a significant difference observed between Mother's Education Level and the dependent variables, Wilks's $\Lambda = .94$, $F(35,4962) = 2.28$, $p<.05$. Even Mothers' education level had a significant main effect, according to the effect size value, (multivariate η^2 based on Wilks's $\Lambda = .013$) this difference was not practically significant (Cohen, 1977). MANOVA analysis also showed that there was no any significant difference observed between Father's Education Level and the dependent variables, Wilks's $\Lambda = 9.69$, $F(35,4962) = 1.08$, $p>.05$. The multivariate η^2 based on Wilks's Λ was .06. In addition, there was no significant difference observed between interaction of Mother's Education Level and Father's Education Level and the dependent variables, Wilks's $\Lambda = 8.60$, $F(161,7940) = 1.13$, $p>.05$. The multivariate η^2 based on Wilks's Λ was .021.

Effects of School's Geographic Region on Dependent Variables

There was a significant difference observed between school region and the dependent variables, Wilks's $\Lambda = .6$, $F(42,800) = 15.97$, $p<.05$. Even the independent variable school region had a significant main effect, the effect size value was low (multivariate η^2 based on Wilks's $\Lambda = .082$).

their sports knowledge academically. The influence of family and physical education teacher in the preference of sports high schools was found relatively high in this study. Similarly, a variety of studies found a positive association between children's sport participation and family influence (Dionigi, Fraser-Thomas, and Logan, 2012; Karapınar, 2007; Kavanagh, 2006; Timperio et al., 2013). It should be noted that the preference of sports high schools by students were not based on coincidence. Individuals and families

probably consider the sports area as a profession.

Interestingly, the effect of trainers and sports clubs on the students' preference was found low. One possible reason might be that professionals in the sports clubs or trainers may not have the necessary knowledge about the sports high schools or the trainers are not interested in the academic part of the education for their athletes. However, it should not be ignored the role of sports clubs on the youth sports participation. A recent study conducted by Gisladdottir, Matthiasdottir and Kristjansdottir (2013) demonstrated that sports clubs have a strong impact on the youths' mental and physical conditions. In addition, the researchers emphasized that the sports clubs positively support physical activity participation of adolescents (Gisladdottir et al., 2013). Considering the positive role of sports clubs on youth's sports participation, these environments may be used to provide knowledge about the sports high schools or encourage youths to attend sports high schools. Moreover, it may be beneficial to introduce the concept of sports high schools to the sports clubs, sports federations, and formal or non-formal sports organizations in order to increase the public interest for sports high schools in Turkey.

Moreover, the findings indicated that "the reasons of preference, the expectations from education and program, expectations from branch infrastructure, and infrastructure satisfaction, the perceptions of personnel relations, and the state of belonging and contentment" to the sports high schools were not different when gender of the student was considered. With regard to grade level of students, similar findings were identified for the reasons of preference of sports high schools, expectations from the education and program of sports high schools, expectations from infrastructure and branch infrastructure of these schools, infrastructure satisfaction, and

the perception of personnel relations among 11th and 12th graders. The only significant difference between the responses of 11th grades and 12th grades was seen in the factor of state of belonging and contentment to sports high schools. Students might be more aware of the problems or difficulties in schools as they spent more time in the schools. It is clear that the research hypotheses were not supported for some demographic variables such as gender. More research is needed to explore students' needs and preferences in order to increase the quality of the education in these settings.

The findings also showed that parents' education level or schools' geographic region did not make any difference among the students' reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment. Future studies might focus on exploring these issues to better understand the factors affecting students' preferences and their expectations among the school.

Teachers and Managers' Findings

With respect to expectations of teachers and managers for the sports high schools, managers were slightly more positive than the teachers in expectation scores. However, their expectations about the schools were not fully met or satisfied due to the insufficient facility, equipment and branch trainers. In addition, library services, pension services or in-service training programs were not adequate according to managers or teachers. It might be concluded that teachers and managers' perceptions about sports high schools were not so positive (one of the research hypotheses was not supported). Similar findings were found in Ayaydın' study (2011) examining the art teachers' perceptions about the fine arts and sports high schools. Teachers indicated that fine

arts and sports high schools had physical environment or instructional materials problems. In addition, a recent study analyzed the sports facilities in sports high schools in Turkey (Nacar, Gacar, Karahüseyinoğlu, and Gündoğdu, 2013). In this study, thirty five teachers from seven high schools emphasized that sports facilities and equipment were not in a high quality and the quantity of the materials were not enough for sports education. Yıldız and Güven (2011) also found curriculum and course book problems in these high schools, which directly affects the quality of education. Based on these research findings, administrators and policy makers should focus on solving infrastructure problems and increasing the number of branch trainers in the schools.

Managers and teachers in the sports high schools expressed that students with special needs, lack of guidance, lack of teacher-student interaction and lack of teacher-manager interaction were not considered as barriers to education. Disinterested students were seen as the biggest barrier for education, followed by lack of family interest and undisciplined students. Although, the findings showed that families generally supported their children to attend the sports high school, they may not get involved in the educational process of their children. Families should involve in the school activities and show supportive behaviors for their children (Çelenk, 2003).

In a conclusion, a considerable number of students in the sports high schools have valuable degrees and places in prestigious national and international competitions. Considering the successful athletes cease their active sports life because of the professional or educational concerns, sports high schools

may undertake the role of providing students an opportunity to choose sports as profession. This potential could lead to increase in the number and quality of elite athletes, trainers and sports managers in order to make valuable contributions for national and international success in the following years. In this manner, the cooperation among the sports clubs, sports federations and Ministry of Youth and Sports should be established to introduce the sports high schools to all students who deal with sports in a professional level.

In addition, facility, material and personnel infrastructure of sports high schools were seen insufficient in the schools. Majority of schools had lack of branch specific materials or trainers. To date, there is relatively little investment and planning on sports high schools and little research about how sports high schools actually operate. The number of research in that area should be increased and results should be taken into account by policy makers in order to reach the goals set by Ministry of National Education (2009) which declared that the aim of the sports high schools was mainly to raise nationally and internationally successful athletes in a more healthy and academic environments. For this reason, all sports high schools across Turkey were combined with fine arts high schools under the roof of "Anatolian Fine Arts and Sports High Schools. As a result, the number of sports high schools in Turkey was increased dramatically in the last few years. The pace of the expansion of the number of sports high schools could lead to further financial and logistic problems. Future studies might focus on the quality of the education in the sports high schools.

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