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Educational Quality in Physical Education and Sports Teaching: An Analysis on Sports Management Departments

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The goal of this study is to analyze the quality of education perceived in the physical education and sports teachings. For this purpose, an application was made to sports management departments. The universe of the research consists of university students who receive physical education and sports education in Turkey. The sample of the study consists of Gazi University, Ankara University and Hitit University Sports Management Department students selected by convenience sampling method. In the study, data were collected from 3 different universities with the purposeful sampling method. The research was applied to students studying between the 2019-2020 academic years. A total of 408 individuals, 233 males and 175 females, from the 2nd, 3rd, and 4th grades voluntarily participated in the study. The Education Quality Scale in Universities Providing Physical Education and Sports Education developed by Paktaş (2015) was used in the research. The scale consists of 8 sub-dimensions and a total of 64 items. In the analysis of the data, distribution normality was tested with the Kolmogorov-Smirnov test. To evaluate the level of differentiation depending on independent variables; t-test was used for comparisons between the means of two independent groups, and one-way Analysis of Variance (ANOVA) was used for the analysis of the means of more than two groups. For this reason, the Sheffe Test was used for pairwise comparisons. Scale scores were shown with arithmetic mean and standard deviation, and were considered statistically significant when calculated below $p<0.05$. As a result, while the perceived quality of education in sports management departments did not show any difference in terms of gender, significant differences were found in the university of education variable. These differences manifest themselves in the sub-dimensions of "physical conditions", "manager characteristics" and "instructor characteristics". In the evaluation made according to the class variable, it can be said that there are significant differences in all sub-dimensions. It can be said that the students studying in the sports management departments of the sports sciences faculties of Gazi University and Ankara University have a higher perception of service quality in physical education and sports education than the students studying in the sports management department of the sports sciences faculty of Hitit University

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INTRODUCTION AND PURPOSE

Education, being a dynamic process starting with the birth and continues throughout the life of the individual, cover all the effects faced in every moment of life as humans are living beings acquiring information and processing these collected knowledge. In this regard, the education is somewhat the architect of an individual and directs and forms the person and person's behaviors throughout life (Yılman, 1994). The task of the education which has the fundamental goal of elevating the individual to the highest level of perfection possible, is to give new behavior to the humans that may face the changes in their environment or to modify the existing behavior in this regard (Demirel, 2003). Education, with the goal of meeting the human expectations within the product or service organizations, is defined as an open system by Sönmez (1994) and an open system is indicated to be formed of input, transaction (process), output (result) and feedback. A change in any part of these elements shall completely affect and change the system. The inputs of the system should be in quality and quantity conforming to the purposes of the system. The part where the inputs are process in line with the goals, shaped and recreated is the transaction stage. The products obtained as the result of this stage is the output (result) stage. Considering the realization level of the goal with the achieved result, all the activities conducted in order to determine whether the system is working, what parts are not working, how and with what method these shall be remedied compose the feedback. The goals should respond to the rules and needs of the society. Because, the vision and mission of a society should be supported by the education goals (Tezcan, 1995; Yağmur et al., 2020). In addition, the course of physical education is a lesson that should be cared for and elaborated more than other lessons as it is reaching both the body and soul and also the mind of the child (Şahin, Pehlivan and Kuter, 2001). Thus, it is a fact that the physical education course has a very important place in the education of an individual and so that it should be given an extended place within the education system (Sönmez and Sunay, 2004). As such that, in the research conducted in order to show the effects of sports and playing within the education in our country and around the world in the last 20 years, positive results are achieved in many fields from nervous system to psychology (Lalarni and Kushartanti, 2019; Pakiş, 2020; Işık et al., 2014; Sevinç and Eskiler, 2020). In general the universities providing physical education and sports teaching aim to provide academic/pedagogic formation knowledge and skills to our youth in order to contribute the healthy development of the sports and individuals in our country and to train qualified personnel for these fields. The universities providing physical education and sports teaching continue their activities under various academic units. These units are under the titles of Faculty of Education, Faculty of Health Sciences, Higher Education School of Sports Sciences and Technologies, BESYO and Sports Sciences Faculty. The departments under these units can be listed as "Physical Education and Sports Teaching", "Sports Management", "Coaching Education", "Recreational Education", "Sports Sciences", and "Exercises and Sports Education for the Disabled". Among these department, within the scope of the Sports Management Department, education is provided mainly in the fields of sports management and organization, and sport business management, and personnel for management levels related to the sports at public and private sector are trained (ÖSYM, 2020). When management levels are in question, the emphasis on quality becomes more important. The quality in education is not a tool for continuity of the school or some institutions but everything that create the possibility to provide education service directly to more people and provides for all that are within the education process to feel better and to reach a status better than where they have started. The concept of quality that has multiple dimensions and that is needed for the sustainability of the institutions (Koçak et al., 2017), is one of the crucial elements of the education system. The quality in education, beyond the limits of the Total Quality Management led by Deming, should be considered in a more comprehensive manner together with the

universal characteristics of the education activity and the property of being a public asset (Aksoy, 2010). In this regard, the aim of the research is to analyze the perception of the students under training in the sports management department regarding the quality of education.

METHOD

Population and Sample

The population of the research is composed of the university student receiving physical education and sports teaching in Turkey. The sample of the study is composed of the students of Gazi University, Ankara University and Hitit University Sports Management departments selected via convenience sampling method.

Data Collection Tools

The data collection tool used in the study consists of two sections. In the first section of the data collection tool, there were statements used for determination of the personal information of the participants of the research group. Whereas in the second section, Scale of Education Quality in Universities Providing Physical Education and Sports Teaching (BESÖVÜEK) that is developed by Paktaş (2015) is used. BESÖVÜEK consists of 8 sub dimensions as Physical Conditions, Manager Characteristics, Manager Vision, Instructor Characteristics, Education Programs, Teaching Methods, Measurement Assessment and Support Services and total of 64 items. It is determined that the Cronbach Alpha internal consistency coefficient values, measured for testing the reliability of the scale, varies between 0,84 and 0,94. It can be said that the values acquired are at a very high level of reliability. Besides, the standardized regression coefficients after the Verifying factor analysis are within the limits of goodness to fit.

Analysis of Data

In order to present the distribution of the sample according to the dependent variables, frequency and percentage calculation are performed. Therefore, as all sub dimensions show characteristic of additivity according to the Tukey additivity test, the scores of the items forming the sub dimensions are summed and the sub dimension scores are obtained. For these sub dimension scores, the complementary statistics are calculated and the comparisons regarding the total point are performed. In order to assess the differentiation level based on the independent variables, t-test is used for comparisons between the two independent group averages and one way Analysis of Variance (ANOVA) is used in the analysis of the averages of more than two groups. Thus, Sheffe Test is used for the binary comparisons. The scale points are shown by arithmetical mean and standard deviation, and are deemed statistically significant when calculated lower than $p < 0.05$.

FINDINGS

Table 1. Demographical Information of the Research Group

Variable		n	%
Gender	Male	233	57.1
	Female	175	42.9
University	Gazi University	157	38.4
	Ankara University	118	29
	Hitit University	133	32.6
Grade	2	112	27.5
	3	141	34.5
	4	155	38
Total		408	100

Of the research group 57,1% consists of male participants. The highest participant group belongs to the Gazi University with 157 participants. In the research group 112 individuals are 2nd Grade student and 141 individuals are 3rd Grade students, while 155 individuals are 4th Grade students.

Table 2. T-test Distributions of the Research Group Based on Gender Variable

Factors	Gender	n	\bar{X}	Ss	t	p
Physical Conditions	Women	175	3,18	6.08	-1,234	0.217
	Men	233	3,25	5.98		
Manager Characteristics	Women	175	3,06	12.25	-0.989	0.323
	Men	233	3,11	12.64		
Manager Vision	Women	175	3,2	5.08	0.849	0.396
	Men	233	3,19	5.39		
Instructor Characteristics	Women	175	3,22	10.41	-0.779	0.436
	Men	233	3,26	10.44		
Education Programs	Women	175	2,74	8.83	0.400	0.689
	Men	233	2,72	8.58		
Training Methods	Women	175	3,93	7.25	0.059	0.953
	Men	233	3,93	7.06		
Measurement Assessment	Women	175	3,15	4.31	0.193	0.847
	Men	233	3,14	4.44		
Support Services	Women	175	3,09	7.79	-0.759	0.523
	Men	233	3,11	8.35		

*p<0.05

When Table 2 is examined, it is seen that there is no statistically significant difference at the level of $p<0,05$ for the students participating in the research between their perception of educational quality and gender at the analyses made at all sub dimensions.

Table 3. ANOVA Test Distribution of Research Group based on the Enrolled University Variable

Factors	Universities	n	\bar{X}	Ss	F	p	Difference
Physical Conditions	Gazi University (1)	157	3,35	4.91	34.299	0.001*	1-3 2-3
	Ankara University (2)	118	3,37	5.59			
	Hitit University (3)	133	2,80	5.39			
Manager Characteristics	Gazi University (1)	157	3,30	7.38	8.000	0.001*	1-3 2-3
	Ankara University (2)	118	3,61	11.97			
	Hitit University (3)	133	2,13	11.31			
Manager Vision	Gazi University (1)	157	3,14	4.15	1.316	0.091*	
	Ankara University (2)	118	3,04	5.25			
	Hitit University (3)	133	2,95	5.81			
Instructor Characteristics	Gazi University (1)	157	3,74	7.92	7.426	0.001*	1-3 2-3
	Ankara University (2)	118	3,59	10.89			
	Hitit University (3)	133	2,46	7.11			
Education Programs	Gazi University (1)	157	2,67	6.36	7.276	0.081*	
	Ankara University (2)	118	2,68	8.35			
	Hitit University (3)	133	2,79	9.19			
Training Methods	Gazi University (1)	157	3,75	6.07	8.309	0.121*	
	Ankara University (2)	118	3,86	7.01			
	Hitit University (3)	133	3,93	6.95			
Measurement Assessment	Gazi University (1)	157	2,98	3.58	4.186	0.101*	
	Ankara University (2)	118	3,02	4.29			
	Hitit University (3)	133	3,01	3.71			
Support Services	Gazi University (1)	157	3,02	5.81	20.812	0.091*	
	Ankara University (2)	118	3,12	9.41			
	Hitit University (3)	133	2,98	8.45			

*p<0.05

When the Table 3 is examined, it is seen that there is a statistically significant difference at the level of $p<0,05$ for the students participating in the research between their perception of educational quality and enrolled university regarding all the sub dimensions.

Table 4. ANOVA Test Distribution of Research Group based on Grade of Education Variable

Factors	Variable	n	\bar{X}	Ss	F	p	Difference
Physical Conditions	2nd Grade (1)	112	3,43	5.80	10.959	0.001*	1-2*
	3rd Grade (2)	141	3,35	6.15			1-3*
	4th Grade (3)	155	3,32	5.98			
Manager Characteristics	2nd Grade (1)	112	3,32	11.74	9.312	0.001*	1-2*
	3rd Grade (2)	141	2,84	12.74			1-3*
	4th Grade (3)	155	3,11	12.86			
Manager Vision	2nd Grade (1)	112	3,51	4.84	16.567	0.001*	1-2*
	3rd Grade (2)	141	3,13	5.40			1-3*
	4th Grade (3)	155	3,14	5.42			
Instructor Characteristics	2nd Grade (1)	112	3,41	10.08	8.865	0.001*	1-2*
	3rd Grade (2)	141	3,20	10.49			
	4th Grade (3)	155	3,24	10.64			
Education Programs	2nd Grade (1)	112	2,81	8.47	17.976	0.001*	1-2*
	3rd Grade (2)	141	2,71	8.48			1-3*
	4th Grade (3)	155	2,56	8.90			
Training Methods	2nd Grade (1)	112	4,10	6.86	4.021	0.022*	1-2*
	3rd Grade (2)	141	3,92	7.11			
	4th Grade (3)	155	3,85	7.51			
Measurement Assessment	2nd Grade (1)	112	3,34	4.10	7.959	0.001*	1-2*
	3rd Grade (2)	141	3,18	4.51			1-3*
	4th Grade (3)	155	3,17	4.51			
Support Services	2nd Grade (1)	112	3,22	8.26	5.987	0.002*	1-2*
	3rd Grade (2)	141	3,14	8.79			1-3*
	4th Grade (3)	155	3,04	8.75			

*p<0.05

When the Table 4 is examined, it is seen that there is a statistically significant difference at the level of $p<0,05$ for the students participating in the research between their perception of educational quality and grade of education regarding all the sub dimensions.

DISCUSSION AND RESULT

In this study where the educational quality in physical education and sports teaching in sports management departments, at the inquiry made regarding the gender, there is no difference observed. This finding can be interpreted as that the gender is not a variable creating a difference for the perceived

educational quality in physical education and sports teaching. In the study conducted by Dilşeker (2011), it is seen that there is no significant difference observed between the service quality perception and genders of the students.

When the Table 3 is examined, according to the “University” variable determining their perception regarding the educational quality, it can be seen that all the students participated in the research from all universities at have an intermediate level of quality perception at the “Physical Conditions” dimension. Accordingly, when the perception levels of the students is examined, it is determined that students from Gazi University and Ankara University have a higher quality perception, whereas students from Hitit University have a lower quality perception. However, in the study by Özçalık (2007) at Hitit University, male and female participants had indicated that they are not satisfied with the educational service they are provided. Quality as a component of the service provision is one of the basic factors affecting the decisions of the students that may select a higher education institution (McBurnie and Ziguas, 2007). In the study by Erden (1998), an opinion is stipulated that existence of school building and other facilities belonging to the Faculty of Sport Sciences and their placement to an accessible location for the students, instructors and other personnel are among the top factors affecting the quality of the education, and that the factors like the quantitative and qualitative sufficiency of the units like classrooms, the sports facilities, laboratories providing for the classes within the curriculum to be taught, and the other units like meeting halls, conference halls, libraries etc., the presence of rest rooms and showers, ventilation, heating and lighting of all units affect the quality of the education and training. Yenel et al. (2003), in their research conducted on the students studying at the coaching education and sports management departments in sports education institutions, had reached the conclusion regarding the physical opportunities of the departments the sports education students enrolled in, that 54,1% of them have insufficient facilities, and 13,6% of them are not at sufficient levels. In the study by Naser (2008), it is stated that the physical infrastructure is an important issue concerning the higher education institutions, and the facilities at the classes, library facilities providing sufficient areas, books, magazines, audio-visual materials, laboratory facilities, materials, tools, budget, canteen, room assignment are compared in educational quality. Also it is emphasized that the communication technologies are another important infrastructure for the educational quality. Once again, some various research suggested that when students decide on the higher education the location of the higher education institution is important (Ayyıldız, 2019; Ho and Hung, 2008; Moogan et al., 2001; Roberts and Allen, 1997; Welki and Navratil, 1987). For increasing the total quality of the education institutions and minimizing the differences between universities, they should be designed to meet the physical conditions and social needs of the students and these should be benefited. It is believed that the difference in the study is due to the fact that the students under sports education even in the universities that yet not completed their institutionalization find the physical conditions as a definitive aspect regarding the quality as the improvement of physical conditions continues as an ongoing process.

Whereas in the dimension of “Manager Characteristics”, it is seen that students at all the universities participated in the research have intermediate level quality perception. Based on this, students in Ankara University and Gazi University had reported that they have higher quality perception while the students in Hitit University had reported that they have lower quality perception. In the research by Tonbul (2008), the achieved results suggest that give higher level importance, as the measurement of the performance of the academic personnel, to scales like creative and critical thinking skills, being accessible by the students, sparing time for the students etc. In the study by Şirin and Yetim (2009), it is indicated that SBFs being open for improvement, renovation and transformation is dependent on their management by managers with efficient and modern leadership understanding, in departments where academic personnel perform management, it is related to be aware of the field specific goals and problems, and to understand the culture of that department, i.e. to know the field. One of the fundamental elements of the education system is the managers and academic personnel. The quality and success of the system is dependent on the properties they carry. It is believed that the difference in the study is based on the differences between the managers in their competence properties determined in the assignment process, their knowledge of the institution and ability to find solutions to the present needs. It is seen that students at all the universities participated in the research have intermediate level quality perception in the “Instructor Characteristics” dimension. Based on this, students in Ankara University and Gazi University had reported that they have higher quality perception while the students in Hitit University had reported that they have lower quality perception. In the research by Erdem (2003) emphasizes that the important factor in training quality students is instructors in SBFs. Erden (1998) emphasizes that the instructors are people who perform the teaching via organizing planned activities in schools. In the research by İrez (2005), the results reached that the instructors in SBF are not at the level desired regarding the qualifications required. In the study by Mirzeoğlu et al., (2007) on comparison of the sense of occupational competence of physical education teachers, teacher candidates and instructors working at SBF, it is detected that the total competence average of the instructors are lower than both the physical education teachers and teacher candidates. Therefore, in order to increase the quality of education, it is required to provide for the instructors with high educational quality to face the students. Because, directing instructors with good training in both academic and application areas and with a career background into the sports education institution poses great importance for increasing the educational quality. It is believed that the difference in the study is based on the differences of the instructors at the current institutions related to the academical structure, experience and careers in application field.

When the Table 4 is examined, according to the “Grade of Education” variable determining their perception related to the educational quality, in “Physical Conditions”, “Manager Characteristics”, “Manager Vision”, “Education Programs”, “Measurement Assessment” and “Support Services” dimensions in the research group, it is seen that students in all grades have intermediate quality perception. It can be seen accordingly that there is a significant difference between the students at 2nd

Grade and the one at 3rd Grade, and between the ones at the 2nd Grade and the ones in 4th Grade. The students at 2nd grades had reported a view indicating that they have a higher quality perception compared to the students at 3rd and 4th grades. Once again in “Instructor Characteristics” and “Training Methods” sub dimensions students at 2nd grade reported that they have a higher quality perception than students at 3rd grade. In the research by Adatepe (2018), it is determined that in the dimension of “Instructor Qualities”, all the students have quality perception over an intermediate level. In a similar work by Yıldız (2005), SBF students emphasize that the efficiency of the instructors is important during the education and training process. Administrative support and leadership quality is an important factor in school processes for both students and teachers. Well managed schools and classes increase the quality of education. The teachers need administrators supporting the Education Programs (Defining Quality in Education, 2000). In the research by Erdoğan et al. (2005), they have concluded that the students find the cleaning, social and cultural activities sufficient and find Support Services like social activity areas, canteen, cafeteria services, internet services, garden-green area, library services etc. insufficient among the services provided by the university/ faculty. In the research by Yıldız (2008), it is concluded that the way to train high quality individuals is through the qualifications of the instructors and having an instructor at the desired quality and also the instructor reflecting the qualifications to the teaching activities increase the quality of education. In a research by Oldfield and Baron (2000), they state that the students, regarding the service provision, generally do not care about the hierarchy of organization, and that all academic or administrative personnel should work together to represent the institution in service rendering. It is believed that the difference in the study is based on that regarding the curriculums the students start to know the institution starting at the 2nd grade, they are in great effort to improve themselves in the best way with high expectations and enthusiasm related to the field, and they increase their relation with the school to the highest level; however the 3rd and 4th grade students start to develop future anxieties, the studies regarding the Public Personnel Selection Examination (KPSS) hasten and they have efforts of self-improvement forming in different areas, thus weakening their relations with the institutions.

As a result it can be said that students at the Gazi University and Ankara University sport sciences faculties, sports management departments have a higher service quality perception in physical education and sports teaching compared to the students in Hitit University sport sciences faculty, sports management department.

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Beden Eğitimi ve Spor Öğretiminde Eğitim Kalitesi: Spor Yöneticiliği Bölümleri Üzerine Bir İnceleme

Genişletilmiş Özet:

Bireyin doğumuyla başlayan ve yaşamı boyunca devam eden dinamik bir süreç olan eğitim, insanın bilgi edindiği ve topladığı bu bilgileri işleyen bir canlı olduğu için yaşamın her anında karşılaştığı tüm etkileri kapsar. Bu bağlamda eğitim, bir bakıma bireyin mimarıdır ve yaşamı boyunca bireyi ve bireyin davranışlarını yönlendirir ve şekillendirir. Bireyi mümkün olan en yüksek mükemmelliğe ulaştırmak temel amacı olan eğitimin görevi, çevrelerindeki değişimlerle karşılaşabilecek bireylere yeni davranışlar kazandırmak veya bu doğrultuda var olan davranışları değiştirmektir. Ürün veya hizmet organizasyonlarında insan beklentilerini karşılamayı amaçlayan eğitim, açık bir sistem olarak tanımlanır ve girdi, işlem (süreç), çıktı (sonuç) ve geri bildirimden oluşan açık bir sistem olarak görünür. Bu unsurların herhangi bir kısmındaki bir değişiklik, sistemi tamamen etkileyecek ve değiştirecektir. Sistemin girdileri, sistemin amaçlarına uygun nitelik ve nicelikte olmalıdır. Girdilerin hedefler

doğrultusunda işlendiği, şekillendirildiği ve yeniden oluşturulduğu kısım işlem aşamasıdır. Bu aşama sonucunda elde edilen ürünler çıktı (sonuç) aşamasıdır. Ulaşılan sonuçla hedefin gerçekleşme düzeyi göz önünde bulundurularak sistemin çalışıp çalışmadığını, hangi parçaların çalışmadığını, bunların nasıl ve hangi yöntemlerle giderileceğini belirlemek için yapılan tüm faaliyetler geri bildirim oluşturur. Hedefler, toplumun kurallarına ve ihtiyaçlarına cevap vermelidir. Çünkü bir toplumun vizyon ve misyonu, eğitim hedefleri ile desteklenmelidir. Ayrıca beden eğitimi dersi, çocuğun hem bedenine hem ruhuna hem de zihnine ulaştığı için diğer derslerden daha fazla özen gösterilmesi ve detaylandırılması gereken bir derstir. Bu nedenle beden eğitimi dersinin bireyin eğitiminde çok önemli bir yere sahip olduğu ve bu nedenle eğitim sistemi içinde geniş bir yer verilmesi gerektiği bir gerçektir. Öyle ki son 20 yılda ülkemizde ve dünyada spor ve oyun oynamanın eğitim içerisindeki etkilerini ortaya koymak amacıyla yapılan araştırmalarda sinir sisteminden psikolojiye kadar birçok alanda olumlu sonuçlar alınmaktadır. Genel olarak beden eğitimi ve spor öğretmenliği bölümü olan üniversiteler, ülkemizde sporun ve bireylerin sağlıklı gelişimine katkıda bulunmak ve bu alanlarda nitelikli eleman yetiştirmek için gençlerimize akademik/pedagojik formasyon bilgi ve becerisi kazandırmayı amaçlamaktadır. Beden eğitimi ve spor eğitimi veren üniversiteler çeşitli akademik birimler altında faaliyetlerini sürdürmektedir. Bu birimler Eğitim Fakültesi, Sağlık Bilimleri Fakültesi, Spor Bilimleri ve Teknolojileri Yüksekokulu, BESYO ve Spor Bilimleri Fakültesi başlıkları altındadır. Bu birimler altında yer alan bölümler “Beden Eğitimi ve Spor Öğretmenliği”, “Spor Yöneticiliği”, “Antrenörlük Eğitimi”, “Rekreasyon Eğitimi”, “Spor Bilimleri” ve “Engelliler için Egzersiz ve Spor Eğitimi” olarak sıralanabilir. Bu bölümlerden Spor Yöneticiliği Bölümü bünyesinde ağırlıklı olarak spor yönetimi ve organizasyonu ile spor işletmeciliği alanlarında eğitim verilmekte, kamu ve özel sektörde sporla ilgili yönetim kademelerine yönelik personel yetiştirilmektedir. Yönetim kademeleri söz konusu olduğunda kaliteye verilen önem daha da önem kazanmaktadır. Eğitimde kalite, okulun veya bazı kurumların devamlılığı için bir araç değil, eğitim hizmetinin doğrudan daha fazla kişiye sunulmasını sağlayan ve eğitim sürecinde yer alan herkesin kendini daha iyi hissetmesini ve başladıkları yerden daha iyi bir statüye ulaşmasını sağlayan her şeydir. Birden çok boyutu olan ve kurumların sürdürülebilirliği için ihtiyaç duyulan kalite kavramı, eğitim sisteminin en önemli unsurlarından biridir. Eğitimde kalite, Deming liderliğindeki Toplam Kalite Yönetimi sınırlarının ötesinde, eğitim faaliyetinin evrensel özellikleri ve kamu malı olma özelliği ile birlikte daha kapsamlı bir şekilde düşünülmelidir. Bu bağlamda araştırmanın amacı, spor yöneticiliği bölümünde eğitim gören öğrencilerin eğitim kalitesine ilişkin algılarını incelemektir. Bu çalışmanın amacı beden eğitimi ve spor öğretiminde algılanan eğitimin niteliğini incelemektir. Bu hedef doğrultusunda spor yöneticiliği bölümlerinde bir uygulama yapılmıştır. Araştırmada amaçlı örnekleme yöntemi ile 3 farklı üniversiteden veri toplanmıştır. Araştırmaya 2., 3. ve 4. sınıflardan 233 erkek ve 175 kız olmak üzere toplam 408 kişi gönüllü olarak katılmıştır. Araştırmada Paktaş (2015) tarafından geliştirilen Beden Eğitimi ve Spor Eğitimi Veren Üniversitelerde Eğitim Kalitesi Ölçeği kullanılmıştır. Ölçek 8 alt boyuttan ve toplam 64 maddeden oluşmaktadır. Veri analizi sırasında dağılım normalliği Kolmogorov-Smirnov testi ile test edilir. Verilerin analizinde normal dağılım gösteren veriler için T-testi ve ANOVA kullanılmaktadır. Sonuç olarak, spor yöneticiliği bölümlerinde algılanan eğitim kalitesi cinsiyete göre farklılık göstermezken, kayıtlı olunan üniversite değişkeninde anlamlı farklılıklar görülmüştür. Bu farklılıklar “fiziksel koşullar”, “yönetici özellikleri” ve “eğitmen özellikleri” alt boyutlarında kendini göstermektedir. Derece değişkenine dayalı olarak yapılan analizde ise tüm alt boyutlarda anlamlı farklılıklar olduğu söylenebilir. Gazi Üniversitesi ve Ankara Üniversitesi Spor bilimleri fakültelerinin spor yöneticiliği bölümlerinde okuyan öğrencilerin beden eğitimi ve spor eğitiminde hizmet kalitesi algısının Hitit Üniversitesi fakültesi Spor Bilimleri spor yöneticiliği bölümünde okuyan öğrencilere göre daha yüksek olduğu söylenebilir.

Anahtar Kelimeler: Beden eğitimi, kalite, spor yöneticiliği, eğitim kalitesi