

Examination of the effects of globalization over physical education and sports academies (sample of Ankara)*

I. Umran AKDAGCIK¹, Suat KARAKUCUK²

¹ Health sciences Institute, Gazi University, Ankara, Turkey (e-mail: akdagcik@gmail.com).

² School of Physical Education and Sport, Gazi University, Ankara, Turkey.

* This study was presented as oral presentation in I. International Congress on Sports Economics and Management (October 12-15, 2011, İzmir).

Abstract

One of the most discussed topics in recent years is the question of globalization or nationalization (regionalization). In other words, strong capital dominated policy and modernizing technology, religion, and national identity, tradition, protection of cultural and linguistic differences on the resistance created. One of the major areas affected by the globalization is education and training institutions. The purpose of this study is to determine the viewpoints of academic staff related to the expected and observed effects of globalization on the dimensions of administration, finance, technology, research and instruction, and whether there are significant differences between academic staff' viewpoints of expected and observed effects of globalization. The items were grouped in relating with the dimensions of administration, finance, technology, research and instruction. The reliability and validity analysis was made and Cronbach alfa reliability coefficient was found 0.98. Means, paired t- tests, non-paired t test, One way ANOVA and LSD were used in the analysis of data. According to the results of this research, academic staffs in PESA (Physical Education and Sports Academies) evaluate the effects of globalization as expected ones. However they assert that they could not entirely observe the expected effects of the referred dimensions of globalization.

Keywords: Globalization, physical education and sports academies, administration, finance, technology, research, learning/teaching dimension.

Küreselleşmenin Beden Eğitimi ve Spor Yüksekokulları Üzerine Etkilerinin İncelenmesi (Ankara Örneği)

Özet

Son yılların en tartışılan konularından biri küreselleşme mi yoksa ulusallaşma (bölgelleşme) mi sorusudur. Diğer bir deyişle politika ve güçlü sermaye egemonyasındaki modernleşen teknolojinin, din ve milli kimlik, gelenek, kültür ve dil üzerinde oluşturduğu farklılıkların korunmasındaki karşı koyuşu! Küreselleşmenin etkilediği önemli alanlardan birisi de eğitim ve eğitim kurumlarıdır. Bu araştırma küreselleşmenin Beden Eğitimi ve Spor Yüksekokulları (BESYO) üzerinde yönetim boyutundaki beklenen ve gözlenen etkilerini, öğretim elemanlarının görüşlerine dayanarak açıklamayı amaçlamaktadır. Bu amaçla çalışmada iki alt sorun belirlenmiştir: BESYO'nda görev yapan öğretim üyelerinin, küreselleşmenin BESYO üzerindeki yönetim, finansman, teknoloji, araştırma, öğrenme/öğretme süreci boyutlarında (beş boyutta) "beklenen" ve "gözlenen" etkilerine ilişkin görüşleri nelerdir? Beklenen ve gözlenen etkilerine ilişkin görüşleri arasında fark var mıdır? Araştırma, varolan durumu betimleyen tarama modelinde bir çalışmadır. Araştırmanın evrenini Ankara'daki üniversitelerin BESYO'nda bulunan profesör, doçent, yardımcı doçent ve araştırma görevlileri oluşturmaktadır. Verilerin toplanmasında araştırmacı tarafından geliştirilen anket formu kullanılmıştır. Araştırma aracının geçerlilik güvenilirlik çalışmaları yapılmış, faktör analizi ile madde faktör yükleri hesaplanmıştır. Cronbach alfa güvenilirlik katsayısı ise 0.05 anlamlılık düzeyinde .98 olarak bulunmuştur. Araştırma sonuçlarına göre, BESYO'nda görevli öğretim elemanları, beş boyuttaki etkileri, küreselleşmenin beklenen etkileri olarak değerlendirmektedir. Küreselleşmenin sözü edilen boyutlardaki beklenen etkileri, BESYO'nda tam olarak gözlenmemektedir.

Anahtar Kelimeler: Küreselleşme, beden eğitimi ve spor yüksekokulları, yönetim, teknoloji, finansman, araştırma, öğretim/öğrenme süreci.

INTRODUCTION

As a social institution of sport, economic, and cultural organizations in the presence of a structure, growing with each passing day that the changing economic and social conditions in the world for social cases, consideration of the reappraisal has become mandatory. Sport-specific living changes, changes in the world economic and cultural will be locking because; nothing in nature is not independent of other existing things or social life. The last quarter of the 20th century that marked a distinct form of globalization is affecting the basic elements of daily life significantly. The global community to the phenomenon of acceptance of capitalism (which constitutes the most important variable of globalization) alternative is suggesting thesis; post-modernism emerged on the basis of the phenomenon of globalization, in a sense, except that the fields and planted the philosophical approach the witness. One of the most important Modern proponents of the nation-State is the universities (15). However, globalization also discussed the status of the nation State has become together. This is also discussed in the universities. At the beginning of the educational institutions were directly influenced by institutions of globalization. The reason for this, the main reason for the existence of the University considered the modern globalization nation-State and to reduce support for the welfare state (11).

The Definition and Scope of Globalization

The concept of globalization to make comprehensive literature reviews on the width of this topic even though it pays and a precise definition of the concept which is hard to say. The debate on globalization and due to different definitions of the different approaches to this topic appeared. The definition of a multidimensional structure of globalization also supply descriptions to the factor are the axis dimensions (17).

The recent globalization of social change and the nature of the world changing and explanation for the conversions as a concept are used. Hence, globalization and economic relations network worldwide to express both the spread of Western political, cultural and social values should be accepted by other societies in the world as a preferred the emergence of causes. These values from positive consumer culture, democratic

management style human rights covers a lot of area up to science (3).

Globalization, although the origin of very old ages, thanks to the advanced technological applications in today's busy and fast wasn't committing. A century ago, there was globalization; however, the new direction of the qualitative and quantitative dimensions of globalization changes. Quantity as the globalization of trade, capital flows, investments and increased people's mobility between countries is occurring. Globalization this size sometimes referred to as trans-nationalism or interdependence. Qualitatively globalization covers the political, economic and social processes. Today's globalized world, at least the appearance of a single world intellectual level (22).

The name of this concept the father of Roland Robertson describes globalization in this way; "the entire world is an increase in compression and consciousness"; Malcolm Waters also describes "social and cultural arrangements related to the geography of frontiers don't disappear, they are aware of this process and the process of people" (4).

According to Şaylan (20), globalization is "shrinkage control economy, to desist from all social and economic functions of the state. Besides, the growth of a market on a world scale, the only market in the world, out of the national borders is to become.

According to Robertson (17), globalization is the shrinking of the world and describes the formation of worldly consciousness as a whole.

Information, communication and transportation technology that speeds up the process of globalization and rapid change of the tools. These technologies by means of communication and interaction between people and communities, increased speed and area now the world has remained small. The development of the consciousness of being in the world is projected to fall from Earth, mutual relations in the global dimension. Now the world is not what it used to be. A new era of has been entered such as possibilities and impossibilities, positivity and negativity, rejection and acceptances, equality and inequality. Holton's statement that the new term is, the global one (8)

When defining economic and commercial globalization as Manisalı (13); it is worth noting the

active power plays the role as the multinational corporations, sovereign wants to format and direction occurred factors highlights. According to him, the least developed countries in this process, the developed countries, totally dependent on the situation falls. Not only the ability to track a national industry and trade policy.

Arıboğan (1) says that much more comprehensive definition, specifying whether or not the state is no longer the main actor, "system is no longer just a structure of relations between states and from being their 20th century, the growing power and the effects of inter-state organizations, companies and other non-state groupings, including units has become a global system. In other words, now the system is out of many non-State actor nation-States also played a role, and this is beyond the national level, as well as between States, and other actors should be included in the analysis of interaction between global systems.

History of Globalization

Globalization and regional integration movements began to emerge after the Second World War. The separation of the political and economic boundaries of economic borders, borders increasingly defined as the disappearance of the phenomenon of globalization, in fact, has a history of more than two hundred years, or a result of an application of free trade defender counted. In this topic, the first concrete steps have been taken in 1947 GATT (The General Agreement on Tariffs and Trade) Agreement. Publications and reports of international economic organizations started to be used in the same years. Although the concept itself is old, but in the 1990s the international economic, political, social, and political processes were in order to identify the academic language. Especially the name of "Globalization" book which belongs to Ronald Robertson, gained the term conceptual content. The concept of international political literature enters the date; it's the beginning of the early 1970s. After these years the world system created in order to regulate relations between the state and its institutions should not be limited by the government, the idea of states within the international institutions and companies, including the global structure revealed (23)

Phases of Globalization

Looking to justify the need for a comprehensive global state of conceptualization indicating that the Roland Robertson, globalization is a process that

begins before capitalism and modernity. According to him, this process can be explained by the five stages (17):

First stage - Phase of Genesis: Took the beginning of the fifteenth century to the middle of the eighteenth century in Europe. Transnational collapse of the system is gradual emergence of communities in the nation brought forward his thoughts on the concept of the individual and humanity. The start of modern geography, this period corresponds to the spread of the Gregorian calendar.

Second stage - Initial Phase: It took until the middle of the eighteenth century the 1870s. Establishment of the concept of the nation-state increased understanding of the human rights, international contact settlement, and the adoption of non-European Nations in the international community that has been the most popular events of the universe.

Third stage - Ascension Phase: It took until mid-1920 from the 1870s. Defining events; Theming the problem of modernity, national and personal identities of the themes of globalization and migration brought the settlement restrictions, the increase in the number and speed of its extreme forms of global communication, the rise of the Christian Union movement, the development of global competitions (Olympics-Nobel prizes etc.), world time enacting and the first world war.

Fourth stage - Phase of Fight for Hegemony: Took the mid-1920s until the late 1960s. Defining events; The establishment of the League of Nations and then the United Nations, The adoption of the principle of national independence, The conflicts in the understanding of modernity then to peak of the cold war, the use of the atomic bomb, the implementation of the genocide, The emergence of the third world.

Fifth stage - Uncertainty Phase: began in the 1960s. Showed signs of crisis in the early 1990s. Defining events; Space studies and pressing on the Moon, the end of the cold war, the spread of nuclear and thermonuclear weapons, the rapid increase in global communication tools, nation-state, be confronted more and more with the problems of multi-culturalism and multi-activity, take the form of human rights is a global problem, increasing awareness of environmental problems, and in this regard, the consolidation of the global media

system, increase in the anti-globalization movement, the rise of Islam as an act of globalizing.

According to Freeman and Kagarlitsky (5) globalization has two stages: The first phase covers the early nineteenth century to 1914, i.e., the time until the outbreak of the First World War; the second stage ranges from 1980 to the present, while continuing phase. The period was marked by the national capitalist economies has dealt: During this period the State interventionism has reached a significant level, international economics, trade and capital flow issues faced strict limitations. The internal and external constraints on the market, described as factors that led to destruction by the neoliberals. Neoliberal ideology, roughly two versions: "tough" (Thatcher – Reagan) and "soft" (Blair – Soros). However, both versions is no constraint on the basis of failure to market forces, transnational companies, labor, the elimination of the restrictions imposed by the state and society had or abrading (5)

Philosophical Foundations of Globalization

Globalization in the short and correctly define the West in the form of infrastructure (international capitalism) and superstructure (culture of rationalism) spread all over the world.

After the Vietnam War, the Policy pursued by the U.S., could it be based on wonder if the roots of modern imperialism or Capitalism are a system that aims to spread? Researchers are walking into a dead end at this point, again; exports and foreign investments in all of the the American economy so trivial a place occupied by generally accepted a thought and this contradicts the assumption of imperialism. To get to the bottom of globalization philosophically we see the seeds of the imperialist thinking. Economic historian David S. Landes says; "it seems to me, the need to look at to imperialism, as a reaction against a wide range of shared facilities arising from an imbalance of power. If such an imbalance when and where available, people and groups have tried to take advantage of this. Sadly should be noted that, to crush other people is available in the monster of human (12).

Yet there is no agreed-upon definition of the concept of the postmodernism. Postmodernism in the social sciences as a thought pattern; settled on mold of thought to get rid of all kinds of scientific research and knowledge aimed at criticizing and built in order to remove all the values, and the head of an isolated perspective. The main reason for this

concept, is both a period and a thought is expressed. In addition, art, architecture, politics, education, for almost every area of social life, such as the concept of the frame makes it difficult to draw.

Modernity itself as a superior culture and civilization that accepts other cultures as "other" expansionist logic of Western culture and humanity, underlying merge effort of fragmentation, regeneration of contradiction. At this point, it is the tool to increase globalization and post-modernism rhetoric contradictions. Modernity, post modernity as opposed efforts to unite the economic breakdown of areas of experience due to the restructuring and re-organization of power leaves in anything. The power of capital restructuring, capital focuses on social structuring as based on location, by giving them the political strengthening of the identity (21).

It can be said that the philosophical basis for industrial society posed by modernism and today's "post-industrial society" posed by post-modernism. Post-modernism, the thought of it in terms of management and organization refers to; differences in the dynamics of creativity. According to the postmodern approaches; this new social structure lies in the information based on and this is essential in a competitive social structuring, power-sharing. In this regard, the main features of modern society structure, as it is not possible to respond to these developments experienced. If you pay attention to, postmodern society theory changes and suggestions voiced the neoliberal political and economic principles of parallelism (24).

In terms of content, the biggest criticism suffered by the postmodernism, yet do not have a solid theory (18,24).

From the perspective of the philosophical currents of thought in history; globalization has taken the universality from the stoa philosophy, changing, restructuring and the relativity from pragmatism, liberal understanding of the state from Hegel, localization, subcultures, anything goes to mind and method from Feyerabend (19).

Dynamics of Globalization

When evaluated in terms of the social dimension of the globalization process basically three important dynamics it was mentioned. Below is a description of these:

Information and communication technology complement each other and the development of knowledge in a way that is dependent on the

production of the information flow more effectively, revolutionary innovations. All these innovations, globalization has the effect of a catalyst and process to be speed up in the basic dynamic (6). The second important dynamics of globalization is uneven development between countries, as a result of the increase of migration between the countries intensely. Migration is not a new phenomenon. But today's migration compared to historical period is greater than that and much more, and we are able to exclude less under control. Poor Countries in economic and political conditions have been forced to leave their country because of the people; the advanced societies won a significant proportion (6). Apart from these, but not relevant as it is possible to talk about the global businesses and international organizations (9).

Globalization and the University

As noted, globalization, international communication networks, integration of economies and cultures related to the connection. This is another aspect of the statement is to be noticed and at the global level within the current locale the locale's global construction. The process for the university's impact on a platform of local and global interaction with the state has been imported. In this interaction with nation state (especially in less advanced countries) for the world economy is in the middle are strongly encouraged. World economy globalization in motive with the communications technology companies that are entitled to use that trade and investment activities to expand and they are working to improve. In parallel to the advanced world present capitalist system states, which form a basis for policies, the other for the countries to associate with, they are to create pressure on the world trade and investment pattern over time to shape using international organizations increased significantly expand its own policies portable. Today's world of economic globalization as determined by the appropriate model can be easily estimated in US universities such as can be controlled by the company in a university type model. This model is evolving in Max Weber's apparent watched student-customer-company trilogy: 1) In line with this new knowledge-based economy universities that meet the requirements will be successful with business communities, therefore it is expected that relations will improve 2) In this hierarchical differences between universities will be precise 3) Universities aimed to be self-directing-learning organizations. Universities that

continue to come in line with the head-turning looks that it is possible to increase. Universities could be taken as an international elite community. Associated with each other to make a plane, to discuss their research, international referee papers and articles published in the free-trade rules, academic information produced in their own area, a valuable academic staff get approval, accreditation processes, international scholarships academic life are increasing global process (2).

MATERIALS & METHODS

Model of the Research

The purpose of this survey model research is to determine the viewpoints of academic staff related to the expected and observed effects of globalization in Physical Education and Sports Academies in Ankara.

The Research Population and Sampling Group

The research population is composed of academicians serving as professor, associate professor, assistant professor and research associate at the Physical Education and Sports Academies of universities in Ankara, during the 2010-2011 education years. Within this context, 80 academicians composed of 3 professors, 2 associate professors, 28 assistant professors and 47 research associates have constituted the sampling group in this research.

Development of the Data Acquisition Tool

The data acquisition tool has been developed by Senturk, who has done her doctorate study at the Hacettepe University Social Sciences Institute, Educational Sciences Department, Education Administration, Inspection, Planning and Economy Discipline in 2007. Senturk has determined the stages of developing the established scale as Item Pool Stage, Expert Opinion Stage, Pretesting Stage, Factor Analysis Stage and Reliability Calculation Stage, respectively. In order to determine the internal consistency for the reliability study of the scale, the Cronbach-Alpha Coefficients (at 0.05 relevance level) have been calculated, and the fact that the total Cronbach-Alpha Coefficient, including 5 sub-dimensions consisting of 66 questions, is 0.98 demonstrates that the scale is Reliable (21).

Application of the Data Acquisition Tool

The scale has been transferred to the computer media, utilizing the electronic data transformation format of an internet website, and has been sent to

the electronic mail addresses of the academicians. Moreover, in cases where the transfer in the electronic media was not possible, the survey has been applied personally on the academicians by the researcher.

Analysis and Interpretation of the Data

Statistical analyses of the data acquired through the survey and the electronic media have been made, using the SPSS 15 statistics software package. The tool used in this research aimed to determine the expected and observed impacts of globalization on the Physical Education and Sports Academies is the five-point Likert type scale. Grading items have been composed of 'None', 'Low', 'Medium', 'Considerable' and 'Full' choices. The responses have been scored by assigning numerical values from 1 to 5, from 'None' to 'Full'. In the calculation of the score range of the grading scale, the lowest value, which is 1, has been subtracted from the highest value, which is 5, and since the number of choices is 5, the obtained number 4 has been divided by 5. As a result, the coefficient has been determined as 0.80. Thus, the evaluation range for the averages provided in Table 1 has been determined and the interpretations have been made based on this.

In determining the opinions of academicians with respect to the expected and observed impacts of globalization, the descriptive statistical values; frequency (N), percentage (%), arithmetic average, standard deviation (SD) have been calculated and interpreted.

It has been checked whether there is a significant difference between the opinions of academicians with respect to the related variables or not, using significance tests. In the analysis and interpretation of the data, dependent and independent sampling t-test has been used. The t-test has been used in order to determine whether there is a differentiation in the opinions of the academicians or not, with respect to variables of the expected and observed impacts and the university's date of establishment. In the statistical analyses used in the research, the significance level has been

accepted as 0.05. When differences have been observed among the opinions with respect to the associated variables as a result of the analyses, it has been attempted to interpret the probable causes for these differences.

RESULTS

In Table 2, the numbers of academicians serving at the Physical Education and Sports Academies, who have been included in the sampling, are provided based on their titles. Accordingly, 3.7% of the sampling group is constituted of Professors, 2.5% of Associate Professors, 35% of Assistant Professors and 58.8% of Research Associates.

In order to provide a response to the question of "What are the opinions of academicians with respect to the expected and observed impacts of globalization on the management, financing, technology, teaching learning process dimensions of the Physical Education and Sports Academies?", the arithmetic averages and the standard deviation values (SD) for the opinions of the academicians have been calculated and the values have been provided in Table 3. When viewed in general, while academicians have evaluated the expected impacts of globalization as ($X=4.09$) "considerable", they have assessed the observed impacts as ($X=2.58$) "low" level (Table 7).

When opinions with respect to Expected impacts are examined, it is observed that the dimension with the highest general average is the Research Dimension ($X=4.13$), while the dimension with the lowest general average is the Financing Dimension ($X=4.06$). This situation points out to the fact that academicians are evaluating the globalization issue mostly within the context of "research impacts". Nevertheless, the average obtained in the financing dimension is not deemed to be too low, the academicians are considering the impacts of the financing dimension within the scope of the "expected" impacts, similar to the impacts of the research dimension.

Table 1. Evaluation range of the averages.

Range	Choice	Range Value	Evaluation (... of Globalization impacts)
1.00-1.80	None	"very negative" score range	No Expectation / Observation
1.81-2.60	Low	"negative" score range	Low Expectation / Observation
2.61-3.40	Medium	"medium" score range	Medium Expectation / Observation
3.41-4.20	Considerable	"positive" score range	High Level Expectation / Observation
4.21-5.00	Full	"very positive" score range	Highest Level Expectation / Observation

Table 2. The number of academicians serving at physical education and sports academies based on their titles.

	Title	Frequency	Percentage
1	Prof. Dr.	3	3.7
2	Assc. Prof. Dr.	2	2.5
3	Asst. Prof. Dr.	28	35
4	Res. Assc.	47	58.8
	Total	80	100

Table 3. Opinions of academicians with respect to the expected and observed impacts of globalization on the physical education and sports academies (administration dimension).

Administration Dimension	Expected Impacts		Observed Impacts	
	X	SD	X	SD
1. Moving away from centralized governance approach	3.92	0.67	3.92	0.67
2. The implementation of international quality management criteria	3.87	0.60	3.87	0.60
3. Increase in quality improvement practices	4.08	0.57	4.08	0.57
4. Increase participation in managerial decisions (democratic decision-making process)	4.26	0.65	4.26	0.65
5. Practice of long and short term development plans (Strategic Plan)	4.02	0.69	4.02	0.69
6. Effectiveness and efficiency of management be based	4.10	0.60	4.10	0.60
7. Moving away from the bureaucratic and hierarchical organization	4.13	0.63	4.13	0.63
8. Increase administrative and financial autonomy	4.01	0.62	4.01	0.62
9. The increasing competition between universities	4.08	0.67	4.08	0.67
10. Education and research services and giving more information to the public regarding how resources are used	4.11	0.76	4.11	0.76
11. Increased cooperation with the business community	4.07	0.67	4.07	0.67
12. Managers perceived as a human resources manager and leader	4.11	0.67	4.11	0.67
13. Decisions regarding cost management and effective resource usage is at the forefront of	3.96	0.64	3.96	0.64
14. National and international companies to develop cooperation	4.07	0.56	4.07	0.56
15. The use of international criteria for performance evaluation and academic upgrading for employees	4.15	0.71	4.15	0.71
16. Increased national and international control mechanisms on the management	4.16	0.58	4.16	0.58
17. Increase the political pressure on the management	4.01	0.72	4.01	0.72
18. Increasing economic pressures on the management of national and global levels	4.11	0.63	4.11	0.63
19. Increasing social pressures on the management	4.03	0.56	4.03	0.56
20. Management processes to increase the participation of local organizations and non-governmental organizations	4.02	0.72	4.02	0.72
21. The College is dedicated to workforce as economy grow business	4.18	0.69	4.18	0.69
22. Academic freedom and autonomy to increase debate	4.07	0.61	4.07	0.61
The general average of Administration Dimension	4.07	0.65	4.07	0.65

Table 4. Opinions of academicians with respect to the expected and observed impacts of globalization on the physical education and sports academies (financing dimension).

Financing Dimension	Expected Impacts		Observed Impacts	
	X	SD	X	SD
23. Reduction of public resources	4.16	0.58	2.70	0.53
24. The creation of different funding sources	4.06	0.68	2.58	0.52
25. The integration of economic development as a priority plan of objectives and practices	3.98	0.60	2.65	0.61
26. According to the conditions of competition in the market and the restructuring of the college	4.03	0.70	2.71	0.73
27. The College is perceived as a profit-making company	4.16	0.68	2.66	0.65
28. Giving priority to research and support for the project and provide income for college	4.03	0.71	2.67	0.70
29. Increase financial support for the research and projects of the business world	4.06	0.81	2.60	0.66
30. The provision of financial support from international organizations and companies	4.02	0.65	2.63	0.67
The general average of Financing Dimension	4.06	0.68	2.67	0.65

Table 5. Opinions of academicians with respect to the expected and observed impacts of globalization on the physical education and sports academies (technology dimension).

Technology Dimension	Expected Impacts		Observed Impacts	
	X	SD	X	SD
31. Advanced technologies facilitate access to information and knowledge sharing	4.05	0.76	2.73	0.63
32. Increase of benefit from using the internet as a source of information and online data bases	4.07	0.67	2.57	0.63
33. Increase opportunities for technology-supported learning and teaching	4.03	0.83	2.72	0.67
34. Advanced technologies for the R & D (Research and Development) to increase the investment	4.06	0.83	2.41	0.75
35. Management processes to increase the possibility of use of computers and other technologies	4.16	0.64	2.61	0.51
36. Using information technology and the development of skills of staff	4.16	0.68	2.62	0.58
37. Importance of technology and information management	4.18	0.69	2.58	0.49
The general average of Technology Dimension	4.10	0.73	2.61	0.62

Table 6. Opinions of academicians with respect to the expected and observed impacts of globalization on the physical education and sports academies (research dimension).

Research Dimension	Expected Impacts		Observed Impacts	
	X	SD	X	SD
38. Applied research and development (R & D) efforts to increase	4.10	0.64	2.73	0.44
39. The use of international quality criteria for research	4.17	0.61	2.56	0.54
40. Increase in interdisciplinary research	4.26	0.61	2.67	0.47
41. Economic benefits of research stand out	4.05	0.72	2.57	0.49
42. With the help of computer and information technologies to accelerate the research process	4.17	0.67	2.67	0.47
43. Values to the forefront of international research in the field	4.12	0.53	2.60	0.54
44. Increase the role of the university in the creation of the information society	4.07	0.68	2.52	0.50
45. Businesses and other organizations to increase the exchange of information	4.20	0.70	2.56	0.49
46. Increased interaction and cooperation between scholars in the research process	4.06	0.66	2.50	0.50
47. Marketability of the increasing importance of knowledge produced	4.15	0.57	2.58	0.49
48. Information is perceived as a major power in the global life	4.08	0.73	2.33	0.52
49. The increase in the international mobility of scholars for research purposes	4.11	0.69	2.50	0.50
The general average of Research Dimension	4.13	0.65	2.57	0.50

Table 7. Opinions of academicians with respect to the expected and observed impacts of globalization on the physical education and sports academies (learning/teaching dimension).

Learning/Teaching Dimension	Expected Impacts		Observed Impacts	
	X	SD	X	SD
50. International quality criteria be based teaching-learning process	4.10	0.70	2.51	0.55
51. College location, become a center of learning in the environment	4.15	0.82	2.63	0.57
52. Taken as a basis for lifelong learning	4.13	0.61	2.46	0.50
53. Development and implementation of cross-cultural and multi-lingual education programs	4.21	0.72	2.48	0.55
54. Teaching programs, methods and techniques change and diversification	4.06	0.68	2.63	0.55
55. Directing students to learn research-oriented	4.11	0.69	2.55	0.54
56. Expansion of transactional and multi-faceted teaching and learning	4.07	0.70	2.57	0.49
57. Teaching programs and methods to respond to the need for regulation of the labor	4.10	0.72	2.58	0.54
58. Directing students to take part in scientific projects	4.13	0.58	2.63	0.53
59. Training programs, processes, and methods to determine by the market orientation and competitiveness	4.07	0.68	2.37	0.58
60. The teaching process should be based on productivity and efficiency	4.15	0.67	2.65	0.57
61. Methods and techniques of teaching programs include an interdisciplinary approach	4.08	0.69	2.52	0.50
62. Contents of the program activities at the international level to increase standardization and credit transfer	4.03	0.68	2.61	0.53
63. Be based on the students' individual learning processes, planning and managing	4.05	0.61	2.61	0.49
64. Emphasis on the development of students' foreign language skills and knowledge	4.11	0.55	2.46	0.54
65. Inter-university exchange students to benefit from projects	4.08	0.57	2.55	0.54
66. Global relationships and facilitate compliance with the free-market economy, importance of knowledge and skills	3.95	0.57	2.47	0.57
The general average of Learning/Teaching Dimension	4.09	0.66	2.55	0.54
The General Average	4.09	0.67	2.58	0.56

Table 8. Differences in opinions with respect to the expected and observed impacts of globalization on the physical education and sports academies (B: Expected, G: Observed) (administration dimension).

Expected and Observed Impacts (Administration Dimension)	X	SD	t	P
1B-1G	1.39	.68	18.137	.000
2B-2G	1.28	.48	23.924	.000
3B-3G	1.45	.59	21.863	.000
4B-4G	1.73	.66	23.536	.000
5B-5G	1.56	.69	20.234	.000
6B-6G	1.59	.63	22.527	.000
7B-7G	1.63	.72	20.237	.000
8B-8G	1.48	.62	21.427	.000
9B-9G	1.41	.61	20.714	.000
10B-10G	1.68	.82	18.197	.000
11B-11G	1.50	.71	18.855	.000
12B-12G	1.63	.70	20.753	.000
13B-13G	1.34	.64	18.830	.000
14B-14G	1.49	.57	23.197	.000
15B-15G	1.48	.69	19.035	.000
16B-16G	1.58	.57	24.771	.000
17B-17G	1.30	.68	17.036	.000
18B-18G	1.34	.71	16.836	.000
19B-19G	1.46	.59	22.017	.000
20B-20G	1.41	.72	17.455	.000
21B-21G	1.68	.65	22.989	.000
22B-22G	1.58	.57	24.771	.000

Table 9. Differences in opinions with respect to the expected and observed impacts of globalization on the physical education and sports academies (b: expected, g: observed) (financing dimension).

Financing Dimension	X	SD	t	P
23B-23G	1.46	.71	18.409	.000
24B-24G	1.48	.73	18.104	.000
25B-25G	1.34	.81	14.761	.000
26B-26G	1.33	.88	13.426	.000
27B-27G	1.50	.89	15.144	.000
28B-28G	1.36	.86	14.163	.000
29B-29G	1.46	.87	15.024	.000
30B-30G	1.39	.77	16.092	.000

Table 10. Differences in opinions with respect to the expected and observed impacts of globalization on the physical education and sports academies (b: expected, g: observed) (technology dimension).

Technology Dimension	X	SD	t	P
31B-31G	1.31	1.01	11.580	.000
32B-32G	1.50	.90	14.906	.000
33B-33G	1.31	.98	12.033	.000
34B-34G	1.65	1.07	13.811	.000
35B-35G	1.55	.69	20.042	.000
36B-36G	1.54	.87	15.794	.000
37B-37G	1.60	.70	20.316	.000

Table 11. Differences in opinions with respect to the expected and observed impacts of globalization on the physical education and sports academies (b: expected, g: observed) (research dimension).

Research Dimension	X	SD	t	P
38B-38G	1.36	.56	21.889	.000
39B-39G	1.61	.67	21.672	.000
40B-40G	1.59	.65	21.841	.000
41B-41G	1.48	.71	18.552	.000
42B-42G	1.50	.55	24.341	.000
43B-43G	1.53	.50	27.143	.000
44B-44G	1.55	.69	20.042	.000
45B-45G	1.64	.64	22.839	.000
46B-46G	1.56	.67	20.793	.000
47B-47G	1.56	.65	21.401	.000
48B-48G	1.75	.79	19.875	.000
49B-49G	1.61	.86	16.691	.000

Table 12. Differences in opinions with respect to the expected and observed impacts of globalization on the physical education and sports academies (b: expected, g: observed) (learning/teaching dimension).

Learning/Teaching Dimension	X	SD	t	P
50B-50G	1.59	.67	21.215	.000
51B-51G	1.51	.73	18.556	.000
52B-52G	1.68	.79	18.917	.000
53B-53G	1.73	.84	18.334	.000
54B-54G	1.43	.61	20.840	.000
55B-55G	1.56	.76	18.377	.000
56B-56G	1.50	.71	18.855	.000
57B-57G	1.51	.73	18.556	.000
58B-58G	1.50	.68	19.875	.000
59B-59G	1.70	.70	21.697	.000
60B-60G	1.50	.75	17.977	.000
61B-61G	1.56	.74	18.793	.000
62B-62G	1.43	.61	20.840	.000
63B-63G	1.44	.67	19.130	.000
64B-64G	1.65	.60	24.701	.000
65B-65G	1.54	.71	19.353	.000
66B-66G	1.48	.55	23.961	.000

P<0.05, N=80

DISCUSSION

In opinions with respect to the Observed impacts, the dimension with the highest ($X=2.67$) general average is "financing", while the dimension with the lowest general average is the "teaching/learning" process ($X=2.55$). As can also be understood from the result, the academicians observe the impact of globalization on financing as higher than on the other 4 dimensions, but as inadequate.

The academicians are observing the impacts of globalization on the "teaching/ learning" process dimension at the lowest level. This result demonstrates that the global education programs (Erasmus, Leonardo etc.), transformation projects, global accreditation activities (diploma, course, etc.), are not observed at the expected levels at the Physical Education and Sports Academies.

The general average for the responses on the expected impacts of globalization in the administration dimension of the Physical Education and Sports Academies is "considerable", with $X=4.07$; while the response on the observed impacts on the administration dimension is at the "low" level, with $X=2.59$ (Table 1). It might be told that the expectations of academicians for the impact of globalization on administration at the Physical Education and Sports Academies are at high levels. The fact that the general average of the responses with respect to the observed impacts on the administration dimension is at the "low level, may originate from the fact that the participation of the academicians in the administration of the Physical Education and Sports Academies where they are serving is at low level ($X=2.59$), or the observation of the impacts of globalization on the administration to be at disappointingly "low" level.

The expected impact with the highest average in the administration dimension ($X=4.26$) is the increase of participation in administrative decisions (democratic decision making process). Meanwhile, the expected impact with the lowest average in the administration dimension ($X=3.87$) is the application of international quality criteria in administration, in fact, the level of observation on compliance with these criteria ($X=2.60$) has remained quite below than what was expected. The academicians are associating globalization mostly with the democratic decision-making process concept in the administration dimension. Therefore, the academicians are expecting the democratic process to be exploited in full in the process of making administrative decisions, but are unable to observe the operation of this process ($X=2.53$). In the research made by Şentürk (21) at the Education Faculties, it is observed that the highest average in the expected impacts on the administration dimension ($X=3.94$) is "The use of international performance assessment and academic promotion criteria aimed for employees", and the lowest average ($X=2.78$) is "the increase of political pressures on the administration".

The observed impact with the lowest average in the administration dimension has been the provision of more information to the public with respect to education and research services and on how sources are utilized ($X=2.43$) and preparation and implementation of long and short-term development programs (Strategic Plan) ($X=2.46$). This finding demonstrates that from the impacts of globalization on administration, academicians especially observe that the public is not being adequately informed with respect to research services and how the resources will be utilized. Meanwhile, in Şentürk's (21) research, it is seen that the observed impact with the lowest average is "moving away from the centralist administration mentality".

The general average of the responses of the academicians with respect to the expected impacts on the financing dimension, with $X=4.06$, is "considerable"; while the general average of the observed impacts, with $X=2.67$, remains at the "medium" level. The major characteristic in the responses of academicians on the impacts of globalization on financing is that is the lowest average in the expected impacts, and is the highest average in the observed impacts. This finding shows that although the academicians expected the impact

of globalization on the financing dimension to be lower than that on the other dimensions, the observation is higher, and this also is the dimension that is closest to the expectations.

The expected impact with the highest average in the financing dimension is the reduction of public resources ($X=4.16$) and the perception of the academy as a profit-oriented company ($X=4.16$). This finding shows that the academicians have interpreted the expected impact of globalization on financing as the perception of the academy as autonomous of the public, and attaining a company status. As a matter of fact, globalization is the acceleration of commercial and financial flows, the materialization of technology, knowledge and service production without boundaries and without any restraints, surpassing international law and materialization within the scope of supranational norms (14). The expected impact with the lowest average in the financing scale ($X=3.98$) is the integration of purposes primarily with economic development plans and practices. The observed impact with the highest average in the financing dimension ($X=2.73$) is the re-structuring of the academy according to the market and competition conditions, and the observed impact with the lowest average ($X=2.58$) is the creation of different financing resources. What is understood from this finding is that the academicians are not able to observe the impacts of globalization on financing in a tangible manner. The accumulation of global capital within certain hands (big companies, banks, stock exchange, etc.) is an indication for this.

The general average of the responses of academicians on the expected impacts in the technology dimension, with $X=4.10$, is "considerable"; while the general average of the observed impacts, with $X=2.61$, remains at the "medium" level. While the expected impacts with the highest average in the technology dimension is technology and information management becoming important ($X=4.18$), and the lowest expected impact is the increase of supported learning and teaching facilities ($X=4.03$). The observed impact with the highest average in the technology dimension is the facilitation of access to knowledge with advanced technologies and knowledge sharing ($X=2.73$), the lowest observed impact has been the increase in R&D (Research-Development) investment aimed for advanced technologies ($X=2.41$). Thus, the academicians are observing that the R&D investments are not increasing and the investments

made on technology are not adequate in the technology dimension of globalization.

The general average of the responses with respect to the expected impacts in the research dimension, with $X=4.13$, is "considerable"; and the general average of the observed impacts, with $X=2.57$, is at the "low" level. While the expected impacts with the highest average in the research dimension is increase in inter-disciplinary research ($X=4.26$), the lowest expected impact has been the emergence of the economic benefits from the researches ($X=4.05$). In Şentürk's (21) research, the lowest expected impact has been the same. This finding demonstrates that sports are a multi-disciplinary concept and that the academicians at the Physical Education and Sports Academies have expectations for impacts of globalization that will contribute to their inter-disciplinary activities. While the observed impact with the highest average in the research dimension has been the increase of applied and research-development (R&D) studies ($X=2.73$), the lowest observed impact has been the perception of knowledge as the biggest power in global life ($X=2.33$). With the observations of the academicians, this finding demonstrates that knowledge solely is not the biggest power in globalization.

While the general average of the responses of the academicians with respect to the expected impacts in the learning/teaching dimension, with $X=4.09$, is "considerable"; the general average of the observed impacts, with $X=2.55$, is at the "low" level. While the expected impact with the highest average in the learning/teaching dimension was the development and implementation of inter-cultural and multi-lingual teaching programs ($X=4.21$), the lowest expected impact has been the expectation for knowledge and skills facilitating adaptation to global relations and the free market to gain importance ($X=3.95$). As can be understood from these findings, the expectations of academicians are quite high for the development of multi-lingual teaching programs through globalization, while the observed impact with the highest average in the learning/teaching dimension has been taking efficiency and effectiveness as basis in the teaching process ($X=2.65$), and the lowest observed impact has been the definition of teaching programs, processes and methods by market tendencies and competition ($X=2.37$). This finding demonstrates that the academicians are not able to observe the expected efficiency and effectiveness from globalization as adequate, while this has at the same

time demonstrated that the market tendencies and competition are not adequately influential on teaching programs.

In Table 4, the results of two dependent sampling t-tests (calculated t statistics, averages, standard deviation values and probability value) are provided, on whether there is a significant difference at the level of 0.05 or not, among the opinions of the academicians with respect to the expected and observed impacts on the Physical Education and Sports Academies in the administration, financing, technology, research, teaching/learning process dimensions. In order for the difference between the groups to be significant, it is required for $p<0.05$ at the 0.05 significance level and the calculated t value to be higher than the theoretical value ($t_{\text{theoretical}} = 1.96$).

Since $p<0.05$ level was observed in all questions with respect to the expected and observed impacts in the administration, financing, technology, research, teaching/learning process dimensions, a significant difference has occurred. These aforesaid differences may originate from the fact that the impacts of globalization at the "expectation" level is "considerable/high", and "low/slight" at the "observation" level, at the Physical Education and Sports Academies where the academicians are serving.

In conclusion; for the academicians serving at the Physical Education and Sports Academies (Ankara), while the impacts of globalization on the administration, financing, technology, research, teaching/learning process dimensions may be evaluated as "expected", these impacts are not being fully observed at the Physical Education and Sports Academies included in the research.

In the administration dimension process, the expectations for especially the increase in democratic participation in administrative decisions and the increase of national and international control mechanisms on administration have been observed at the same levels, as the impacts of globalization on the Physical Education and Sports Academies. At the same time, the international criteria, standards and concepts brought by globalization have started to become more influential.

The issues of the reduction of public resources and transfer of the load to the private sector, which are one of the natural impacts of globalization, are among the findings that emerge to the forefront in

the research. Thus, the academicians have stated the need to perceive the academy as a profit-oriented company and to move in the direction of becoming incorporated, have emphasized re-structuring according to the market and competition conditions and different financing resources, in other words sponsorship, but they have clearly stated that they are unable to observe this.

Technological developments are an indispensable dimension of globalization. Within this context, while the technological impacts expected from globalization are high, the common observation of the academicians has been that research and development investments have not increased in the technological perspective.

While the expectation in the research dimension has been the increase of multi-disciplinary researches, it has come out that sports is a multi-disciplinary concept and the expectations of academicians at the Physical Education and Sports Academies are quite high for the contribution of globalization in multi-disciplinary studies. Meanwhile, it has been observed that knowledge is not the biggest power in the globalization concept, and thus the academicians have underlined the need for the support of more financial powers in the studies.

The need to blend the curricula of other countries' with the curriculum in our own country and thus attaining a more internationally recognized curriculum has been identified as the expectation in the learning/teaching process. It is quite important to note that the very low levels in the observed impacts clearly demonstrate that the expectations have not yet materialized.

REFERENCES

1. Arıboğan DÜ. Küreselleşme Senaryosunun Aktörleri. İstanbul: Derin Yayınları, 1996.
2. Arslanoğlu RA. Küreselleşme ve Üniversite. Uludağ Journal of Economy and Society, 2002; 21(1): 142.
3. Ateş D. Globalization: to What Extent is it One-Dimensional? Doğu University Journal, 2006; 7(1): 25-38.
4. Bolay SH. Siyasi, Ekonomik ve Kültürel Boyutlarıyla Küreselleşme. Küreselleşme ve Milli Kültürler. İstanbul: Ufuk Kitapları 27, Sosyal Bil. Dizisi 3, 2002.
5. Freeman A, Kagarlitsky B. Küreselleşmenin Krizi. Çev.: İbrahim Yıldız, Bahar Kara. Yordam Kitap Bas. Yay. 2004: 23-26.
6. Giddens A. Sosyoloji. Ankara: Ayraç Yayınları, 2000.
7. Güzelcik E. Küreselleşme ve İşletmelerde Değişen Kurum İmajı. İstanbul: Sistem Yayınları, 1999.
8. Holton R. Globalization's cultural consequences, dimensions of globalization. Annals of the American Academy of Political and Social Science, 2000; (570): 140-152.
9. Jameson F. Küreselleşme ve Politik Strateji. Birikim, 2000; (139): 39-50.
10. Kale N. Modernizmden post-modernist söylemlere doğru. Doğu Batı Düşünce Dergisi, 2002; 5(19): 29-46.
11. Kwiek M. Yüksek Öğretimi Yeniden Düşünürken Yeni Bir Paradigma Olarak Küreselleşme: Gelecek İçin Göstergeler. Çev. Akbaş E., Kuram ve Uygulamada Eğitim Bilimleri, İstanbul: EDAM Yayınları, 2002, 2(1): 133-154
12. Magdoff H. The Age of Imperialism, The Economics of U.S. Foreign Policy. Emperyalizm Çağı, A.B.D.'nin Dış Politikasının Ekonomik Temelleri. Çev.: Doğan Şafak, Odak Yayınevi, Ankara. 1974.
13. Manisalı E. Türkiye ve Küreselleşme, İstanbul: Derin Yayınevi, 2002.
14. Narlı Ö. Küreselleşme – mesih mi şeytan mı? Bursa Tabip Odası Yayın Organı. Bursa: Hekimce Bakış, 2002 (53): 25
15. Newman C. Realizm: Küreselleşme ve Bağımsız Devlet. Çev: Muammer Türker, Türkiye Günlüğü, 2001 (64): 79-88.
16. Oran B. Küreselleşme ve Azınlıklar. Ankara: İmaj Yayınevi, 2000.
17. Robertson R. Küreselleşme. Çev. Ümit Yasal, Ankara: Bilim Yay., 1999.
18. Saage R. Postmodernlik ve Aydınlanma. Çev.: Ahmet Arslan, Yeni Forum, 1993; 14(287): 51-55.
19. Sönmez V. Küreselleşmenin felsefi temelleri. Eğitim Araştırmaları, 2002; (6): 2-11.
20. Şaylan G. Küreselleşmenin Gelişimi – Küreselleşme. Ankara: İmge Kitabevi, 1997.
21. Senturk IK. The Effect of Globalization over Educational Faculties. Hacettepe University Doctoral Thesis, Ankara, 2007.
22. Toprak M. Küreselleşme ve Kriz Türkiye ve Dünya Deneyimi. Ankara: Siyasal Kitabevi, 2001.
23. Tutar, H. Küreselleşme Sürecinde İşletme Yönetimi. İstanbul: Hayat Yayıncılık, 2000.
24. Yılmaz A. Modern Postmoderne Siyasal Arayışlar. Ankara: Vadi Yayınları, 1996.