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INVESTIGATION OF PROFICIENCY LEVELS OF SPORTS FACILITIES IN SECONDARY EDUCATION INSTITUTIONS IN ELAZIĞ PROVINCE IN TERMS OF PHYSICAL EDUCATION TEACHERS

Abstract

The subject of the research is "the investigation of proficiency levels of sports facilities in secondary education institutions".

By determining the current situation of Sports facilities located in the units providing sports education in secondary education institutions in terms of quality and quantity, the aim is to be investigated the use of physical education and sports training facilities of sports facilities in terms of physical education teachers by using their fields of study and competence and capacity levels in line with the curriculum.

Research; A total of 107 schools including 59 secondary schools and 48 high schools in the province of Elazığ, and for this research 235 physical education teachers working in these schools have been participated.

In the data obtained, SPSS 17.0 package program is used and the percentage, frequency test are applied and the results are presented with tables.

As a result, it has been determined that the current sports facilities in the secondary education institutions in Elazığ city center are inadequate in terms of quality and quantity and the lack of sports facilities has reduced the quality of Education.

Key Words: Sport, Sport Education, Sport Facility, Proficiency, Quality

ELAZIĞ İL MERKEZİNDEKİ ORTAÖĞRETİM KURUMLARINDA SPOR TESİSLERİNİN BEDEN EĞİTİMİ ÖĞRETMENLERİ AÇISINDAN YETERLİK DÜZEYLERİNİN ARAŞTIRILMASI

Özet

Araştırmanın konusu "Ortaöğretim kurumlarındaki Spor Tesislerinin Yeterlilik Düzeylerinin Araştırılması"dır.

Araştırmanın amacı, Ortaöğretim kurumlarında spor eğitimi veren birimlerde yer alan spor tesislerinin nitelik ve nicelik açısından mevcut durumu tespit edilerek, spor tesislerinin beden eğitimi ve spor eğitimi veren kurumların, müfredat programları doğrultusunda kullanım alanları ile yeterlilik ve kapasite düzeylerinin beden eğitimi öğretmenleri açısından araştırılması amaçlanmıştır.

Araştırmaya; Elazığ il merkezindeki 59 ortaokul, 48 lise olmak üzere toplam 107 okuldan oluşmakta olup ve bu okullarda görev yapan 235 beden eğitimi öğretmeni katılmıştır.

Verilerinin elde edilmesinde SPSS 17,0 paket programından yararlanılarak, yüzde, frekans testi uygulanmış ve elde edilen sonuçlar tablolar ile gösterilmiştir.

Sonuç olarak; Elazığ il merkezinde bulunan orta öğretim kurumlarında spor eğitimi veren birimlerdeki mevcut spor tesisleri nitelik ve nicelik açısından yetersiz olduğu ve spor tesislerin eksikliğinin öğretim kalitesini düşürdüğünün görüşleri tespit edilmiştir.

Anahtar Kelimeler: Spor, Spor Eğitimi, Spor Tesisi, Yeterlilik, Nitelik

INTRODUCTION

The future of a country depends on the young generations to be educated as knowledgeable, , efficient, productive and briefly qualified. It is a fact that this quality will only be achieved through education. The main purpose of education is to bring the individual to the highest level of perfection. (1). It is clear that the main purpose of education is to transfer and teach the values of the society in which the individual lives, to make it an adequate, respected, balanced and productive member of society in the long run, thus to ensure and maintain social integration (2).

As it is known, education and training are planned and methodical activities in the development of the individual, in the personality and in the life of the individual in order to achieve certain results. One of the efforts to become a society with happy and healthy individuals by developing human behaviors, creating positive changes in knowledge and skills is work on physical education. The development of intellectual skills in education as well as the development of physical skills is a matter of importance especially in developed countries (3).

When the lives and needs of people change in the developing societies, there have been different kinds of sports in parallel and accordingly different sports facilities have been needed. it is impossible to think separately social, cultural, political and economic life from Physical education and sport. Lifelong education values, institutions and organizations, to large masses of

people from million cities to villages, Physical education and sports, which attract the intense interest of people and societies in the world as in Turkey, have become social science (4).

In order to make sports as an indispensable passion and way of life of our society, it is necessary to encourage children and young people to sport, to love sports, to provide the environment and opportunities that will enable them to grow as tolerant, social, productive people who love their homeland and nation instead of bad habits such as smoking, drugs and gambling. Education institutions are one of the most important departments of this environment (5).

The aim of physical education and sports in educational institutions is to help our students grow up to be honest, controlled and disciplined people who are self-confident, who can make accurate decisions by protecting the physical, intellectual and mental health of our students and to ensure that they get healthy living habits, to strengthen the feelings of national unity and togetherness (6).

In order to achieve success in sports, the importance of sports training is enormous. The development and growth of sports depends on the expansion and activation of sports facilities alongside deeply and scientifically prepared training programs.

Sports fields and facilities have a special and special importance in the sports environment. Because sports facilities and facilities constitute the venue of sports. In addition to the rapid development of sports in the world, due to the diversity of sports types and the differences in location and form of application, it has been necessary to create structure and function differences in facilities. As a result of this situation, many different types and sizes of sports facilities have been started to be constructed today (7).

Sports facility; Sports activities and branches of the specific work, training and national and international competitions to be made suitable for sports, before and during sports activities to meet the needs of athletes and spectators units (such as tribunes, toilets, washbasins, showers, changing rooms, etc.) is defined as the structure of the field and areas (8).

Our research; It is important to determine the level of competence level of the sports facilities in the secondary education institutions in Elazığ city center in accordance with the curricula programs and to find solutions to these problems. Based on these thoughts in our research; The aim of this study is to investigate the quality and quantity of sports facilities in secondary schools and high schools, which provide sports training in secondary schools in the city center of Elazığ.

MATERIAL METHOD

The research group; In 2018-2019 academic year, a total of 107 schools including 59 secondary schools and 48 high schools in the province of Elazığ and 235 physical education teachers working in these schools has been formed.

In this study, the "data collection form" which was created to collect information about the quantity and quality of sports facilities, as well as the "determination of the proficiency level of sports facilities" developed by Nacar (2011) and "25 questions related to the importance of sports education, quantity, quality and the part of the questionnaire have been used. The validity and reliability of the questionnaire was applied by Nacar (2011) to 70 faculty members working in the field of physical education and sports of universities and the Cronbach alpha value of the questionnaire has been found as (0.827) (9).

After obtaining the research data and transferring it to the computer environment, percentage, frequency and tables has been created. Comments are supported by tables.

In the conclusion section, important findings have been evaluated and suggestions are tried to put forward.

FINDINGS

Table 1. Distribution Of Student Numbers In Secondary Education Institutions In Elazığ Province.

	N	%
Secondary School	27112	52,5
High school	24534	47,5
Total	51646	100,0

When the values in Table 1 are examined, it has been seen that the distribution of student numbers in secondary education institutions is 52.5% of secondary school and 7.5% of high school.

Table 2. According To Teachers, The Distribution Values Of The Quantitative Proficiency Levels Of Sports Facilities In Secondary Education.

	N	%
I strongly disagree	66	28,1
I do not agree	95	40,4
undecided	12	5,1
I agree	37	15,7
I totally agree	25	10,7
Total	235	100,0

In Table 2, When the teachers' responses to the question "our sports facilities in our school are sufficient in terms of numerically" are examined, the results as follow: 28.1% are strongly disagree, 40.4 disagree, 5.1% indecisive, 15.7% agree, 10.7% fully agree.

Table 3. According To Teachers, The Distribution Of Proficiency Levels Of Sports Facilities In Secondary Education In Terms Of Fitness For Health.

Investigation Of Proficiency Levels Of Sports Facilities In Secondary Education Institutions In Elazığ Province In Terms Of Physical Education Teachers

	N	%
I strongly disagree	52	22,1
I do not agree	115	49,0
undecided	10	4,2
I agree	35	14,9
I totally agree	23	9,8
Total	235	100,0

In table 3; When the distribution of the answers of the teachers who participated in the study to the question of "our sports facilities in our school are adequate for health" is examined, the results as follow: 32.2% strongly disagree , 37.9% disagree, 4.2% undecided, 14.9% agree, 9.8% totally agree.

Table 4. According to teachers, the distribution of proficiency levels of the sports facilities in secondary education in terms of ventilation, lighting and personnel.

	N	%
I strongly disagree	77	32,8
I do not agree	98	41,7
undecided	12	5,1
I agree	30	12,8
I totally agree	18	7,6
Total	235	100,0

In table 4; When the distribution of the answers of the teachers participating in the study to the question " Our sports facilities in our school are sufficient for ventilation and lighting" is examined; the results as follow: 32,8 % strongly disagree , 41,7 % disagree, 5,1 % undecided, 12,8 % agree, 7,6 % totally agree.

Table 5. According to teachers, the distribution of proficiency levels of the sports facilities in secondary education in terms of tools and equipments (projection, smart board).

	N	%
I strongly disagree	82	34,9
I do not agree	96	40,9
undecided	10	4,2
I agree	35	14,9
I totally agree	12	5,1
Total	235	100,0

In table 5; When the distribution of the answers of the teachers participating in the study to the question “ Our sports facilities in our school are sufficient in terms of tools and equipments (projection, smart board. Communication etc.)” is examined; the results as follow: 34,9 % strongly disagree , 40,9 % disagree, 4,2 % undecided, 14,9 % agree, 5,1 % totally agree.

Table 6. According To Teachers, The Distribution Of Important Levels Of Competence Of Sports Facilities In Terms Of Teaching Quality.

	N	%
I strongly disagree	-	-
I do not agree	4	1,7
undecided	11	4,7
I agree	35	14,9
I totally agree	185	78,7
Total	235	100,0

In Table 6; When the answer of the teachers participating in the study to the question “the adequacy of sports facilities is important in terms of quality of Education ” is examined; the results as follow: 1,7 % disagree, 4,7 % undecided, 14,9 % agree, 78,7 % totally agree.

Table 7. According to Teachers, Distribution of Levels of Completion in Fully Equipped Facilities Suitable for the Purpose of Applied Courses in Curriculum.

	N	%
I strongly disagree	-	-
I do not agree	6	2,6
undecided	10	4,2
I agree	38	16,2
I totally agree	181	77,0
Total	235	100,0

In Table 7, When the answer of teachers participating in the research “practical courses in the curriculum should be done in a fully equipped facility suitable for their purpose.” is examined, the results as follow: 2,6 % disagree, 4,2 % undecided, 16,2 % agree, 77.0 % totally agree.

DISCUSSION AND CONCLUSION

Education is to bring individuals and societies to a proper lifestyle, and to transfer knowledge, skills and values to the next generation in a planned manner, and to change human behavior through experiences (10). There are factors that determine the quality of education services that provide sports training in the education process. Physical structure and hardware, human resources, financial resources, legislation education programs, sports facilities, school culture and scientific, cultural and sportive activities are the leading factors. The fact that these factors are qualitatively and quantitatively high provide for shaping the targeted student profile. In this

study, it is aimed to explain the factors affecting the importance of sports facilities in sports education. Sports facilities are very important for the quality of education.

In this study, the qualification levels of 59 secondary schools and 48 high schools in Elazığ city center have been investigated in the 2018-2019 academic year. 235 physical education teachers working in these schools have been surveyed.

When the findings related to the numerical adequacy of our sports facilities in our school are examined: It is observed that 40.4% of the sports facilities of the schools in the scope of the research is insufficient, while the number of those who stated that the sports facilities are insufficient is 15.7%. (Tablo 2).

There are many studies supporting the research. In his study, Sunay (1998) talked about the lack of sports facilities in Turkey and the review of the facility policy. (11). In addition, when the sports facilities are considered on provincial basis, Timur and his friends.(2011) in their study stated that Çankırı province Center sports area and sports facilities are inadequate (12). In another study, İşlettaş, (2006) indicated that the sports facilities in Kayseri province are insufficient in the study (13). Nacar and his friends (2013) mentioned the lack of sports facilities in sports high schools (example of the inner Anatolian region) in the study of the competency levels of sports facilities.

In his another study, Nacar mentioned the insufficiency of sports facilities in sports high schools (2013) on Investigation of Sports Facilities in Sports High Schools in terms of Quality and Qualification (example of eastern Anatolia region) (15).

Teachers in secondary education institutions within the scope of the research indicated that 49.0% of sports facilities are inadequate in terms of Health eligibility, 41.7% of ventilation, lighting and personnel, 40.9% of inadequate in terms of equipment (Table 3, 4, 5). Nacar (2011) stated that sports facilities at universities are insufficient in terms of quality in Turkish sports education, in his study on the determination of proficiency levels of sports facilities (9).

In another study, Nacar also expressed (2013) that sports facilities in sports high schools are insufficient in terms of quality on the investigation of sports facilities in Sports High Schools pertaining to quantity and quality (15).

In secondary education institutions providing sports training, Individuals who receive sports training should be ensured opportunities for effective and efficient training. These facilities, the physical environment in which the course activities take place, must first be suitable for the students ' needs and teaching activities.

in order to obtain an efficient teaching; The facility should be sufficiently large, have an aesthetic appearance, be sufficiently bright enough, have enough heat level, have sufficient ventilation facilities, have equipment which is expert in the way to realize the effectiveness of education, be suitable for health and have technological innovations in terms of tools and equipment.

It is obvious that sport educators are the most beneficent people in sports facilities both in their Sports life and in educational periods. Therefore, sports facilities, must be arranged to meet basic physical, scientific and social needs for the students, teachers and other staff.

Participants; 78,7% stated that the adequacy of sports facilities is important in terms of quality of teaching (Table 6), 77,0% of them stated that the practical courses in the curriculum should be done in fully equipped facilities for their purposes (Table 7).

It has ben seen that almost 100% of the questions that affect the teaching quality of teaching staff are positive. This shows how important sports training and facilities are in education, with the respondents ' answers to the survey.

It is a fact that quality is the most important factor to be considered for the development of the educational system (16). Quality is related to the properties that people expect from the products and services offered to them (17). The concept of quality in education is an expression that evokes many meanings. In its most general definition, the quality of education is considered to be the degree and way of realizing or achieving the aims and functions of education.

The importance of sports facilities cannot be ignored in order to talk about the development and expansion of sports in a country. The development of sports and its spread in society is possible with the presence of facilities.

While associating sport with education, thinking together with the concept of physical education is accepted as the right approach. Because physical education and sports are complementary cases (19). Although sports play an important role in the socialization and socialization process of people, Sports Education has different characteristics in the sector. Sports education in Turkey is providing under various names and by different institutions, and in practice, there are problems and lack of coordination between institutions when closely examined.

In order to succeed in sport, the importance of sports training is very great. The development and thriving of sports depends on the expansion and activation of sports facilities alongside well-established and scientifically prepared training programs.

Sports education, sports facilities, materials, equipment and technology use, which are part of the training, are among the topics that educators increasingly focus on. However, it is known that there are important problems in our country. In order to solve the problems, the determination and analysis of these problems is of paramount importance. Although the quality and quantity of sports facilities in our schools providing sports training are sufficient in terms of quality and quantity, it is important for both students and teachers.

As a result, the opinions of the secondary education institutions in Elazığ city center were determined that the current sports facilities in our schools were inadequate in terms of quality and quantity and that the lack of sports facilities reduced the quality of Education.

In coclusion; our schools in Elazığ city center, it has been determined that the existing sports facilities are insufficient in terms of quality and quantity and the lack of sports facilities decreases the quality of teaching.

SOURCE

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