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CONTENTS

Chapter 1

EFFECTIVENESS OF DISTANCE EDUCATION IN THE TIME OF
PANDEMIC ENCOUNTERED FOR THE FIRST TIME: OPINIONS OF
ACADEMICIANS IN FACULTIES OF SPORT SCIENCES

Anıl TÜRKELİ 1

Chapter 2

INVESTIGATION OF HEALTHY LIFESTYLE BEHAVIOR LEVELS OF
FEMALE UNIVERSITY STUDENTS

Erdal BAL, Nedim MALKOÇ, Derya Selenay BALCI 11

Chapter 3

EXAMINATION OF SCHOOL ADMINISTRATORS VIEWS ON
PHYSICAL EDUCATION AND SPORTS LESSON

Osman Yoka, Mehmet Behzat TURAN, Keziban YOKA25



CHAPTER 1

EFFECTIVENESS OF DISTANCE EDUCATION IN THE TIME OF PANDEMIC ENCOUNTERED FOR THE FIRST TIME: OPINIONS OF ACADEMICIANS IN FACULTIES OF SPORT SCIENCES

Anıl TÜRKEİ¹

¹ Dr. Öğr. Üyesi Erzincan Binali Yıldırım Üniversitesi Eğitim Fakültesi Beden Eğitimi ve Spor Bölümü E-mail: anil.turkeli@erzincan.edu.tr

INTRODUCTION

Coronavirus disease 2019 (COVID-19) is an infectious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). On 31 December 2019, the World Health Organization (WHO) China Country Office was informed of a pneumonia of unknown cause, detected in the city of Wuhan in Hubei province, China. According to the authorities, some patients were interacting dealers or vendors in the Huanan Seafood market. The novel coronavirus (COVID-19) has spread very rapidly to several other countries. Due to alarming levels of spread and severity, and the alarming levels of inaction, COVID-19 was characterized as a pandemic on 11 March 2020.

COVID-19 is mainly transmitted between individuals in close contact and most often by aerosolized virus containing droplets as small as 5-10 μm generated while talking, coughing, and sneezing. The production of these droplets may occur as part of in-person educational settings. Among other precautionary measures, social distancing, also known as physical distancing, and avoiding mass gatherings are commonly suggested strategies to reduce the spread of this virus. Social or physical distancing is accomplished by the deliberate increase in the physical space, typically six feet or greater, between people to lessen or eradicate the transmission of coronavirus (Carlson, 2020).

Coronavirus pandemic was confirmed to have arrived in our country on March 2020, with the first case being officially confirmed on 11 March 2020. Following this announcement, it was declared that all primary, secondary schools and universities in Turkey was suspended as part of a physical distancing policy to slow transmission and ease the burden on health systems. On 26 March it was stated that there would be face to face teaching at universities in the remainder of the spring semester, and that they would continue with distance education.

Distance learning, also called distance education, e-learning, and online learning, form of education in which the main elements consist of physical separation of teachers and students during instruction and the use of numerous technologies to promote student-teacher and student-student communication (Simonson & Berg, 2016).

Arkorful and Abaidoo (2015) analyzed e-learning in two basic types, consisting of computer-based and the internet based e-learning. The internet-based learning as reported by Almosa (2001) is a further enhancement of the computer-based learning, and it enables the content obtainable on the internet, with the readiness of links to targetted sources, for example e-mail services and references which could be used by learners at any time and place as well as the accessibility or absence of teachers or instruc-

tors (Almosa, 2001). Zeitoun (2008) categorized this by the extent of such characteristics use in education, mixed or blended mode, assistant mode, and completely online mode. The assistant mode enhances the traditional method as needed. Mixed or blended mode provides a short-term degree for a in some ways traditional method. The completely online mode, which is the most complete advancement, contains the exclusionary use of the network for learning (Zeitoun, 2008).

Arkorful and Abaidoo (2015) defined the totally online mode as “synchronous” or “asynchronous” by the application of applying optional timing of interaction. The synchronous timing consists of alternate on-line access between teachers or instructors and learners, or among learners, and the asynchronous, to him enables all participants to communicate any other participant over the internet (Arkorful & Abaidoo, 2015; Almosa & Almubarak, 2005). The synchronous type enables learners to discuss with the instructors and also among themselves using the internet at the same time with the use of tools such as the videoconference and chat rooms. This type according to Almosa and Almubarak (2005) offers the advantage of instant feedback. The asynchronous mode also gives learners the opportunity to discuss with the instructors or teachers as well as among themselves over the internet at separate times. For that reason it is not interaction at the same time but later, with the use of tools such as thread discussion and emails (Almosa & Almubarak, 2005; Arkorful & Abaidoo, 2015), with an advantage that learners are able to learn at a time that is suitable for them. However, a disadvantage is that the learners will not be able to get quick feedback from instructors as well as from their peers (Almosa & Almubarak, 2005).

The aim of this study is to determine the views of faculty members in the Faculties of Sport Sciences on distance education with Covid-19.

The following questions were asked to the participants according to this purpose:

- What are the differences between face to face education and distance education?
- How do you think distance education is conducted and how effective is it in the time of pandemic?
- Does the distance education meet the expectations in the time of pandemic? Why?

METHOD

In this research, qualitative research method, one of the methods frequently used in social sciences, was used. Qualitative researches are

studies where data are obtained as a result of document review, observations or interviews (Merriam & Tisdell, 2016).

Research Model

In this study, phenomenology pattern which is one of the qualitative research methods was used. Phenomenology aims to reveal our experiences in the environment we live in, our perspective on events, the meaning we place on these events and phenomena in our own world, and the cognitive structure formed in their minds (Titchen & Hobson, 2005; Creswell, 2015).

Research Group

67 academicians who work in Faculties of Sport Sciences providing distance education in the time of pandemic participated in the study. Information about the participants is given in table 1.

Table 1. Features of the Participants

<i>Variables</i>	<i>Mean/ % / N</i>	
Years of experience	academicians	9,96
Age	academicians	34,77
Type of distance education	synchronous	56,7
	asynchronous	43,3
Gender	female	36
	male	31
	Total	67

When Table 1 is examined, it is seen that the study group of the research consists of 67 academicians, 36 female and 31 male. While 56,7% of these academicians provide distance education synchronously, 43,3% of them provide asynchronous education. The mean age of the participants is 34,77 and the mean years of experience of the participants is 9,96.

Data Collection

Data was collected through the semi-structured interview form, which is the most frequently used qualitative data method in the research. In this technique, questions which are prepared according to the purpose within the specified framework of the research are directed to the participants. In order to obtain qualified information from the participants, attention was paid to the principle of volunteering and interviews were held within the timeframe they deemed appropriate. Before starting the interview, explanations were made for the purpose of the research and it was stated that the interviews will remain confidential, thus trust had been tried to be established between the participants and the researcher.

Data Analysis

The data collected with the semi-structured interview forms requested from the participants were created by giving pseudonyms to the participants without specifying the real names of the participants on the basis of confidentiality. Content analysis method was used to analyze the qualitative data collected. This method is a way to organize and interpret data in terms of codes and themes (Yıldırım & Şimşek, 2013).

Reliability

In order to increase reliability Miles and Huberman's (1994) formula 'reliability = number of agreements / total number of agreements + disagreements' was used in this study. The reliability coefficient was found 89 by two different encoders. As a result of the studies on the codes and explanations with disagreement, the codes that both coders reached a common opinion were written.

FINDINGS

Two main themes were reached as a result of the questions asked to the academicians working in the Faculty of Sports Sciences about the distance education in the time of pandemic. As a result of the interviews, academicians' perceptions of distance education were determined as effectiveness of distance education and impediments to distance education. Within the scope of effectiveness of distance education; the categories of time saving, students' interest, cozy learning environment, and catch-up opportunities were obtained. On the subject of impediments to distance education; teacher-student interaction, challenges in accessing and the number of participants were included.

Table 2. Theme, Category, Code and Frequency Values for Academicians' Opinions on Distance Education

Themes	Categories	Codes	Frequency	
EFFECTIVENESS OF DISTANCE EDUCATION	Time saving f(38)	- Efficient processing of the course	f(21)	
			f(17)	
		- No transportation		
		- Use of technology	f(13)	
	Students' interest f(24)	- Communication with cameras and voice	f(7)	
			f(4)	
		- Lack of social inhibition		
		Cozy learning environment f(18)	- Ease of access from home	f(18)
		Catch-up opportunities f(11)	- Possibility to watch and listen to the missed lesson	f(11)
	IMPEDIMENTS TO DISTANCE EDUCATION		- Uninterested students	f(18)
Teacher-student interaction f(49)		- Inefficiency in practical lessons	f(15)	
			f(12)	
		- No eye contact	f(4)	
		- Limited time		
		- Access problems	f(12)	
Challenges in accessing f(28)		- Lack of e-learning materials	f(10)	
			f(6)	
		-Inadequate technology infrastructure		
The number of participants f(20)		- High number of students attending the courses	(20)	

Academicians interviewed in the research stated that distance education has positive aspects. Particularly, the participants frequently addressed some points that distance education was effective. Among these, they expressed time saving, students' interest, cozy learning environment, and catch-up opportunities.

For the category of time saving, participants stated that the lessons are processed efficiently and there is no transportation. Mostly, academicians stated the efficient processing of the course under the category of time saving. Sample opinions regarding the efficient processing of the courses that the participants consider positive in distant education are shown below:

- "... *Communicating with the student is more effective for the education, and it is more efficient and easier to follow up the students.*" (A11)

- "... *beneficial for our budget, it is economical in every respect to teach without leaving home. We use time more effectively and do not waste time in transportation.*" (A5)

For the category of students' interest, academicians stated the use of technology, communication with cameras and voice and lack of social inhibition. Mostly, academicians stated the use of technology under the category of students' interest. The opinions of the participants regarding the use of technology are as follows:

- "... *If you are a teacher who can make full use of the blessings of technology, I believe that success can be achieved 80 80 percent.*" (A27)

For the category of cozy learning environment, participants stated the ease of access from home, and for the category of catch-up opportunities, they stated the possibility to watch and listen to the missed lesson. Sample statements regarding these codes are presented below:

- "... *The most comfortable environment for everyone is their home. Therefore, the convenience of training or lecturing from where students and lecturers live is excellent.*" (A41)

- "... *Being independent of location and time, accessing the content at the desired time are the biggest positive aspects. In addition, it is an advantage that the student can listen to the lessons he / she does not understand, especially in the distance education course.*" (A21)

The academics interviewed in the research also stated the disadvantages of distance education. Particularly, the participants emphasized the impediments to distance education. Among these impediments they stated the teacher-student interaction, challenges in accessing and the number of participants.

For the category of teacher-student interaction, academicians stated uninterested students, inefficiency in practical lessons, no eye contact and limited time. Mostly, academicians stated uninterested students under the category of teacher-student interaction. Sample opinions about uninterested students that the participants see as impediment to distant education are shown below:

- "... *The interested and enthusiastic student would learn anywhere, anytime, however, the loss of less motivated and uninterested student groups is a negative aspect of distance education.*" (A58)

For the category of challenges in accessing, academicians stated the access problems, lack of e-learning materials and inadequate technology

infrastructure. Mostly, academicians stated access problems under the category of challenges in accessing. The opinions of the participants regarding the access problems are as follows:

- "... *Communication and social learning environment in face to face education is very important. In addition, the problem of connection in distance education interrupts what is targeted to be taught.*" (A37)

For the category of the number of participants regarding the impediments to distance education, academicians stated the high number of students attending the courses. Sample opinions about high number of students attending the courses are as follows:

- "... *Due to the high number of students, communication with the students is limited and communication and the lesson is ineffective.*" (A35)

CONCLUSION AND DISCUSSION

With the COVID-19, education was interrupted during the pandemic in our country and distance education was initiated. In this process, opinions of academicians working in the Faculties of sports sciences regarding the distance education process were taken. As a result of examining the opinions of academicians about distance education, two main themes were determined as effectiveness of distance education and impediments to distance education. Four categories and seven codes were created under the theme of effectiveness of distance education, and three categories and eight codes were created under the theme of impediments to distance education.

As a result of the participants expressing positive opinions about distance education, the categories of time saving, students' interest, cozy learning environment and catch-up opportunities and as a result of expressing negative opinions, the categories of teacher-student interaction, challenges in accessing and the number of participants were obtained. Under the category of time saving, the codes of efficient processing of the course and no transportation; under the category of students' interest, the codes of use of technology, communication with cameras and voice and lack of social inhibition; under the category of cozy learning environment, the code of ease of access from home; under the category of catch-up opportunities, the code of possibility to watch and listen to the missed lesson; under the category of teacher-student interaction, the codes of uninterested students, inefficiency in practical lessons, no eye contact and limited time; under the category of challenges in accessing, the codes of the access problems, lack of e-learning materials and inadequate technology infrastructure; and under the category of the number of participants, the code of high number of students attending the courses were obtained.

Academicians suggest that a more effective educational environment

has been constructed with accessing to education from home. In addition, the fact that there is flexibility in distance education reveals that students' interest would increase as students reach education at any time. Furthermore, it seems that distance education is more attractive because it includes low cost. Distance education has actually lower costs than traditional education in terms of total costs, but the cost for per student may be the same or higher. The results of the current study and the studies of Diaz and Cartnal (1999) on the learning styles of students and the studies conducted by Oliveira, Penedo and Pereira (2018) on distance education are in parallel.

As a result of the views of the participants, it was determined that there are not many opportunities for questions and answers due to the high number of students and problems with time management in distance education. The results of the study conducted by Jowsey, Foster, Cooper-Loelu and Jacops (2020) on distance education of nurses and the research results of Oliveira, Penedo and Pereira (2018) about distance education support the findings of this study. Araújo, de Lima, Cidade, Nobre and Neto (2020) stated that the situation of distance education, and permanently staying at home will affect the students psychologically.

As a result of this study, it was seen that there are positive and negative effects in distance education as in every education process.

Based on the findings obtained in this research;

- There should be limited number of participants in distance education.
- Teachers and students should be trained on distance education.
- Infrastructure work should be done to avoid any connection problems.
- Considering the effectiveness of distant education, a more effective education environment will be created with the improvement of the impediment aspects.

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CHAPTER 2

INVESTIGATION OF HEALTHY LIFESTYLE BEHAVIOR LEVELS OF FEMALE UNIVERSITY STUDENTS

*Erdal BAL¹,
Nedim MALKOÇ²,
Derya Selenay BALCI³*

1 1Doçent Doktor, Sağlık Bilimleri Üniversitesi Yaşam Bilimleri Fakültesi Egzersiz ve Spor Bölümü, ORCID: 0000-0002-4927-3945Mail: erdal.bal@sbu.edu.tr

2 Doçent Doktor, Sağlık Bilimleri Üniversitesi Yaşam Bilimleri Fakültesi Egzersiz ve Spor Bölümü ORCID: 0000-0003-4599-3547 Mail: nedim.malkoc@sbu.edu.tr

3 1Öğrenci, Sağlık Bilimleri Üniversitesi, Yaşam Bilimleri Fakültesi Egzersiz ve Spor Bölümü ORCID: 0000-0002-7375-6656 Mail: deryaselenayb@gmail.com

Introduction

The concept of health emerges as a concept that has been studied and given importance since the history of humanity (Phalank, 1999). To succeed in an unpredictable world that changes with each new day, working under pressure has become the rule rather than the exception for most people. It is not possible to learn to live and progress without stress today, and stress has now become one of the most common problems we face in societies (Dal & Bulgan, 2020). It is seen that the interest in the issues related to the relationship between health and lifestyle has increased recently and this increase is also reflected in the academic researches on the subject (Boswell et. al., 2006; Byrne et al., 2016; Çelebi et. al, 2017; McGovern et. al, 2018; Domínguez Espinosa et. al., 2021; Barut et. al., 2022; Zong and Xi, 2020; Shawkey Mostafa et. al., 2022 & Knutson, 2022).

Along with the increase in modern lifestyles in societies, factors such as stress, lack of time, smoking, alcohol use and disruption of sleep patterns reduce the habits of individuals to display healthy lifestyle behaviors (Bobrecova & Plaksin, 2010). According to Henderson (2010), with the developing technology and changing living standards and lifestyles, the role of leisure time in the social structure has become undeniably important (Dal & Bulgan, 2021). The concept, which is expressed as a healthy behavior style, can be expressed as the behaviors shown to maintain the healthy state and increase the health level (Walker et. al., 1987). Major political and societal changes are needed to improve unhealthy environments for societies and to reveal patterns of healthy food consumption and physical activity (Hills, 2018).

A healthy lifestyle is a combination of different measures and habits and consists of many different components. The most famous components of the healthy lifestyle system can be expressed as follows (Sokolova et. al., 2021);

- Nutrition,
- Hygiene,
- Avoiding Bad Habits,
- Adequate Sleep and
- Physical Activity

In another definition, a healthy lifestyle is expressed as a way of life that aims to avoid diseases and improve health, and it is stated that this concept includes all areas of human existence and life, from nutritional habits to emotional state (Mamurov et. al., 2020). A healthy lifestyle is seen as an important factor in health and it is stated that it creates physical

and mental comfort. It activates the immune system of individuals, strengthens the general condition, provides protection from disease incidence and chronic diseases (Amasov, 1987). The importance of a healthy lifestyle within the scope of human life and public health has been revealed in the relevant literature. In this context, the aim of the research is to examine the Healthy Lifestyle Behavior Levels of Female University Students.

Method

Research Group

The research was carried out using a descriptive model. The descriptive research model is expressed as a research model used to test the current situation of the subject studied and the hypotheses determined in the study or to find answers to the questions. The research group of the study consisted of a total of 208 (Mage=20,71) Female University Students. Demographic statistics of participants are shown in Table 1.

Table 1. Personal Information of Participants

Personal Information	Groups	(f)	(%)
Income	Bad	44	21.2
	Good	164	78.8
Living Place	Big Cities	151	72,6
	Other	57	27,4
Age	X=20,71		100
Number of Children	X=5,61		100
Birth Order	X=2,57		100
Grade	Preparatory Class	15	7,2
	1	57	27,4
	2	64	30,8
	3	42	20,2
	4	30	14,4

Data Collection Tool

Within the research, Healthy Lifestyle Behavior scale that is 6 sub-dimensions (self-actualization, health responsibility, exercise, nutrition, interpersonal support, Stress Management) were developed by Walker, Sechrist and Pender in 1987 and adapted to Turkish society by Esin in 1997 was used.

Analysis of Data

Quantitative analysis methods were used in the research. In order to test the reliability of the data, the Cronbach Alpha value of the data was

analyzed and it was found to be at the level of .92. It is stated that reliability values above .60 are sufficient in the field of social sciences (Alpar, 2013). In addition, in determining the analysis methods to be used in the research, it was examined whether the data showed a normal distribution with skewness (kurtosis) and kurtosis (skewness) values, and it was found that the data were between +1.96, -1.96 and showed a normal distribution (Can, 2016). . In this context, independent t-test for paired groups and one-way analysis of variance method for more than two groups were used in order to examine the mean score differences between groups in the study. In addition, Pearson Correlation analysis method was used to determine the correlation of the data within the research.

Results

Table 2.

Mean Scores of Participants

Sub-Dimensions	n	X	Sd.	Skewness	Kurtosis
Eating Habits	208	2,31	,42	,043	-,178
Self Realization	208	2,40	,40	,057	-,335
Health Responsibility	208	2,43	,43	,220	-,109
Exercise Habit	208	2,18	,53	,805	,863
Interpersonal Support	208	2,19	,50	,343	,280
Stress Management	208	2,37	,53	,388	,215
Total	208	2,31	,38	,284	-,141

According to the results of the analysis made within the scope of the data obtained in the research is shown in Table 2, it was determined that the Healthy Lifestyle Behavior Levels of the participating female students were at a low level (X=2.31). As a result of the analysis, it was determined that the sub-dimension with the highest average score of the participants was the health responsibility sub-dimension with an average of 2.43 points, and the sub-dimension with the lowest average was the exercise habit sub-dimension with an average score of 2.18.

According to the data analysis shown in Table3, no correlation was found between the ages of the participants and their healthy lifestyle behaviors. In other words, the age of the participants did not have a positive or negative effect on healthy lifestyle behaviors.

Table 3

Participants' Age and Perception of Healthy Lifestyle (Pearson Correlation Test)

		Age	1	2	3	4	5	6	Total Point
Age	Pearson	1	,010	,022	-,036	,054	-,058	,018	,003
			,890	,754	,609	,440	,402	,800	,968
	Sig. (2-tailed)	208	208	208	208	208	208	208	208
	N								

Table 4.

Average Scores of Participants by Perception of Income Status (Ano-va Test)

Sub-Dimensions	Income	N	X	Sd.	F	p
Eating Habits	Low	44	2,35	,50	3,11	,392
	Good	164	2,29	,40		
Self Realization	Low	44	2,39	,43	,839	,874
	Good	164	2,40	,39		
Health Responsibility	Low	44	2,43	,38	,954	,970
	Good	164	2,43	,44		
Exercise Habit	Low	44	2,13	,65	2,81	,502
	Good	164	2,19	,49		
Interpersonal Support	Low	44	2,16	,44	1,06	,639
	Good	164	2,20	,51		
Stress Management	Low	44	2,37	,53	,011	,964
	Good	164	2,36	,53		
Total	Low	44	2,30	,53	,050	,914
	Good	164	2,31	,53		

As a result of the analysis of the data obtained in the research and is shown in Table 4, a statistically significant difference between the groups was not found between the participants' perceptions of income status and healthy lifestyle behaviors. Despite this, the average scores of healthy li-
festyle behaviors of the participants with a high perception of income sta-
tus were found to be higher than the individuals with a low perception of
income status.

In Table 5, a result of the analysis of the data, a statistically significant
difference between the groups was not found between the living conditions
of the participants and their healthy lifestyle behaviors. Despite this, the
average scores of healthy lifestyle behaviors of the participants living in
the Big Cities were found to be higher than the other individuals.

Table 5.

Anova Test Results According to Participants' Living Place Variable

Sub-Dimensions	Living Place	N	X	Sd.	F	p
Eating Habits	Big Cities	151	2,33	,409	1,40	,205
	Other	57	2,24	,471		
Self Realization	Big Cities	151	2,41	,417	,318	,600
	Other	57	2,37	,377		
Health Responsi- bility	Big Cities	151	2,45	,415	3,76	,248
	Other	57	2,37	,484		
Exercise Habit	Big Cities	151	2,18	,508	2,63	,925
	Other	57	2,17	,603		
Interpersonal Support	Big Cities	151	2,18	,511	,353	,633
	Other	57	2,22	,460		
Stress Manage- ment	Big Cities	151	2,37	,506	3,26	,910
	Other	57	2,36	,593		
Total	Big Cities	151	2,32	,380	,963	,628
	Other	57	2,29	,409		

When the Table 6 is examined, no statistically significant correlation was found between the number of people in the families of the participants and their healthy lifestyle behaviors. However, a statistically insignificant negative correlation was found between the number of family members and healthy lifestyle behaviors of the participants.

Table 6.

Number of Family Members and Perception of Healthy Lifestyle of Participants (Pearson Correlation Test)

		POF	1	2	3	4	5	6	Total Point
POF	Pearson Correlation	1	,008	-,109	-,073	-,008	-,028	,034	-,031
	Sig. (2-tailed)		,908	,117	,292	,911	,687	,625	,653
	N	208	208	208	208	208	208	208	208

POF: People of Family

As a result of the analysis of the data obtained in the study, no statistically significant correlation was found between the birth order in the family and healthy lifestyle behaviors. However, a statistically insignificant negative correlation was found between the birth order in the family and healthy lifestyle behaviors are shown in Table 7.

Table 7.

Number of Children and Perception of Healthy Lifestyle (Pearson Correlation Test)

		Birth Order	1	2	3	4	5	6	Total Point
Birth Order	Pearson Correlation	1	,051	-,034	-,110	,044	-,013	,030	-,003
	Sig. (2-tailed)		,463	,631	,115	,525	,848	,666	,969
	N	208	208	208	208	208	208	208	208

When the data is examined in Table 8, no statistically significant correlation was found between the level grade of the participants and their healthy lifestyle behaviors. Despite this, the group with the highest scale score average was the first graders (X=2.34), while the group with the lowest scale score average was the preparatory group (X=2.23).

Table 8.

Anova Test Results by Grade Variable of Participants

Sub-Dimensions	Grade	N	X	Sd.	F	p
Eating Habits	Preparatory Grade	15	2,12	,092	,870	,483
	1. Grade	57	2,35	,056		
	2. Grade	64	2,30	,052		
	3. Grade	42	2,32	,067		
	4. Grade	30	2,30	,084		
Self Realization	Preparatory Grade	15	2,34	,076	,091	,985
	1. Grade	57	2,40	,050		
	2. Grade	64	2,41	,049		
	3. Grade	42	2,39	,066		
	4. Grade	30	2,40	,088		
Health Responsibility	Preparatory Grade	15	2,45	,121	,063	,993
	1. Grade	57	2,46	,058		
	2. Grade	64	2,41	,056		
	3. Grade	42	2,42	,052		
	4. Grade	30	2,43	,093		
Exercise Habit	Preparatory Grade	15	2,01	,137	,610	,656
	1. Grade	57	2,17	,072		
	2. Grade	64	2,20	,059		
	3. Grade	42	2,17	,077		
	4. Grade	30	2,27	,122		
Interpersonal Support	Preparatory Grade	15	2,24	,100	1,91	,110
	1. Grade	57	2,27	,068		
	2. Grade	64	2,23	,057		
	3. Grade	42	2,01	,072		
	4. Grade	30	2,17	,105		

Stress Management	Preparatory Grade	15	2,22	,114	1,16	,326
	1. Grade	57	2,43	,069		
	2. Grade	64	2,30	,065		
	3. Grade	42	2,35	,079		
	4. Grade	30	2,48	,109		
Total	Preparatory Grade	15	2,23	,093	,401	,808
	1. Grade	57	2,34	,053		
	2. Grade	64	2,31	,044		
	3. Grade	42	2,28	,054		
	4. Grade	30	2,33	,088		

Discussion

The most important finding of this study is that university students living in Istanbul have a low level of healthy lifestyle behavior. According to the results of the research conducted by Şimşekoğlu and Mayda in 2016, the healthy lifestyle levels of the participants were found to be moderate. When the results of the study and the results of the research conducted by Şimşekoğlu and Mayda are compared in terms of average scale average scores, it is seen that there is no similarity. It can be said that the reason for this difference is due to the difference of the participant groups.

In addition, according to the results of the research conducted by Bozkuş et al. (2013) in which the healthy lifestyles of university students receiving sports training were examined, it was determined that the healthy lifestyle perceptions of the participants were high. In this context, it is seen that there is no similarity between the research results of Bozkuş et al. It can be said that the reason for this difference was the reasons such as the Covid-19 epidemic immobilizing people and making them feel psychologically bad during the period of this research.

According to the results of the research, no correlation was found between the ages of the participating university students and their healthy lifestyles. In the research published by Aksoy and Uçar (2014), which aims to examine the healthy lifestyles of nursing students, a difference between the groups was determined between the ages of the participants and their healthy lifestyles. According to the results of the research, it was determined that the average scores of the participants with a higher age differed significantly compared to the other group participants. In this context, it is seen that there is a difference between the results of this research and the research conducted by Aksoy and Uçar, according to the age parameter. It can be said that this difference is due to the fact that the participants in the research conducted by Aksoy and Uçar have a high awareness of healthy living in terms of the field of education they receive.

According to the results of the research, no difference was found between the groups in terms of the classroom status of the participating university students and their healthy lifestyles. According to the results of the research conducted by Cihangiroğlu and Deveci in 2011 and examining the healthy lifestyles of the Health Vocational School students (712), it is seen that the healthy lifestyle levels of the participants increase together with the increase in the level of education they receive. In this context, it is seen that there is a difference between the results of this research and the research conducted by Cihangiroğlu and Deveci, according to the class level of education. It is thought that the reason for this difference may be the difference in the number of samples found between the two studies.

According to the results of the research, there was no difference between the groups between the perception of income status and healthy lifestyles of the participating university students. According to the results of the research conducted by Eyimaya et al. in 2021 examining the healthy lifestyle behaviors of adolescents, a statistically significant difference was found between the groups according to the income level variable of the participants, and a positive relationship was found between the increase in the income level perception of the participants and the healthy lifestyle behaviors. It is seen that there is no similarity between the research conducted in this context and the results of the research conducted by Eyimaya et al. It can be thought that the reason for this difference is the age differences of the participant groups between the two studies.

According to the results of the research, no correlation was found between the number of family members of the participants and their healthy lifestyles. In the research conducted by Doğan and Yılmaz in 2017, healthy lifestyle behaviors of adolescents with chronic diseases were investigated. According to the results of the research, there was a difference between the groups between the number of family members and the healthy lifestyle of the participants. According to the results of the research, it has been shown that as the number of families increases, the mean score of the healthy lifestyle behavior scale decreases. In this sense, it can be stated that there is a partial similarity between this research and the results of the research conducted by Doğan and Yılmaz within the scope of the variable of the number of family members. It can be said that this similarity is due to the fact that the participants in the studies are in similar socio-economic groups.

According to the results of the research, no correlation was found between the birth order at the participating university and healthy lifestyles. In the research conducted by Kupeli in 2015, healthy lifestyle behaviors and self-efficacy perceptions of doctoral students were examined. According to the results of the research, there was no difference between

the groups between the variable of being a child and healthy lifestyle behaviors. In this context, it is seen that there is a similarity between the results of this research and the research conducted by Kupeli. It can be stated that this similarity stems from the similarity of the groups in the research.

As a result, healthy lifestyle behaviors are an important factor for both individuals and societies. According to the results of the research, university students' perceptions of healthy lifestyle behaviors were found to be low. In this context, it is important to carry out studies to increase awareness of healthy lifestyles in universities.

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CHAPTER 3

EXAMINATION OF SCHOOL ADMINISTRATORS VIEWS ON PHYSICAL EDUCATION AND SPORTS LESSON

Osman YOKA¹

Mehmet Behzat TURAN²

Keziban YOKA³

1 Osman YOKA¹, Erciyes University, Institute of Health Sciences, Kayseri, Turkey osmanyoka@gmail.com ORCID ID: 0000-0001-7312-0706

2 Mehmet Behzat TURAN², Erciyes University, Faculty of Sports Sciences, Kayseri, Turkey behzatturan@erciyes.edu.tr ORCID ID: 0000-0002-5332-803X

3 Keziban YOKA³, Niğde Ömer Halis Demir University, Institute of Social Sciences, Niğde, Turkey, yokakeziban@gmail.com ORCID ID: 0000-0002-0585-0923

INTRODUCTION

Education, which is expressed as the design of the future, is the most important tool that allows societies to renew themselves and develop (Koşar, 2013). Schools that legitimize the phenomenon of education as a tool; They are learning places where goals such as improving the personal capacity of individuals and raising children are realized (Toprakçı, 1995). The education system and the good management of schools and the level of realization of educational goals are directly proportional (Arslantaş & Özkan, 2014). Well-managed schools will be able to increase the level of realization of educational goals. In this context, we can say that the continuous improvement of the school administrators, who are responsible for managing their schools in line with the foreseen objectives, will also contribute to the development of the school system. The school administrator, considering the plans, policies and future plans of the education system (Açıkalın, 1998); It is possible to define it as the person who determines and reveals the values expected to be realized in the school, motivates human resources, realizes the school climate and culture in the right direction, represents and manages the institution (Şişman, 2012). Human is the basis of the aims of education. “To raise students at the highest level in cultural, physical and social terms in order to raise healthy generations, to raise good and productive citizens who are beneficial to humanity” (MEB, 2018). It is considered one of the main goals of national education. In line with this purpose, it is possible with physical education to ensure the physical development of individuals as well as their mental development (Çimen, 2022; Bahçe & Turan, 2022; Pepe 2015; Turan et al., 2016, Çimen ve Yaman, 2020).

Physical education and sports lessons are an considerable integral part of education. The more active the students' participation in physical education and sports classes, the more their mental, psychological, emotional, communication, academic development and basic motor skills will progress healthily and their quality of life will increase. Physical education, which helps a lot in social adaptation and social progress (Turan et al., 2020), in the creative and productive raising of young people, brings individuals to a healthy and quality state, and also ensures that their social areas and interests are different. Physical education affects all aspects of people positively and is very important for individuals in the developmental age in terms of physical health, physiological development, healthy personality formation and good mental health (Aracı, 1999). Physical education is all the actions that a person takes to protect and improve his physical and mental health. Physical education and sports keep people away from bad habits and improve their social skills (Gözler et al., 2020). Physical education and sport should be included in all phases of education and training. A student who is not physically and mentally healthy and cannot spend a person energy

will not be productive in other lessons. Since students can channel their energy to the right place with physical education and sports lesson events, the possibility of harming society, people, themselves or someone else is reduced. The positive attitudes of the school and school administrators towards physical education and sports increase the interest of students towards sports. As long as the administrators in educational institutions are aware of sports, they will contribute to the world of sports, youth and students. Administrations that want to create a society based on healthy and productive generations must give importance to physical education and sports (Bahçe & Turan, 2022; Pepe, 2018; Akıncı & Çimen, 2021). Therefore, school administrators' perspectives on physical education and sports are very important. In line with this information, it is important to reveal the opinions of school administrators working in schools about physical education lesson and its content, the adequacy of physical education teachers, in-class and extra-curricular sportive activities and physical education and sports lesson according to the athlete's background. When the relevant literature is examined, there are similar studies about the opinions of school administrators (Ağaoğlu et al, 2012; İlhan Uryan, 2022; Demirdağ, 2022; Hamutoğlu et al, 2021; Aytaç and Cemalettin, 2021; Taşkın and Aksoy, 2021). When the comprehension of the studies is examined, it is seen that school administrators; It has been observed that their views on the education system, teachers, exams and courses are evaluated. Among the studies that we could examine, no study was found about the views of school administrators on physical education and sports lessons. The perspectives of school administrators, who are thought to have high levels of familiarity with more than one lesson, on physical education and sports lessons are important in with perspective of sports education. In line with this information, the aim of our study is; The aim of this research is to examine the opinions of school administrators working in schools affiliated to the Ministry of National Education about physical education and sports lessons with the experiences and perspectives of school administrators. Within the scope of this main objective, answers were sought for the following sub-objectives. School administrators working in schools,

1. What are their views on the physical education and sports lesson and its content?

2. What are the opinions of physical education teachers about their competencies?

3. What are their views on in-class and extra-curricular sportive activities?

4. Do the views of the managers on physical education and sports lessons change according to their sports history?

METHOD

Model of the Research

In this study, which aims to reveal the opinions of school administrators working in schools affiliated to the Ministry of National Education, about physical education and sports lesson, is in the qualitative research method and case study pattern. In studies conducted with the case study method, various factors such as the environment, events, people and processes related to a situation are investigated with a general approach in their natural environments (Yıldırım & Şimşek, 2016; Yin, 2003). Case studies, in which an asset is defined and customized depending on location and time (Büyüköztürk et al, 2015); It is a research in which a context is examined with an in-depth and holistic perspective based on the experiences of people (Akar, 2017). In this direction, in this study, the situation design was preferred because the opinions of school administrators working in a public school about the physical education lesson were discussed.

Study Group of the Research

The study group of the research consists of 4 school administrators (school principal or assistant principal) working in a public school affiliated to the central Provincial Directorate of National Education in Kayseri in the 2021-2022 academic year. Demographic information of the school administrators participating in the research is given in Table 1;

Table 1. Personal Characteristics of the Participants

Code	Gender	Age	Education Level	Position	Seniority	Management Year	Athlete History
M1	Man	61	College	School Manager	40	18	Yes
M2	Man	54	College	Assistant Director	30	19	Yes
M3	Man	51	Graduate	Assistant Director	30	12	No
M4	Women	36	Graduate	Assistant Director	15	8	Yes

Looking at Table 1, it is seen that 3 male and 1 female school administrators participated in the study. The age of school administrators varies between 36 and 61. Two of the school administrators participating in the study are associate degree graduates and two are undergraduate graduates. While the total seniority of school administrators varies between 15 and 40 years, the terms of office of administrators vary between 8 and 19 years. One of the school administrators participating in the research works as a principal and three as assistant principals. Except for one of the participants, the other three were found to have an athlete background.

Data Collection Tool and Data Collection

Research data were collected through face-to-face interviews. For this; A semi-structured interview form was prepared by the researchers. In semi-structured interviews, the researcher prepares an interview form that includes the questions he/she thinks to ask beforehand. The purpose of the structured interview technique is to determine the parallelism and difference between the information given by the interviewees and to make comparisons accordingly. The advantage of the interview method over other techniques is that it provides more systematic and comparable data than it is applied by adhering to the pre-made interview form (Karasar 2016; Yıldırım and Şimşek 2018). While preparing the semi-structured form, the relevant literature (Bal, 2010; Şahin, 2011; Yılmaz, 2012; Tokat, 2013; Tural, 2014) was used. In the first part of the semi-structured sample interview forms, there are questions about the individual information of the school administrators (gender, age, educational background, position, professional seniority, managerial year, athlete history). In the second part, there are interview questions to determine the thoughts of the participants about physical education and sports lessons. The opinions of two education experts were sought, as a result of the examinations, some items were removed and the form was finalized by clarifying some concepts in the questions. In the semi-structured form, there are seven open-ended questions to determine the personal information of the participants and eight open-ended questions to determine the thoughts of the participants on physical education and sports lessons. Interviews were held in December 2021 by visiting school administrators. Before starting the interviews, the researcher first gave information about himself, and an environment of trust was created by stating that the identity information of the managers would not be shared with anyone.

The interview questions created in accordance with the objectives of the study are given in Table 2;

Table 2. Interview Questions of the Research

Purposes	Interview Questions
Purpose 1: School administrators What are their views on physical education and sports lesson and its content?	<ul style="list-style-type: none">- Do you find physical education and sports lessons necessary? Why?- What do you think about the physical education and sports course curriculum?- What are the effects of physical education and sports lessons on students in school?- What are the effects of physical education and sports lessons on students outside of school?
Purpose 2: What are the school administrators views on the competencies of physical education teachers?	<ul style="list-style-type: none">- What are your views on the competencies of physical education teachers?
Purpose 3: What are the opinions of school administrators on sports activities in and out of school?	<ul style="list-style-type: none">- What are your views on in-school sports activities?- What are your views on out-of-school sports activities?
Purpose 4: Do school administrators views on physical education and sports lessons change according to their history of doing sports?	<ul style="list-style-type: none">- Do you have a sports background?- If yes, which industry? How many year?

Validity and Reliability

Reporting in detail the data collected in a qualitative research and explaining how the results are reached are important criteria for validity and reliability (Yıldırım & Şimşek, 2016). For this purpose, some measures were applied to increase the validity and reliability of the study. These:

Similar studies were reviewed while preparing the semi-structured form in order to increase the internal validity of the study (Bal, 2010; Şahin, 2011; Yılmaz, 2012; Tokat, 2013; Tural, 2014). Expert advice was used in this step. In addition, within the scope of the study, the aim of the research was explained in order for the school administrators to express their opinions sincerely, and interviews were conducted by taking notes for the participants who did not want to be audio recorded.

The interviews with the school administrators proceeded as they were convinced that they understood the questions correctly, and all the interviews were recorded. After the interviews were transcribed, approval was obtained from the school administrators. At this step, the answers were briefly shown to the school administrators. Afterwards, the participants were asked for their opinions on organizing the interview answers. Afterwards, the data obtained from the interviews were provided to indicate true thoughts. In order to increase the external validity of the study; It has been tried to express in a comprehensive way what was applied throughout

the research and in this time period. In this framework, the research design, study group, data collection tool, data collection process, analysis and interpretation of the data were carried out in detail. To increase the internal reliability of the study; The findings were supported by the texts conveyed in the same way from the ideas of school administrators. In order to increase the reliability of the research; Expert advice was used at all stages of the research (creation of the semi-structured form, checking the data transferred to the computer, revealing the themes). In addition, the data were coded independently of the researcher by a faculty member experienced in the field of educational sciences and qualitative research techniques, and the percentages of agreement were determined by comparing the coding. In order to increase the external reliability of the research; A detailed explanation has been given. In the Findings section, the findings were explained in detail, participant codes were arranged and presented in a way that allows the consistency of the data to be checked.

Data Collection

After the determination of the research group, the school administrators of a public school were interviewed and an explanation was given about the aim and method of the research. Based on the explanations made, an appointment was made with the school administrators working in this school. One-to-one and face-to-face interviews were conducted by providing transportation to the school where the school administrators, who were available according to the course schedules and accepted the appointment, were working. An interview was held between 30 and 45 minutes. First of all, approval was obtained from the school administrators by explaining that the names of institutions and individuals would not be deciphered in the research, that the data would be used for scientific purposes and that the interviews would be known only by the researcher. After approval, it was recorded with a voice recorder and written interviews. All the data collected from the interviews were transferred to Word file in computer environment by the researcher. All the data collected from the interviews were presented to the participants and their consent was obtained about the accuracy of the data.

Analysis of Data

The data collected in the study were analyzed by content analysis method. Content analysis is frequently used in social sciences and provides the opportunity to investigate the behavior of the individual with indirect methods. Content analysis makes the findings that have similar aspects to each other more understandable by turning them into themes and categories within a certain framework. Content analysis is carried out in four steps: coding the data, creating the themes, organizing the codes and themes,

and defining the findings (Yıldırım & Şimşek, 2016). With this technique, in order to analyze the findings in different sources about a subject; By arranging the data, comparisons can be made with meaningful categories and classifications (Büyüköztürk et al., 2014). In the study, audio and written recordings of the interviews conducted with 4 school administrators were transferred to the Office Word program in writing, separately for each school administrator. These 4 Word files, from 1 to 4, were coded by giving appropriate names to the participants in order to protect their privacy, and content analyzes were carried out.

FINDINGS

Opinions on Finding Physical Education and Sports Lessons Necessary

The first question in the interview form to determine the ideas of school administrators about finding physical education and sports lessons necessary is as follows “Do you find physical education lesson necessary? Why?” is in the form. The answers of the school administrators are shown in Table 3;

Table 3- Opinions on finding physical education and sports lessons necessary

Codes	Participants
Yes, self-confidence boost	M1
Yes, it should be adequate	M2, M3
Yes, physical and mental development	M4

When Table 3 is examined, school administrators found physical education and sports lessons necessary and expressed their views on increasing self-confidence (n=1), it should be at a sufficient level (n=2), and physical and mental development (n=1). The opinions of the participant school administrators are as follows.

M1: “Yes, it is necessary. Sports develop both energy breakthrough and self-confidence in students. In this way, students show a tendency towards more courses in other courses.”

M2: “Is necessary. But it should not get in the way of other lessons, and it should be taught at the military level without being too tiring as a sport.”

M3: “It is necessary but more important at younger ages. Since I am responsible for 12th grade students, I think they should spend all of their time on the tertiary examinations.”

M4: “Yes, it helps students’ physical and mental development. It contributes to its success.”

Opinions on Physical Education and Sports Curriculum

The question in the interview form in order to determine the ideas of school administrators about finding physical education and sports lessons necessary is as follows “What do you think about the physical education and sports lesson curriculum?” is in the form. The answers of the school administrators are shown in Table 4;

Table 4- Opinions on the curriculum of physical education and sports lessons

Codes	Participants
Insufficient, not fully implemented	M1, M3
I do not know the details	M2
Should be improved	M4

Looking at Table 4, it is seen that the school administrators appraise the physical education and sports curriculum as insufficiently fully implemented, I do not know in detail, it should be developed. The opinions of school administrators are insufficient, not fully implemented (n=2), I do not know in detail (n=1), it should be improved (n=1) reported. The answers of the participant school administrators are given below.

M1: *“The physical education course may have deficiencies as a curriculum, but our teachers must comply with the curriculum and fulfill its requirements. Lessons should not be passed just as football or by being released.”*

M2: *“I don’t know in detail, but I observe that the 2nd lessons are mostly free, although this situation is not caused by the curriculum but by the teachers, I think that this situation should be eliminated.”*

M3: *“The curriculum may have missing and extra aspects, but the lessons should be taught in the same way as the curriculum.”*

M4: *“There are more team sports in the program, it is necessary to change this to enter the curriculum in individual sports.”*

Opinions on the Effects of Physical Education and Sports Lesson on Students in School

The question in the interview form in order to determine the ideas of school administrators on the effects of physical education and sports lessons on students in the school is as follows “What are the effects of physical education and sports lessons on students in school?” is in the form. The explanations of the school administrators are shown in Table 5;

Table 5- Ideas about the effect of physical education and sports lessons on students in school

Codes	Participants
Relieve stres	M1
Fatigue	M2, M3
Confidence and success	M4

When Table 5 is examined, It was seen that school administrators expressed the effects of physical education and sports lessons on students in school as stress relief (n=1), fatigue (n=2), self-confidence and success (n=1). The opinions of school administrators under this theme are as follows.

M1: *“Students get rid of their energies, stress and troubles after class, which makes other hours of the day more calm and productive.”*

M2: *“I think that there is a regression in the situation of the students in other courses because they get tired in the lessons and come to the classes that way rather than the gains.”*

M3: *“Usually, after physical education classes, students become tired, exhausted and sweaty, and students in this situation tend to sleep in other classes. Other branch teachers are also reacting to this situation.”*

M4: *“It provides the energy pulse. It maintains the silence and discipline in the classroom environment. Increases self-confidence and success. There will be more self-confident and successful individuals, which will reflect on their status in their classes.”*

Opinions on the Effects of Physical Education and Sports Lesson on Students Out of School

The question in the interview form in order to determine the ideas of school administrators on the effects of physical education and sports lessons on students outside of school is as follows “What are the effects of physical education and sports lessons on students outside of school?” is in the form. The replies of the school administrators are shown in Table 6;

Table 6- Opinions on the effects of physical education and sports lessons on students outside of school

Codes	Participants
Self-expression	M1, M2
Fatigue	M3
To be privileged	M4

When we examine Table 6, it is seen that school administrators evaluate the influences of physical education and sports lessons on students

outside of school as expressing themselves (n=2), fatigue (n=1), being privileged (n=1). The opinions of school administrators under this theme are as follows.

M1: *“From the point of view of sports, our young people who have grown up in sports are able to express and defend themselves more easily than other students.”*

M2: *“As far as I have observed, I have noticed that students who are more involved in sports are not shy and can explain themselves more easily.”*

M3: *“I don’t think it has much of an effect, frankly, other than fatigue.”*

M4: *“The stance that people who are engaged in physical education and sports are always privileged from other individuals makes a difference even if they sit and stand up. They stay one step ahead in society.”*

Opinions on the Competencies of Physical Education Teachers

The question in the interview form in order to determine the ideas of school administrators on the competencies of physical education teachers is as follows “What are your views on the competencies of physical education teachers?” is in the form. The explanations of the school administrators are shown in Table 7;

Table 7- Opinions on the competencies of physical education teachers

Codes	Participants
Successful	M1
Well educated	M2
Knowledgeable and experienced	M3
Equipped	M4

When Table 7 is examined, the competencies of school administrators and physical education teachers; successful (n=1), well-educated (n=1), knowledgeable and experienced (n=1), well-equipped (n=1). The opinions of the participants under this theme are as follows.

M1: *“They are more interested in team sports and I think that students who do individual sports are not valued as much as they do. Our successful teachers who have completed their education in good undergraduate programs.”*

M2: *“Our teachers are very valuable teachers in terms of their educational background and expertise in their fields. However, it is necessary for the students to stay fitter at the end of the lessons by adjusting the threshold value well. Therefore, they should work more planned and programmed.”*

M3: *“Both of our teachers, who have very good knowledge and experience, want to use all their knowledge in our school, but our conditions and situation sometimes do not allow them.”*

M4: *“We have good teachers with hardware, but due to the situation of the school and considering the material situation, they cannot perform the activities they want, we are the main culprits of this situation, but good things can be produced with less material and more effort.”*

Opinions on In-School Sportive Activities

The question in the interview form was used to determine the ideas of school administrators about sports activities in the school “What are your views on sports activities in school?” is in the form. The replies of the school administrators are shown in Table 8;

Table 8- Opinions on in-school sportive activities

Codes	Participants
Developing communication skills	M1
I do not support	M2
Negative	M3, M4

When Table 8 is examined, school administrators expressed opinions about in-school sportive activities as improving their communication skills (n=1), I do not support (n=1), and negative (n=2). School administrators stated the following:

M1: *“These activities mostly strengthen the bond of students with each other. As a school, we are lagging behind in this situation and activities. I would like to achieve success. The realization of these activities in the school gives colorful moments. These activities have decreased considerably in recent years.”*

M2: *“Usually, these activities are led by senior students. It is necessary for them to devote their time to the exam, so I do not support it.*

M3: *“We can’t play football, volleyball and basketball matches, which were a lot in our school before, now. Because the changing student structure, students who are no longer related to each other and who have not earned their respect are having arguments and creating problems, so we asked our teachers to support more school teams related to this situation.”*

M4: *“I see that long matches in school teams and training in their course distract students from the lessons that they will really care about, like not attending classes, I don’t want it to happen too much so that it doesn’t happen.”*

Opinions on Out-of-School Sportive Activities

The question in the interview form to determine the ideas of school administrators on out-of-school sports activities is as follows “What are your views on out-of-school sporting activities?” is in the form. The replies of the school administrators are shown in Table 9;

Table 9- Opinions on out-of-school sports activities

Codes	Participants
Support	M1
Positive	M2, M3
Instructive	M4

When Table 9 is examined, school administrators expressed their opinions about out-of-school sports activities as supporting (n=1), positive (n=2), and instructive (n=1). School administrators stated the following:

M1: *“I want our school to be more involved in extracurricular activities. Our subject teachers need to be able to be more relevant to this situation.”*

M2: *“These events present beautiful images within the school. Different events help to announce our school and our name. Even though we, as administrators, state that we should be involved in extracurricular activities from all fields, this sometimes happens.”*

M3: *“Our lower classes in the field of physical education have a lot to learn from extracurricular activities and they have enough time, of course, as soon as it is a sports walk or a trip to nature, our request from our teachers is to come to us with such ideas.”*

M4: *“In terms of the financial situation and status of our school, we can't go out of school very often due to extracurricular activities. However, our informatics professors and a few of our friends did a project and it was accepted. I hope such good things will happen in all our fields.”*

Statements Regarding the Athlete Background of School Administrators

The question in the interview form in order to determine the answers of the school administrators about the athlete's resumes is as follows “Do you have a sportsman background? If yes, which industry? How many year?” is in the form. The replies of the school administrators are shown in Table 10;

Table 10- Sportsman history of school administrators

Codes	Participants
There is	M1, M2, M4
None	M3

When Table 10 is examined, school administrators have expressed their athlete background as yes (n=3) or absent (n=1). The answers of the participating school administrators are given below.

M1: *"I played football for 10 years until I started teaching."*

M2: *"I played basketball at a young age, but I never played as a licensed athlete."*

M3: *"No not."*

M4: *"There is. I had successes, I wish I could continue in my university years, but it didn't happen because of life conditions."* expressed their opinions.

DISCUSSION AND CONCLUSION

In this study, it is aimed to examine the opinions of school administrators working in schools affiliated to the Ministry of National Education about physical education and sports lessons. Physical education and sport; It is accepted as an area of activity that brings mental and physical health to the growing generations. School administrators are the people accountable for the complete execution of these activities within the education system, so our research is based on school administrators. On the other hand, since this study has a qualitative design, it is known that generalizations cannot be made on the results.

School administrators state that physical education and sports lessons should be included in the content of training programs, and they explain the increase in self-confidence with the concepts of physical and mental development. School administrators; They stated that they achieved an energy breakthrough in students and contributed to their self-confidence, physical and mental improving. In this direction, we can say that physical education and sports lessons provide the physical and psychological development of individuals and bring them to a healthier and higher quality state. In similar studies (Altıntaş, 2006; Şahin 2011; Yılmaz, 2012), school administrators; Expressing that physical education and sports course contributes to the physical improving of students and improves students physically, spiritually and mentally supports our study findings.

It seems that school administrators evaluate the curriculum of physical education and sports lessons as insufficient and not fully implemented, I do not know in detail, it should be developed. The common opinion of the participants; It is about physical education and sports lessons not being implemented according to the curriculum, the curriculum is not compatible with the existing physical opportunities, and the duration of the lessons is insufficient. The main purpose of the Turkish education system is to try

to gain knowledge, skills and behaviors through the curriculum (MEB, 2018). However, we think that the curriculum cannot be fully implemented in the absence of some of these components, in which this process will be successful with theory-practice, tools, platforms, up-to-date learning and teaching techniques and competent teachers in the field. Di Battista et al. (2018), in their research, said that the curriculum should be implemented with complete and pedagogical strategies and students should adopt physical education lessons. In another study conducted in Finland (Jaakkola et al., 2017); They found that teachers' methods of expressing physical education lesson affect the learning climate. The findings were found to be similar to our research results.

Participants of physical education and sports course to students in school; They stated that it has effects in the form of stress relief, fatigue, self-confidence and success. Students of physical education and sports course; We think that it will contribute to the physical, psychomotor, emotional and social improving of the students and will conduce to the self-confidence, fit and health of the students. We think that it is because the participants who gave negative opinions only cared about academic success and did not have enough information about the benefits of physical education and sports lessons. In the studies (Gözen, 2006; Kalyoncu, 2008; Tokat, 2013; Walker, 2003), it was stated that physical education and sports lessons are at least as important as other lessons for the improving of the student, and that it contributes to academic success as well as improving physical and psychological health.

Participants of physical education and sports course outside of school to students; They stated that it has effects such as self-expression, fatigue, and being privileged. We can say that the reason for some participants' negative opinions is because they do not have enough information about the benefits of physical education and sports lessons and because of the possible risk of physical injury. We think that these statements stem from the real that physical education and sports lessons increase students communication, environmental relations and social development and provide students with advantages in daily life. In a report published by the European Union in 2013, the European Union said that physical education and sports lessons allow individuals to stay healthy and fit throughout their lives, and help protect human health by increasing their personal development and social awareness levels as well as physical development (European Commission/EACEA/Eurydice, 2013). In addition to this information, it has been determined that physical education and sports lessons do not only benefit the development of the individual (Aracı, 2004), but also contribute to the mental and social holistic development of the individual (Ünlü and Aydos, 2007). The results support our study findings.

According to school administrators; They expressed a common opinion that physical education and sports teachers are sufficient because they are successful, well-educated, knowledgeable and experienced, and equipped. We think that the reason for this is that physical education and sports teachers have field knowledge, dominate sports branches, have high communication skills, and are people who can express their thoughts easily. In a study, it was stated that physical education and sports teachers are individuals with upper professional success who can communicate well with their students as well as physical competence and field knowledge (Güngör, 2019). The results of the related studies in the literature are similar to our findings (Tamer and Pular, 2001; Tek, 2017; Üzümlü, 2019; Yenicieri, 2019; Cirit, 2020).

School administrators about in-school sports activities; They expressed a negative opinion in the form of improving their communication skills, I do not support them. Regardless of the type, we can say that the sportive activities in the school improve the communication skills of the students since the school friendship environments and the teacher-instructor are the same. The reason for the negative opinions; It can be thought that it is due to the perception of in-school sports activities as physical fatigue and the absence of any sanction on the administrators who do not organize these activities. In a research, it was found that in-school sports activities improved the motivation of students and their relations with each other positively (Arslan & Altay, 2009). In another research conducted by Sinan (2015), has been told that the perception of success of high school students interested in sports increased. In a study conducted in the USA, it was stated that 8th grade students participating in sports activities obeyed the school rules, their inappropriate and negative behaviors in the school decreased, and their desire to participate in physical activities at school increased (Hawkins & Mulkey, 2005). Studies show that school administrators do not care about school sports activities and do not support participation (Kalkavan A, 2006; Aydemir, 2014).

School administrators about out-of-school sports activities; supported, positive, instructive opinions. ISF defines school sportive activities as structured learning that goes beyond the school curriculum and whose instructional content is physical activity (T.C. Official Gazette, 2007). Therefore, we think that such sports activities affect the teaching process positively by providing physical and cognitive contribution to the students. As a result of the researches, it has been found that out-of-school sports activities raise the motivation of students (Marsh, 1992), they achieve higher academic success than their peers (Özyalvaç, 2010), and they are in more communication with adults (Eccles et al., 2003). Contrary to these results, Melnick et al. (1992), as a result of their study on African-American and Hispanic high school students, could not find any relationship between sportive activities

and academic achievement. In addition, Akgül et al. (2012) concluded in their study that students cannot spare much time for in-school and out-of-school sports events due to the intensity of the education curriculum, and even if they have sufficient opportunities in and out of school, the interest and participation in sports is low due to the intensity of the classes at school.

As a result, it has been determined that school administrators' views towards physical education and sports lessons are mostly positive and that physical education and sports lessons are complementary to general education. In the research, it was concluded that physical education and sports course primarily provides support physical improving, the student can express himself better in the name of socialization, his self-confidence increases, his friendship relations are high, even communication is good, it is beneficial for emotional development, it is instructive, and it makes you feel privileged. In addition, school administrators; They stated that physical education and sports lessons could not be fully taught due to negativities such as physical education teacher, lack of sports facilities and materials, environmental factors, insufficient curriculum, and indifference of students. In addition, we can say that the school administrators' interest in sports in the past and their awareness of sports affect their perspectives on physical education and sports lessons.

SUGGESTIONS

- To support physical education and sports lessons, which are important for students' physical and psychological health; Seminars for school administrators and workshops on sports can be organized.
- Since in-school and out-of-school sports activities affect students' academic success and behavioral development, it will be beneficial for school administrators to support students' participation in in-school and out-of-school sports events.
- The research, it is emphasized by the participants that the course curriculum is not compatible with the existing physical environment, the course durations are insufficient, and the necessary attention cannot be shown to physical education and sports lessons necessary to the intensity of other courses. Schools should have sufficient tools, equipment and facilities in terms of sports, and schools should be given the necessary support in this direction.
- The small number of participants is one of the limitations of our study. Larger studies, involving more individuals, including teachers, students and parent of students, and questioning the data that are thought to be missing, will help us to clearly understand the perspective on physical education and sports lessons in schools.

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