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## AN ASSESSMENT OF THE ATTITUDE OF THE STUDENTS OF SPORT MANAGEMENT DEPARTMENT TOWARDS THE DEPARTMENTS OF PHYSICAL EDUCATION AND SPORT TEACHING AND COACHING TRAINING

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### Abstract

*Purpose.* The purpose of this study is to assess the attitude towards the department of Sport Management in Turkey.

*Methods.* collected through a Likert style questionnaire prepared by the researcher. The data collected from the questionnaire was assessed by SPSS statistical program and the findings at the level of  $p < 0,05$  were considered to be significant. The data was analyzed by using SPSS package program.

*Findings.* Statistically significant differences were found in the attitudes of the students of Sport Management towards their department when compared with the departments of Physical Education and Sport Teaching and Coaching Training ( $p < 0.05$ ). While a significance was found in the Sport Management department students' wish to transfer to Physical Education and Sport department, there was no significance in the same students' wish to transfer to the department of Coaching Training. Although the Sport Management department students' responses to the efficiency of undergraduate programs, faculty members and courses were significant, the students' responses to the efficiency of internship program were not clear.

*Conclusions.* When the views of the students of the department of Sport Management were reviewed, it was concluded that the students of the department of Sport Management considered their department was less important than the departments of Physical Education and Sport Teaching and Coaching Training. It was also concluded that to increase this importance, the students' anxieties about finding work should be resolved, the quality of education should be increased and the students' needs should be met.

*Key Words:* sport, sport management, management, sport management education.

### Introduction

Sports, a field present in community life and contributing to formation and dissemination of culture, is the system of symbols employed in the creation of

dominant ideologies and the communal consensus (Talimciler, 2006). Sports, especially in recent years, has turned out to be a crucial element to the sustainability of human life in a better, more qualified

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and more balanced manner. Today, it is widely accepted that sportive activities along with cultural activities prepare individuals for daily life psychologically ( Atasoy, 2005). Today success achieved in sports plays a very significant part in everyday life of society and serves as a morale booster. With new records broken via the improvement of science and technology, not only athletes but also the technical, education and economic standards of the countries the athletes represent are competing (H. Sunay, 1998). In today's world, countries use sport as a means to publicize and to be in the forefront, they want to make use of sport the best way they can and they have begun to make huge investments in sport and sportspeople. Thus, sport sector has made big advances in time and it has introduced a new economy branch called sport economy. Today, the sport sector which ranks as the 22nd in the world and which is ahead of automotive sector in terms of total endorsement (www.sporbilim.com) is in need of qualified managers trained in this field who knows sport and sportspeople, who can find out the needs and shorts of this sector, who can manage the administration of sport services and facilities, who can predict the trends of the market and take precautions and make investments accordingly. In order to make up for the needs in this field, our country has begun to attach more importance to sport management just like the rest of the world. The very first practices in this field started with the establishment of "Gazi Secondary Teacher School and Education Institute" in 1932 in accordance with the principles of Physical Training Law numbered 3530 and with the opening of "Physical Training" department in 1933 (Karakucuk, 1988). As years passes, sport manager training activities were assigned to academies and to sport colleges after the academies were closed. Currently, sport manager training activities are continued by Sport Schools within universities. However, it is thought that the students studying in the department of Sport Management have some doubts about the efficiency of their department. The purpose of this study is to examine the attitudes of

the students of Sport Management department compared with their attitudes of the departments of Physical Education and Sport Teaching and Coaching Training.

### Method

A total of 232 students, 65 female and 167 male, studying in the department of Sport Management of Ondokuz Mayıs University School of Physical Education and Sport volunteered in the study. As the data collection tool, a 26 item Likert type personal questionnaire including the responses "Strongly Agree" "Agree" "Neither Agree nor Disagree" "Disagree" "Strongly Disagree" prepared by the researcher to find out the students' reasons to choose this department and to compare this department with the other departments in the school was used. During the preparation of the questionnaire, experts were consulted and the reliability coefficient (cronbach alpha) of the questionnaire was found to be  $r=0,521$ . The data obtained was measured with the SPSS statistical analysis program and the findings at the level of  $p<0,05$  was considered to be significant.

### Findings

Table 1 presents the year of study, gender, age, HEE (Higher Education Examination) scores range and order of choices in the School of Physical Education and Sport entrance exam (n - %). When Table 1 is reviewed, it can be seen that 72% of the students were male and 28% were female; the age range of most of the students (56,9%) was between 21-23 years; the students' scores in the university entrance exam were between 210-230 (30,6%) and most of the students (34,1%) were in their second year. Table 1 also shows that the majority of the choices (32,8%) that the students made in the School of Physical Education and Sport entrance exam was 1 (I. Department of Physical Education and Sport Teaching II. Department of Coaching Training III. Department of Sport Management).

**Table 1.** Distribution of the students' Defining Characteristics

<b>GENDER</b>	<b>Percentage (%)</b>	<b>n</b>
Female	%28	65
Male	%72	167
Total	%100	232
<b>CLASS</b>	<b>%</b>	<b>n</b>
1	%21,1	48
2	%34,1	84
3	%29,7	67
4	%15,1	33
Total	%100	232
<b>AGE</b>	<b>%</b>	<b>n</b>
18-20	%22	51



21-23	%56.9	132
24-26	%15.9	37
27-29	%3.4	8
30 +	%1.7	4
Total	%100	232
<b>HEE Score</b>	<b>%</b>	<b>n</b>
180-200	%17,2	40
210-230	%30,6	71
240-260	%26,3	61
270-290	%25,4	59
300 +	%0,4	1
Total	%100	232
<b>PESD Choice</b>	<b>%</b>	<b>n</b>
1-) I-II-III	%32,8	76
2-) I-III-II	%31,9	74
3-) II-I-III	%10,8	25
4-) II-III-I	%3,4	8
5-) III-I-II	, %8,6	20
6-) III-II-I	%12,5	29
Total	%100	232

**Note:** The choices are numbered as such: 1-) I-II-III 2-) I-III-II 3-) II-I-III 4-) II-III-I 5-) III-I-II 6-) III-II-I (Table 1.)

**Table 2.** Frequency Analysis Results for the student acceptance to School of Physical Education and Sport with HEE

<b>HEE and Sport Background</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
%	%10,3	%12,9	%14,2	%28,4	%34,1	%100
n	24	30	33	66	79	232
<b>Only HEE Score</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
%	%28,9	%24,6	%20,3	%14,7	%11,6	%100
n	67	57	47	35	26	232
<b>Only Ability Test</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
%	%22,4	%29,3	%15,5	%17,7	%15,1	%100
n	52	68	36	41	35	232

Table 2 shows the frequency analysis (%) of the results of the questionnaire which was conducted to find out the views of the students of the department of Sport Management on the student acceptance with HEE and to determine how these views affect their views on their department. The statistical significance

of the data obtained was considered to be at the level of  $p < 0,05$ . Table 1 shows that there is a significant relationship between HEE score and sport background, only HEE score and only ability test in the student acceptance to School of Physical Education and Sport ( $p < 0,05$ ).

**Table 3.** Frequency Analysis Results of the Efficiency of the Department

<b>Undergraduate Program</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
%	%19,4	%28,9	%28,4	%16,8	%6,5	%100
n	45	67	66	39	15	232



Faculty Members	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%22,8	%28,9	%20,7	%18,5	%9,1	%100
n	53	67	48	43	21	232
Internship Program	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%11,6	%11,6	%27,6	%22	%27,2	%100
n	27	27	64	51	63	232
Efficiency of Courses	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%12,5	%25,9	%28,9	%22	%10,8	%100
n	29	60	67	51	25	232
Sport Management Some Courses	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%13,4	%17,2	%24,6	%25	%19,8	%100
n	31	40	57	58	46	232

Table 3 shows the frequency analysis (%) of the results of the questionnaire which was conducted to find out the views of the students of the department of Sport Management on the efficiency of their department and to determine how these views affect their views on their department. The statistical significance of the data obtained was considered to be

at the level of  $p < 0,05$ . Table 3 shows that there is a significance in the students' responses to the efficiency of the undergraduate programs, faculty members, efficiency of the courses and efficiency of some courses while no clear result was found out about the efficiency of the internship program ( $p < 0,05$ ).

**Table 4.** Frequency Analysis results of the students' preferences about the other Sport Departments

Transfer to Physical Education and Sport Teaching	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%10,3	%12,9	%15,9	%24,6	%36,2	%100
n	24	30	37	57	84	232
Transfer to the department of coaching training	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%32,8	%28	%18,5	%12,1	%8,6	%100
n	76	65	43	28	20	232

Table 4 shows the frequency analysis (%) of the results of the questionnaire which was conducted to find out the views of the students of the department of Sport

Management on their preferences about the other sport departments and to determine how these views affect their views on their department. The statistical

significance of the data obtained was considered to be at the level of  $p < 0,05$ . Table 4 shows that there is a significance in the students' wish to transfer to the

department of Physical Education and Sport while there is no significance in their wish to transfer to the department of Coaching Training ( $p < 0,05$ ).

**Table 5.** Frequency Analysis of the Students' Views on the Difficulty of Being a Sport Manager

Sport Management Department	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%12,1	%23,3	%17,7	%27,6	%19,4	%100
n	28	54	41	64	45	232
The easiest department of Yaşar Doğu	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%38,4	%34,9	%12,5	%9,5	%4,7	%100
n	89	81	29	22	11	232
The easiest department in Turkey	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%39,7	%30,2	%16,8	%8,6	%4,7	%100
n	92	70	39	20	11	232

Table 5 shows the frequency analysis (%) of the results of the questionnaire which was conducted to find out the views of the students of the department of Sport Management on the how easy their department is and to determine how these views affect their views on their department. The statistical significance of the data obtained was considered to be at the level of  $p < 0,05$ . Table 5 shows that there is a significance in the

students' views about Sport Management department being an easy department while there was no significance in the students' views about Yaşar Doğu School of Physical Education and Sport being the easiest department among the departments of the School of Physical Education and Sport Teaching in Turkey ( $p < 0,05$ ).

**Table 6.** Frequency Analysis Results of the students on foreign language and internship

Foreign Language	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%8,2	%10,3	%18,1	%27,2	%36,2	%100
n	19	24	42	63	84	232
Internship program	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total
%	%8,2	%16,4	%9,9	%28,9	%36,6	%100
n	19	38	23	67	85	232

Table 6 shows the frequency analysis (%) of the results of the questionnaire which was conducted to find out the views of the students of the department of Sport Management on foreign language and internship. The statistical significance of the data obtained was considered to be at the level of  $p < 0,05$ . Table 6 shows that there is a significance in the students' views about foreign language and internship ( $p < 0,05$ ).

### Discussion

The most important outcome of the study can be summarized as thus: When the views of the students of the department of Sport Management were reviewed, the students of the department of Sport Management considered their department was less important than the departments of Physical Education and Sport Teaching and Coaching Training. It was also concluded that to increase this importance, the students' anxieties about finding work should be resolved, the quality of education should be increased and the students' needs should be met. In a study, Yıldız et al (Yıldız, 2008) stated that the students of the department of Sport Management can find work, however, they are not too many in number.

Manager candidates who graduate from the department have a general idea about the duties and responsibilities of the occupation in the light of the information, skills and experiences that they have gained during their four year education. However, the students are concerned about whether they will succeed or not. The results of a study by Taşgın (Taşgın, 2006) about teachers point out to similar concerns. Moreover, a study by S. Devecioğlu (Devecioğlu, 2005) found out some problems about sport management and stated that a national policy on sport sector should be formed, targets and plans should be determined in accordance with this policy and financial sources should be used efficiently and based on objective criteria. The study also stated that there should be coordination among Ministry of State for Sport, General Directorate of Youth and Sport, State Planning Organization and universities and expert sport managers educated by the Schools of Physical Education and Sport, departments of Sport Management should speed up the work on

sport sector which supports our study's views on resolving the concerns of management discussed in our study.

### Conclusion

Some problems were found in the education that the students of the department of Sport Management receive, on the difficulty of the department, on the academic efficiency, on the efficiency of the facilities and these findings did not show any difference depending on the gender, age and year of study of the students.

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