PERCIEVED OPINIONS OF THE SPORTS HIGH SCHOOL STUDENTS, TEACHERS AND MANAGERS TOWARDS THE SPORTS HIGH SCHOOLS IN TURKEY

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Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

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ABSTRACT

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M .S., Department of Physical Education and Sports
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The purpose of this study was to investigate the perceived opinions of Turkish sports high school teachers, students and managers about these high schools. In order to reveal the practical conditions of sports high schools, three survey instruments were developed separately for sport high school students, teachers and managers related to school perception. Participants of this study were 1283 students, 50 teachers, and 26 managers of 11 sports high schools in Turkey. According to the results, participants' expectations were not fully satisfied due to insufficient facility, personnel and material infrastructure of sports high schools. Results of this study also revealed that the majority of the students had shown high state of belonging and contentment to their particular sports high school, although managers and teachers had shown neutral scores according to state of belonging and contentment.

Keywords: Sports Education, Specialized Schools, Sports High Schools, Perceived Opinion.

ÖZ

TÜRKİYE'DEKİ SPOR LİSELERİNDE BULUNAN ÖĞRENCİLERİN, ÖĞRETMENLERİN VE YÖNETİCİLERİN SPOR LİSELERİNİ ALGILAYIŞ BİÇİMLERİ

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Bu çalışmanın amacı Türkiye'deki spor liselerinde bulunan öğrencilerin, öğretmenlerin ve yöneticilerin spor liselerini algılayış biçimlerinin belirlenmesidir. Çalışmanın katılımcıları Türkiye'deki 11 Spor Lisesi'ndeki 1283 öğrenci, 50 öğretmen ve 26 yöneticiden oluşmaktadır. Spor Lisesi öğrenci, öğretmen ve yöneticileri için üç farklı anket hazırlanmış ve anketler çalışmada ölçüm aracı olarak kullanılmıştır. Çalışmadan elde edilen sonuçlar, Türkiye'deki Spor Liselerinin tesis, malzeme ve personel yönünden öğrenci, öğretmen ve yöneticilerin beklentilerini tam olarak karşılayamadığını ortaya koymaktadır. Spor lisesinde görevli öğretmen ve yöneticilerin çoğunluğu okula aidiyet ve memnuniyet konusunda tarafsız bir yaklaşım sergilerken, öğrencilerin çoğunluğunun okullarına aidiyet ve memnuniyet konularında pozitif yaklaşım gösterdikleri ise çalışmanın diğer bulguları arasındadır.

Anahtar Kelimeler: Spor Eğitimi, Özelleşmiş Okullar, Spor Liseleri, Algılayış Biçimi.

To my Goşi and my family

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CHAPTER I

INTRODUCTION

In 1996, when Turkish national football team had chance to play in qualifications of European Football Championship, all citizens celebrated that event as if a miracle had happened although the team could not manage to qualify in the next round. Only six years later, Turkish national football team had chance to crown the title of World Champion and got third place in the championship. Today, it is not publicly acceptable to be eliminated in the qualifications. The teams of many popular sports, like football and basketball, should play in at least semi-final to be treated as a successful team.

The improvement in the perceptions and expectations of the public in that short time about sports is not a coincidence. The hard work of different elements of sports such as sports clubs, government, media and sponsors is the reason why sport is treated as an indispensable part of our lives. However, without valuable contributions of national education to sports, the high expectations of public will not last long. Besides the goal of fostering the general public appreciation about sports, national education should also serve as an agent in which elite sport athletes are educated. Today, there are 27 Sports High Schools in Turkey to serve that purpose. However, there are few studies investigating whether the sports specialized high schools could reach the goal of being site in which elite

sport athletes are educated. This study was dedicated to fill that gap and to reveal the current status of specialized sports high schools in Turkey. In this chapter, the brief information about sports in education and sports high schools in education was presented in order to clarify the main aim of this study.

1.1 Sports and Education

Physical activity and sports is inalienable part of human life. It was stated that physical condition is a significant precondition in people's health. It is not possible to fully develop person's abilities without sports (Juris, 2007). There is also strong evidence that physical activity has a positive influence on young people's physical and psychological health (Aplin at. al, 2000).

The Physical Education Association of the United Kingdom (1998) published a mission statement referencing the multiple ways in which physical education can contribute to education. It was stated that Physical Education is an opportunity for young people to develop knowledge, skills and understanding of the body and its movement. It develops physical awareness, skills and competence and contributes to healthy growth in physical development. Physical Education also enables young people to develop an appreciation of skilful performance.

The UNESCO Charter for Physical Education and Sport (1978) stated sports education is the status of a 'fundamental right', guaranteed within education systems through provision of opportunities for practice. It was concluded that national agencies should promote and foster physical education in order to establish a strong balance between physical activities and other components of education. (Hardman & Marshall, 2000).

In the report of the survey which demonstrates perceived benefits of physical education done by National Association for Sport and Physical Education (2002), it was concluded that adults believe physical education helps children in focusing better, being more alert, having more energy, working well with others and being healthier.

It is for those reasons educational settings should foster and develop well-designed physical education and sports programs in their curricula. Furthermore, some schools should be specialized at sports in order to raise elite sports athletes to contribute the public health in general and national success in sports in particular. In the fallowing part, sports specialized school concept in Turkey and other countries was introduced.

1.2 Sports Specific High Schools

The concept of secondary schools specialized at sports were in the arena of education since early 1900s. The educational institutions in which athletes were trained in the Soviet Union took place primarily after the Second World War (Metsa- Tokila, 2002). In 1976, there were over 7000 sports clubs and 5000 sports schools operating in the Soviet Union (FCDSAEC, 2005). The first move to establish a sports-oriented upper secondary school in Finland took place as early as the 1930s, when the National Sports Training Centre was founded (Metsa- Tokila, 2002).

Although sport bare importance in Turkish culture, the idea of sport high schools were revealed in such a late date as 1984. In the academic year of 1984-1985, "Youth Physical Education and Sports Vocational Sports High Schools" were founded in the cities of Ankara, Çanakkale, Yozgat, Ağrı, and Kahramanmaraş (Can, 1986). After a short period time, those sports

high schools were closed due to lack of achievement of the objectives and goals (Karapınar, 2007). In 2004-2005 academic year, Sports High Schools were founded again in the cities of Erzurum, Malatya, Uşak and Sivas in order to raise sports athletes in a more healthy and academic environments (Çoban, 2006). In the Code of Ministry of National Education Sport High Schools, item 5, Sport High Schools defined as "mixed type high schools that provides at least three years of education". After renovations in secondary education in the year of 2006, that item was changed into "mixed type high schools that provides at least four years of education" (Karapınar, 2007). In 2007, the number of sport high schools was increased to 20 (Bayraktar & Sunay, 2007). In June 2009, Ministry of National Education declared that all sports high schools and fine arts high schools pursued their educational activities together under the name of "Anatolian Fine Arts and Sports High Schools" (Milli Eğitim Bakanlığı, 2009). Despite of that renovation, fine arts and sports activities were held separately and the participants of this study were only the students of sports branch. It was for that reason, in this study the name of Anatolian Fine Arts and Sports High Schools were used as Sports High Schools.

The attempts of Ministry of National Education to improve the academic understanding of sports concept in Turkey should be appreciated. Opening many sports high schools all across the Turkey will definitely create a better perception of sports among society. However, a deeper research on perceptions and satisfactions of sports high school subjects, i.e. teachers, managers and students, should be conducted in order to reveal whether the goals of sports high schools are achieved or not. The perceptions, expectations and attitudes of the sports specific high school students in Turkey were investigated in several research articles and thesis dissertations (Çoban, 2007; Nar, 2007; Karapınar, 2007; Güral & Nar,

2007). However there should have been an attempt to broader the perspective by investigating the perceptions of all subjects of sports specific high schools in Turkey. The problems of the sports specified high schools may be addressed only if the main elements of those schools had chance to speak out. In order to avoid the resemblance of the future of sports high schools founded in 1984 with current ones, there should be on going research on this kind of schools. However, there are only a few scholarly accepted papers on this subject. This research is conducted to fill this gap and to gain attention to the importance and the problems of Sports High Schools.

1. 3 Purpose of the Study

In order to reveal the status of the newly founded Sports High Schools in Turkey in practice, the aim of this study is then to investigate the perceived opinions of Turkish sports specific high school teachers, students and managers about these high schools.

1.4 Statement of the Problem

The problem statement to be examined in this study is that "How Sports High Schools in Turkey is perceived by students, teachers and managers of those schools?"

1.5 Assumptions of the Study

1.5.1 It is assumed that the perceived opinions of students, teachers and managers of sports specific high schools about these schools in Turkey was reliably measured and demonstrated.

1.5.2 It is also assumed that the participants in this study responded to the items in the survey truthfully.

1.6 Limitations of the Study

1.6.1 Although there are 22 sports high schools in Turkey, 11 of those sports high schools in Turkey were included in this study. For that reason the result of this thesis could be generalized only for this group of participants.

1.6.2 The survey instrument was sent to 150 teachers working at 11 sports high schools. However, majority of the teachers are teaching at sports high schools as contractual basis and could not be reached all the time. It was for that reason only 51 teacher surveys could be used in the analysis. Thus, the results of the teacher surveys could be generalized only for this number of teachers.

1.7 Hypothesis of the Study

At the end of this study it is expected that the students, teachers and managers of the study perceive the sports high schools in a positive manner.

The other hypothesis testes in this study are;

1.7.1 There is a significant difference among the students' reasons of preference of attending to sports high schools according to their demographic profiles.

1.7.2 There is a significant difference among the students' expectations from sports high schools according to their demographic profiles.

1.7.3 There is a significant difference among the students' level of satisfaction of the expectations from high schools according to their demographic profiles.

1.7.4 There is a significant difference among the students' state of belonging and contentment to sports high schools according to their demographic profiles.

1.8 Significance of the Study

The concept of sports high schools in Turkey is relatively new. There were objectives and aims set by Ministry of National Education regarding the sports high schools (Milli Eğitim Bakanlığı, 2009). Although there was a need to monitor the degree of fulfillment of these objectives, the literature

about current status of sports high schools is limited. The researches dedicated to sports high schools focused mainly on students' expectations from sports high schools (Çoban, 2007; Nar, 2007; Karapınar, 2007; Güral and Nar, 2007). There are three major limitations in those researches. First, in order to monitor the current status, besides focusing of the expectations; the satisfaction of those expectations and statement of belonging to sports high schools of the students should also be investigated. Secondly, teachers and managers are also indispensible elements of the school communities. The expectations, satisfaction of those expectations and state of belonging of those subjects are also valuable variables that affect the degree of fulfillment of the objectives. Finally, the sample size of those studies varies from 200 to 700 numbers of students. To be able to fill that gap in the literature and to bring a new perspective, this study was designed. The number of participants was raised to 1283 students, 50 teachers and 26 managers, which increased the reliability of the study. It was expected that the findings from this study will be beneficial for both policy makers and sports high school managers. Policy makers and stakeholders could combine the findings of this study with previous ones to conclude the current situation of the sports high schools. The problems of and expectations from these high schools could point a direction for future investments for both current sports high schools and for sports high schools that are planned to be opened in the fallowing years. Sports high school managers, on the other hand, could use those findings to conclude the satisfaction of the expectations and state of belonging of students and teachers to plan future acts accordingly.

CHAPTER II

LITERATURE REVIEW

In this chapter of review of literature, the findings first the concept of sports in education was presented. The preceding parts were dedicated to give information about specialized schools in general, specialized sports schools in other countries and finally specialized sports schools in Turkey.

2.1 Sports in Education

Physical education in schools was stated as very important since young people can be encouraged to participate in physical activity in order to promote their health and well being (Aplin at. al, 2000).

Another study revealed that physical education contributes to the overall education of young people by helping them to lead full and valuable lives through engaging in purposeful physical activity (Penney, 2000). Physical education can also contribute to the development of problem-solving skills, the establishment of self-esteem through the development of physical confidence and the development of inter-personal skills (Penney, 2000).

Physical activity is combined with the thinking involved in making decisions and selecting; refining, judging and adapting movements. Through these activities students should be encouraged to develop the personal qualities

of commitment, fairness and enthusiasm. (Department for Education and Welsh Office, 1992)

In the study of Stegman and Stephens (2003), it was stated that the athletic participation has a positive effect on the lives of participating students, especially in an academic arena. Extracurricular activity participation has been shown to be a positive factor in the development of students and has been associated with several positive student outcomes including higher career aspirations, better school attendance, improved social standing among peers and reduced delinquency (Silliker & Quirk, 1997; White, 2005).

2.2 Specialized Schools in Other Countries

Specialize school concept can be found mostly in the academic literature of United Kingdom schooling system. In United Kingdom**,** specialized schools are defined as "any maintained secondary school and any maintained or non-maintained special school in England can apply for specialist status in one of ten curriculum specialists: arts, business and enterprise, engineering, humanities, languages, mathematics and computing, music, science, sports and technology. Schools can also combine any two of these specialists." (Department for School, Children and Families Guidance, 2008).

In United States, unlike United Kingdom, at the high school level, students take a broad variety of classes without special emphasis in any particular subject. The following subjects are universally required in the United States: Science, Mathematics, English, Social Science and Physical education (at least one year) (Metsa-Tokila, 2002). Many high schools offer a wide variety of elective courses, although the availability of such

courses depends upon each school's financial resources and desired curriculum emphases. Common types of electives include Visual arts, Performing arts , Technology education, Computers, Athletics, foreign languages and Junior Reserve Officers' Training Corps. (Secondary education in the United States,2009).

In Russia, on the other hand, there were 59,260 general education schools in 2007–2008 school year including advanced learning schools specializing in foreign languages, mathematics etc.; advanced general-purpose schools, and schools for all categories of disabled children; it does not include vocational technical school. (Education in Russia,2009; Statistics (in Russian): number of schools by type and year,2008).

2.3 Specialized Schools in Turkey

The secondary system in Turkey can be broadly classified as general secondary education on the one hand and vocational and technical secondary education on the other (OECD, 2007).

General high schools

According to the report about basic education in Turkey released by OECD in 2007, general high schools are for students in the 15-to-17 age group. There are eight different types of general high schools:

- general high schools, four years as of the 2005/06 school year;
- Anatolian high schools, four years;
- science high schools, four years;
- Anatolian teacher training high schools, four years;
- Anatolian fine arts and sports high schools, four years;
- social sciences high school five years,
- Minority high schools (OECD, 2007; Milli Eğitim Bakanlığı, 2009).

Vocational and technical education

In the OECD report, the vocational and technical education system in Turkey was explained as having two main dimensions: theoretical (school training) and practical (in-company training).

Vocational and technical secondary education includes at least 19 different kinds of schools in addition to vocational education centers, open education special private schools and schools linked to ministries other than MONE. MONE responsible for oversight of all vocational and technical schools whether or they are under the jurisdiction of MONE. Vocational and technical high schools can be grouped in five categories:

Technical high schools for boys: Anatolian technical high schools, technical high schools, Anatolian vocational high schools, industrial vocational high schools and multi-programme high schools, and vocational education and technical training centers;

Technical high schools for girls: Anatolian technical high schools for girls, technical high schools for girls, Anatolian vocational high schools girls, vocational high schools for girls, multi-programme high schools, vocational and technical training centers, technical education maturity institutes for girls and practice arts schools for girls;

Trade and tourism schools: Trade vocational high schools, Anatolian trade vocational high schools, Anatolian hotel management and tourism vocational high schools, Anatolian communications vocational schools, and multi-programme high schools;

Imam and preachers' high schools: *Imam-Hatip* high schools, Anatolian *Imam-Hatip* high schools, *Imam-Hatip* high schools focused on foreign language, and open education;

Health vocational high schools (OECD, 2007).

2.4 Sports Specific High Schools

Combining sports and education is one of the most effective ways of keeping competitive sports at the international level in several countries. The international report about sport schools; Sports Schools: International Review (Radtke, 2007) gave a broader understanding of different sport schooling system of ten different countries (Australia, Belgium, Canada, Finland, France, Germany, Italy, Netherlands, Singapore and Sweden). Further literature review revealed the information about England and Whales, United States of America and Soviet Union and post Soviet Countries. In this section, the general information about the strategies of combining secondary education and sports of different countries will be presented in alphabetical order.

Australia

In Australia, the educational system contributes to elite sport in terms of talent development within sports schools (Markwick, 2008). In the early 1990s, 24 sports high schools were founded, although there is no strategy for these schools. All sports schools (both government and private) have 'school based management' which allows them to operate autonomously in terms of the content of the curriculum (Radtke, 2007).

Belgium

It was reported that the eight secondary sports schools in Flanders operate on the general and technical level (Radtke, 2007). On the general level, students can choose between different branches such as sciences, modern languages, and mathematics. On the technical level, students get the opportunity to specialize. The sports schools' curriculum is based on the national curriculum. Students must meet the same academic requirements in order to achieve the secondary school graduation diploma as other students. All sports schools are integrated in regular secondary schools, i.e. in general level student athletes attend separate sports classes within the school. However on the technical level, classes are mixed, with student athletes and non-athlete students (Radtke, 2007).

Canada

The first national sports school in Canada was established in 1994 as National Sport School (NSS) (Radtke, 2007). The NSS is the only Canadian school that offers educational programming for elite athletes. There are other programmes that offer students the opportunity to do a sport as part of their school day, although these students tend not to be elite athletes (Radtke, 2007).

England and Whales

In the report of English Specialized Sports High School Policies (Department of Education and Skills, 2002), its reported that during the past five years, physical education and youth sport in England and Wales had increasingly been the targets of government-sponsored initiatives.

Sports Colleges were introduced in 1997 as part of the Specialist Schools Programme in the United Kingdom (Department of Education and Skills, 2002). The system enables secondary schools to specialize in the fields of physical education, sports and dance. Schools that successfully apply to the Specialist Schools Trust and become Sports Colleges will receive extra funding from this joint private sector and government scheme (Department of Education and Skills, 2002). Sports Colleges also act as a local point of reference for other schools and businesses in the area, with an emphasis on promoting sports within the community (Department of Education and Skills, 2002).

Finland

The plan to combine top-level sports and secondary education in *Mäkelänrinne* School was approved as part of the broader curriculum experiment (Metsa-Tokila, 2002; Radtke, 2007). Experiences from *Mäkelänrinne* School led to the establishing of other sports-oriented upper secondary schools, with the support of sports federations. In 2007, the system of supporting athletes' education in Finland consists of 12 upper secondary general sports schools and 10 upper secondary vocational sports schools (Radtke, 2007).

France

In the report, it was stated that the majority of the student athletes in France are taught at The National Institute of Sport and Physical Education (INSEP). Other student athletes are attending to training centers *(pôle*s) all over France. INSEP and other *pôles* provide accommodation facilities and have arrangements with local schools, colleges and higher education institutions. It was explained as:

> Either there are sport sections in secondary schools in which the student athletes follow a normal school schedule with special time arrangements, or teachers from the local secondary schools come to the training centers to provide on-site teaching. The students' weekly timetable is adapted so that they are able to balance both sport and education (Radtke, 2007, p. 39).

Germany

There are several links between schools and institutions of high performance sports in Germany in order to give talented young athletes the opportunity to develop their sporting career together with their school academic career (Radtke, 2007). The sports schools operate on all educational levels *(Gymnasium, Gesamtschule, Realschule,Hauptschul*e), even though the sports schools' aim is to enable most students graduate with the certificate of *Abitur* (prerequisite for admission to university) (Radtke, 2007).

There are different types of partnerships between high performance sport and educational institutions including:

- Schools specializing in sport *(Sportbetonte Schule*n).
- Partner schools of high performance sport *(Partnerschulen des Leistungssport*s).
- Elite sports schools *(Eliteschulen des Sport*s) - the most elaborate school type in terms of combining sport and education (Radtke, 2007).

The first two school types are stages prior to getting the status of an elite sport school. A total of 38 elite sport schools offer the opportunity to pursue a career in international competitive sport, combined with normal school studies (Radtke, 2007).

Italy

Compared to other European countries, it was stated that sports schools in Italy have been founded more recently (Radtke, 2007). Although ski colleges have been open to winter sports athletes since the beginning of the 1990s, the first two sports-oriented secondary schools for athletes in different sports were established in Genoa and Pisa in 2001. Currently, there are two secondary sports schools and eight ski colleges in Northern Italy, enabling students who are involved in high-level sports to combine education and sports career (Radtke, 2007).

Netherlands

In 1991, the LOOT school foundation *(Landelijk Overleg Onderwijs en Topspor*t; or *National Coordination of Education and Elite Sport*s) was established as a consensus of the Netherlands Olympic Committee*Netherlands Sports Federation (NOC*NSF), the Ministry of Education, Culture and Science and the Ministry of Health, Welfare and Sport. The purpose of the LOOT foundation was to offer students the possibility to combine secondary education with elite level training within sports schools and to maximize the student athletes' sporting and academic potential. In the school year 2006/07, there were 25 secondary schools which have received the LOOT status through the LOOT

foundation. LOOT schools are not designed as boarding schools (Radtke, 2007).

Singapore

The Singapore Sports School (SSS) was officially opened in 2004 with 141 athletes (Radtke, 2007). The idea of establishing a specialized school for young sport athletes was focused by the Committee on Sporting Singapore (CoSS) in 2000. The CoSS had noted that Singapore's demanding academic environment places great pressure on young athletes, leading most of them to eventually abandon their sporting performances for their studies. It was also observed by the Committee that resources given over to elite sports development in mainstream schools are often limited, as these schools' focus tends to be directed towards providing quality academic education (Radtke, 2007).

Sweden

Opportunities to develop a sports career within the school system exist at upper secondary level for 16- to 19-year olds (grade 10 to 12). In the school year 2006/07, there are 61 sports schools that recruit student athletes from all over the country. Depending on the size of the school, they cover one sport or more. One purpose of those sports schools *(idrottsgymnasiu*m), which are designed as boarding schools, is to offer athletes better training opportunities than they get in their home towns. Sports schools are always part of a regular secondary school *(gymnasiu*m) which means that student athletes are taught in the same class with non-athlete students, follow the standard curriculum, but have opportunities

for training during the day. Athletes can, to some extent, adjust their school programme to suit training and competition (Radtke, 2007).

Soviet Union and Post-Soviet States

There were three typical types of the specialized school in the Soviet Union: physical/mathematical schools, with enhanced education in physics and mathematics, sports schools, and schools with advanced study of a foreign language of choice (Ministry of Education and Science of Russian Federation, 2007). In the article of Metsa-Tokila (2002), it was stated that in a number of post-Soviet states, notably Russia, Kyrgyzstan and Belarus, this tradition continued in with many schools renamed as lyceums. In modern Russia the sports schools are officially named as supplementary education institution, e.g., 'supplementary education institution "School of High Sports Mastery" (Metsa-Tokila, 2002).

United States of America

The United States is a special case, because at the high school level, students take a broad variety of classes without special emphasis in any particular subject (Metsa-Tokila, 2002). It was stated that almost all competitive youth sport has been integrated into the existing school system in the form of high school sports and into higher education as *intercollegiate* sports.

2.5 Sport High Schools in Turkey

In 2004-2005 academic year, Ministry of National Education took action in opening sports high schools in the cities of Erzurum, Malatya, Uşak and Sivas in order to raise sports athletes in a more healthy and academic

environments (Çoban, 2006). Sport High Schools defined as "mixed type boarding high schools that provides at least three years of education" (The Code of National Education Sport High Schools, 2006, item 5). After renovations in secondary education in the year of 2006 (Karapınar, 2007), and the renovations in the status of high schools in 2009, that item was changed into "mixed type boarding fine arts and sports high schools in Anatolian High School status that provides at least four years of education" (Ministry of National Education, 2009). Sports high schools accept students according to their ability test results. Every particular school set particular ability test criteria for particular branches.

First sports High schools were founded in Erzurum, Malatya, Sivas and Uşak in 2004-2005. 372 male and 118 female students were enrolled by 2006. By June 2009, maximum number of students to be accepted to sports high schools was raised to 90 which was before 48. By June 2009, maximum number of student capacity of one class was raised to 30 which was before 24. They are mixed boarding schools with 4 years of education (Milli Eğitim Bakanlığı, 2006a, 2006b; Milli Eğitim Bakanlığı, 2009).

The objectives of all Anatolian Fine Arts and Sports High Schools according to in Turkey are:

Besides the general and specific aims of Turkish National Education, prepare exemplary students who

a) Are educated with the fundamental knowledge and skills of fine arts, physical education and sports,
b) Prepared for higher educational programmes related with fine arts and sports,

c) Successfully represent Turkish Fine Arts, Culture and Sports,
d) Develop the understanding of the importance of team work and coordination,
e) Are interested in research in the area of fine arts and sports
f) Develop the understanding of art sensitivity and sports discipline and fair play (Milli Eğitim Bakanlığı, 2009).

In Turkey there are currently 27 sport high schools which are scattered in the different regions of Turkey.

Eastern Anatolia Region

1. Elazığ Sports High School

This sports high school started its education in 2005-2006 academic year in the third floor of Trade Vocational and Anatolian Trade Vocational and Communication High School. In 2006–2007 Academic Year, the school moved to third floor of Ahmet Kabaklı Anatolian Teacher High school. There were 120 boys, 60 girls, total 180 students, 15 teachers and 4 managers in Elazığ Sports High School.

2. Erzurum Sports High School

Erzurum Sports High School started its education in 2004–2005 academic year in Kazım Karabekir Industry Vocational High School with 3 classrooms and 29 students. However, due to physical inadequateness of this building, school moved to its own building in Yıldızkent which had 11 classrooms, 1 sports salon, 1 Informatics Lab and 1 Science Lab. There were 40 girls and 156 boys, total 196 students, 1 principal, 2 assistant principal. There were 2 physical education and sports teachers among 14 teachers in total. In 2006-2007 academic years, one girl student won gold medal in Judo

Turkish championship and accepted to National Judo Team. Girls Football Team became first among all girls football teams in the city.

3. Bitlis Sports High School

This sports high school started its education in 2008-2009 academic year with 105 students, 1 principal and 14 teachers. Among those 14 teachers there are 2 physical education and sports teachers.

4. Sarıkamış Sports High School in Kars

In this school there are 5 girls, 20 boys total 25 students, 8 teachers, 1 principal and 1 assistant principal. This sports high school started its education in 2008-2009 academic year.

5. Van Sports High School

Van sports Anatolian high school was started its education in 2008-2009 academic year. Van Sports High School building was planned to be completed by 2010 which will have 16 classrooms,1 sports salon and pension with a capacity of 200 students, for that reason the educational activities have been proceeding in Milli Eğitim Vakfı Primary School temporarily.

6. Malatya Sports High School

Malatya sports high school started its education in 2004–2005 academic year in its temporary school building. There were 165 students, 1 principal, 3 assistant principals, and 17 teachers. Among those teachers, there are 4 physical education and sports teachers. The building has 6 classrooms and 1 Information Technologies Lab. There are no sports halls in the building but students use sports hall in the city.

7. Tunceli Sports High School

Tunceli fine arts and sports Anatolian high school was started its education in 2009-2010 academic year.

Marmara Region

1. Istanbul Sports High School

Istanbul sports high school started its education in 2006–2007 academic year. There were 165 students, 3 physical education and sports teachers and a total of 8 teachers, 1 principal and 1 assistant principal in this school. Istanbul Sports High School have proceeding educational activities in its temporary school building in Arnavutköy.

2. Bursa Ticaret ve Sanayi Odası Celal Sönmez Sports High School

This sports high school started its education in 2006-2007 academic year with the help of Bursa Chamber of Industry and Trade and "Eğitime %100 Destek" campaign. There are 12 classrooms, 1 principal room, 1 assistant principal room, 1 teachers' room, 1 physical education and sports teachers' room, 1 official room, 1 counsel room, library, 1 technology room, 1 computer room and 3 sports halls. There are 119 boys and 73 girls, total 192 students in the school. Among 21 teachers, there are 7 physical education and sports teachers.

3. Kocaeli Hayrettin Gürsoy Sports High School

Kocaeli Hayrettin Gürsoy Sports High School started its education in 2008-2009 academic year. There were 32 boys, 16 girls among 48 students, 6 teachers with 1 physical education and sports teacher, and 1 principal.

Aegean Region

1. Uşak Sports High School

This sports high school started its education in 2004-2005 academic year. It is located in the first floor of Vala Gedik high School. There was a sports hall of Vala Gedik Retarded Primary School however this sports hall is inadequate for physical education. There were 186 students, with 80 girls and 106 boys. There were 1 principal, 3 assistant principals, 17 teachers, and 4 physical education and sports teachers.

2. Denizli – Bozkurt Sports High School

This sports high school started its education in 2006-2007 academic year. There were 213 students, 8 teachers and 1 principal. Three of 8 teachers are physical education and sports teachers.

3. Manisa Sports High School

This sports high school started its education in 2008-2009 academic year. There were 130 students, 8 teachers 1 assistant principal and 1 principal. One of 11 teachers is physical education and sports teachers.

4. Aydın Sports High School

Aydın fine arts and sports Anatolian high school was started its education in 2009-2010 academic year with 60 students.

Mediterranean Region

1. Antalya Sports High School

This sports high school started its education in 2007-2008 academic year. There were 165 students, 1 principal, 1 assistant principal, 9 teachers and 3 of them are physical education and sports teachers in the school.

2. Mersin Sports High School

This sports high school started its education in 2007-2008 academic year. There are 8 specialties: football, basketball, taekwondo, volleyball, athletics, boxing, wrestling, and table tennis. There were 240 students, 19 teachers ad 4 of them are physical education and sports teachers. There are also 1 principal and 3 assistant principals.

3. Isparta Sports High School

This sports high school started its education in 2007-2008 academic years. There are 35 girls and 47 boys, total 82 students, 15 teachers, 3 physical education and sports teachers, 1 principal and 2 assistant principals.

Central Anatolian Region

1. Sivas Sports High School

This sports high school started its education in 2004-2005 academic year. There are 42 girls and 120 boys, total 162 students, 8 teachers, 3 physical education and sports teachers, and 1 principal.

2. Konya Doğanhisar Sports High School

This sports high school started its education in 2008-2009 academic year with 48 students. There was 1 Sports Hall, 1 football arena as facilities.

3. Eskişehir Sports High School

The building which has 8 classrooms was used before as primary school. Eskişehir sports high school was started its education in 2005-2006 academic year. In this school there were 232 students. There are 11 teachers and 5 of them are physical education and sports teacher. There were 1 principal and 3 assistant principals.

4. Ankara Sports High School

Ankara fine arts and sports Anatolian high school was started its education in 2009-2010 academic years.

5. Niğde Sports High School

Niğde fine arts and sports Anatolian high school was started its education in 2009-2010 academic years.

6. Kütahya Sports High School

Kütahya fine arts and sports Anatolian high school was started its education in 2009-2010 academic years.

Black Sea Region

1. Samsun Gülizar Hasan Yılmaz Sports High School

Samsun Gülizar Hasan Yılmaz sports high school was started its education in 2008-2009 academic years. One student became Turkish Champion in athletics in 2009. In this school there were 138 students. There were 15 teachers and 3 of them were physical education and sports teachers. There is one principal and two assistant principals.

2. Trabzon Sports High School

Trabzon Sports High School uses a temporary building which had 4 classrooms and one information technology classroom. There were 17 teachers and 5 of them are physical education and sports teacher. There were total of 209 students in 9. , 10., 11. and 12. Grades. There were one principal and one assistant principal.

3. Karabük Ovacık Sports High School

In this school there were 82 boys, 28 girls, total 110 students. There were 8 teachers and 4 of them are physical education and sports teacher. There were one principal and one assistant principal.

Southeastern Anatolian Region

1. Siirt Şehit Zafer Kılıç Sports High School

This sports high school was started its education in 2008-2009 academic year. In this school there were 107 students. There were 8 teachers and 3 of them are physical education and sports teacher. There is one principal and 2 assistant principal.

In the study of Nar (2007), author investigated how students of 10 sports high schools in Turkey recognized the conditions of those schools. The survey research with 632 students revealed that majority of the students thought that the physical conditions of the sports high schools were insufficient. (Nar, 2007; Nar and Gural, 2007).

A similar study was conducted to reveal the expectations and attitudes of 126 students of 4 sports high schools (Çoban, 2007). The findings of the survey determined that students had chosen the sports high schools to

become a successful sports athlete and majority of the students had positive feelings towards their schools.

Karapınar (2007) also used the survey method to investigate the reasons of students of choosing the sports high schools in addition to reveal their professional expectations. The study universe is formed by 10 Sport High Schools and 691 students who start their education in 2004–2005. In this study, the ideas and thoughts of the students were determined by a questionnaire. The results of the tests show that the subjects preferred Sports High Schools because of their interest in sport and the effect of their environment, their desire of being a good athlete in the future and also their belief in educating well in Sport High School for the university. The findings show that Sport High Schools as an institution were insufficient. It was concluded that, for those reasons, it is necessary to make Sports High Schools attain to international standards, to employ trainers besides sport teachers for much success in branches, to spread schedule in planned way in accordance to competitions.

CHAPTER III

METHOD AND PROCEDURE

Survey research method was used in the overall design of this study. The questionnaire forms was prepared by the tester for students, teachers and managers separately and applied to eleven sports high schools which were all located in different cities and seven regions of Turkey. The participants of this study were composed of students, teachers and managers of these high schools. The detailed information about the participants, the instrument, procedure for data collection, definition of variables, and procedure for data analysis are presented in the following sections.

3.1 Participants

The target population of this study is all students, teachers and managers of all sports high schools in Turkey. The accessible population of this study is composed of students, teachers and managers of sports high schools which were located in eleven cities and seven different regions of Turkey. The sample of this study is formed by 1283 students, 50 teachers and 26 managers of those eleven sports high schools.

3.2 Instrument

As instruments three surveys were developed separately for the students, teachers and managers of sports high schools in Turkey to measure their perceived opinions about sports high schools in Turkey.

The student questionnaire consists of eleven-factor model and 91 items. These are: demographic information (4 items), information about the student and his/her family (14 items), factors influenced to choose sports high school (7 items), reasons to choose sports high school (13 items), expectations from sports high school (7 items), satisfaction level from sports high school (23 items), interest in courses other than sports (4 items), perceived success in the courses other than sports (4 items), evaluation of the materials needed in school (open ended), evaluation of the sports equipments and facilities needed (open ended) and state of belonging to the school (15 items).

The teacher questionnaire consists of nine-factor model and 84 items. These are: demographic information (10 items), expectations from sports high schools (8 items), level of satisfaction and atmosphere of the school (29 items), time spent on extracurricular activities (11 items), time spent on school-related activities (9 items), evaluation of the materials needed in school (open ended), evaluation of the sports equipments and facilities needed (open ended) in-service trainings attended (open ended) and obstructive factor for teaching (17 items).

The questionnaire for managers consists of nine-factor model and 67 items. These are: demographic information (8 items), expectations from sports high schools (8 items), level of satisfaction and atmosphere of the school (25 items), income statement of students (open ended), time spent

on school-related activities (9 items), evaluation of the materials needed in school (open ended), evaluation of the sports equipments and facilities needed (open ended) in-service trainings attended (open ended) and obstructive factor for teaching (17 items).

3.3 Procedure for data collection

After the surveys was formed required permission was obtained from EARGED (Presidency of Research and Development in Education) to apply the survey in sports high schools. For the application of the survey in these sports high schools telephone meetings have been established with managers of these schools 13 of the principals of these sports high schools volunteered to apply the surveys in their school, 2 of them was willing to application of the surveys by the researcher himself, 2 of the high schools did not have the possible conditions considering not enough of personnel to apply surveys and contact could not been established with 5 of these schools since there was no response for the telephone calls made or e-mails sent to official e-addresses of these schools. Since five of sports high schools were founded in 2009-2010 academic year, the required time for application of the surveys was insufficient for this research. After the determination of the schools that surveys will be applied to, the information of the numbers of students, teachers and managers belong to each school has been obtained from the school managements and 2110 student, 160 teacher and 40 manager surveys have been posted to these sports high schools. The surveys have been distributed and collected back by the counseling teachers of these schools. During the survey application, the researcher and the aim of the study was introduced to the participants with the help of the counseling teachers. Data of 2 schools has not been posted back, 11 of 13 sports high schools have posted the applied surveys

back including 1290 student, 50 teacher and 26 manager surveys. 7 student surveys were not used in this study because the majority of the surveys were not answered. Finally, 1283 student, 50 teacher and 26 managers surveys used in this study.

3.4 Definition of variables

Independent variables of student survey were gender, school region, grade level, mother's education level and father's education level.

Dependent variables of student survey were effect of family, effect of friend, effect of physical education and sports teacher, effect of trainer, effect of club and effect of media on preference of sports high schools, reasons for preference for high schools (reasons for preference), expectations from education and program in sports high schools (education and program), expectations from infrastructure (infrastructure), expectations from branch infrastructure (branch infrastructure), infrastructure satisfaction, personnel relations, and state of belonging and contentment.

Independent variables of teacher and manager surveys were gender, age, and duration of profession.

Dependent variables of teacher and manager surveys were expectations from sports high schools, perceptions of school environment and barriers to education.

3.5 Procedure for data analysis

For data analysis SPSS (Statistical Package for Social Sciences) version 13.0 program for windows was used. First of all, descriptive statistics were used to identify the frequency and percentage distribution of the participants according to gender, age, class, education level of mother and education level of father for students, and gender and age for teachers and managers. For further analysis missing values were replaced by replacing with mean series method. And then, factor analysis was done to the student survey in order to create a sub-structure by reducing the large number of variables into smaller factors and to establish that multiple tests measure the same factor. And then, inferential statistics (MANOVA: Multivariate Analysis of Variance test) was used to investigate to point out whether there is any significant relationship between gender, grade level, age, education level of mother, education level of father and participants reasons of preference scores, education and program scores, infrastructure subscale scores, branch subscale infrastructure scores, satisfaction subscale infrastructure scores, personnel relations subscale scores and subscale of state of belonging and contentment scores.

Factor analysis

Factor analysis has been applied to determine the factor structure of the student survey. Firstly, the Kaiser Meyer Olkin (KMO) measure of .965 indicated a high sampling adequacy for factor analysis and Bartlett's test of sphericity, which tests whether the correlation matrix was significant ($p<.000$). This indicated that the factor model was appropriate. Total of 58 items of the components D, E, F and K of the student survey has been analyzed by Principal Components Analysis method. After the factor

analysis, it was decided to not to use 11 of 58 items of the survey in further analysis since they were either forming sub-factors by themselves or they did not take place in the target factor group for them. As a result, the factor structure of the survey has formed by 7 factors which explained 51,119 % of the total variance, with the 47 items as listed in table 1.

As seen in table 1, the items took place in the first factor were F9, F10, F11, F12, F13, F14, F15, F17 and F18. Within the preparation period of the survey these items were designed to take place in the group of satisfaction level of expectations. In the same manner, this factor group items were measuring the satisfaction level of psychological and self development of students and so this sub-scale is named as infrastructure satisfaction.

In the second factor group of factor analysis there were K1, K2, K3, K4, K5, K8, K9, K10, K11, K12 items took place. All of these items were measuring the relationships of students with the school personnel and so this sub-scale was named as personnel relations.

As a result of the factor analysis, the items took place in the third factor group were F7, F8, F19, F20, F21, F22, F23. Within the preparation period of the survey these items were designed in the satisfaction level of expectations heading. These items are measuring the satisfaction level of infrastructure for equipment, facilities and personnel expected, so this sub-scale was named as branch infrastructure.

F1, F2, F3, F4, F5 and F6 numbered items of the student survey are grouped under the fourth factor group formed by factor analysis. These items were designed to be in level of expectations component, in the same manner; these items were measuring the satisfaction level of infrastructure. So, this sub-scale was named as infrastructure.

The items grouped in the fifth factor were E1, E2, E4, E5 and E7, and this factor measures the expectations of educational and personnel needs of the school, so this sub-scale was named as education and program.

Table 1. Factor Analysis Results

	Component						
	1	2	3	4	5	6	7
SMEAN(F13)	,710						
SMEAN(F10)	,700						
SMEAN(F12)	,659						
SMEAN(F11)	,619						
SMEAN(F14)	,603						
SMEAN(F9)	,575						
SMEAN(F17)	,511						
SMEAN(F15)	,485						
SMEAN(F18)	,436						
SMEAN(K1)		,711					
SMEAN(K2)		,672					
SMEAN(K8)		,651					
SMEAN(K4)		,641					
SMEAN(K3)		,599					
SMEAN(K5)		,584					
SMEAN(K12)		,529					,322
SMEAN(K9)		,484			,312		
SMEAN(K11)		,476					
SMEAN(K10)		,381					
SMEAN(F21)			,690				
SMEAN(F23)			,682				
SMEAN(F22)			,667				
SMEAN(F8)			,595		,353		
SMEAN(F19)			,556				
SMEAN(F20)			,515	,303			
SMEAN(F7)	,374		,477				
SMEAN(F4)				,666			
SMEAN(F2)				,660			
SMEAN(F3)				,655			
SMEAN(F1)				,637			
SMEAN(F6)				,436			
SMEAN(F5)	,332		,372	,385			
SMEAN(E2)					,640		
SMEAN(E5)					,587		
SMEAN(E1)					,582		
SMEAN(E4)					,574		
SMEAN(E7)					,442		
SMEAN(D11)						,734	
SMEAN(D12)						,678	
SMEAN(D10)						,635	
SMEAN(D7)						,603	
SMEAN(D2)					,326	,467	,312
SMEAN(D9)					,355	,434	
SMEAN(D3)	,339				,317	,430	,317
SMEAN(K14)							,723
SMEAN(K15)	,313						,595
SMEAN(K13)	,322	,328					,576

The sixth factor group was including items D2, D3, D7, D9, D10, D11 and D12. These items were measuring the reasons of choosing Sports high schools related with the self development and career options in future. So, this sub-scale was named as reasons of preference.

The last factor group formed by K13, K14 and K15 items. These items were designed to measure the satisfaction level of students from the school in general and the state of belonging of students to their school. So, this sub- scale was named as state of belonging and contentment.

Reliability and Validity

By factor analysis the structure validty of the survey established and the content validity of the survey was examined and approved by two specialists. After the factor structure of the survey was determined by factor analysis, reliability of the survey is tested by reliability analysis. For the reliability analysis of the survey Cronbach Alpha coefficients were calculated for each sub-factor individually and for survey in total. According to this, the Cronbach Alpha values resulted as .763 for state of belonging and contentment, .797 for reasons of preference, .719 for education and program, .809 for infrastructure, .835 for branch infrastructure, .820 for personnel relations and .822 for infrastructure satisfaction. The Cronbach Alpha value for the total survey was .944, which was an evidence for the reliability of the survey instrument.

CHAPTER IV

RESULTS

In this chapter, results obtained from the data analysis procedure were presented. The results chapter was divided into two distinct parts: Student Survey Results and Teacher and Manager Survey Results. In Student Survey Results part, firstly, results of demographic profiles of students were given. Then results of multivariate analysis test took place. Three different multivariate analysis of variance (MANOVA) was conducted. The first analysis was done to determine the effect of independent variables of gender and grade on seven dependent variables (reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment). The second MANOVA analysis was conducted to determine the effect of independent variables of mother's education level and father's education level on seven dependent variables (reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment). The last analysis was conducted to determine the effect of the independent variable of region of the school on the seven dependent variables (reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment).

In this study there were 1283 student, 50 teacher and 26 manager surveys from sports high schools analyzed. The number of the sports high schools involved in this study is 11 which were from different cities scattered all over 7 regions of Turkey.

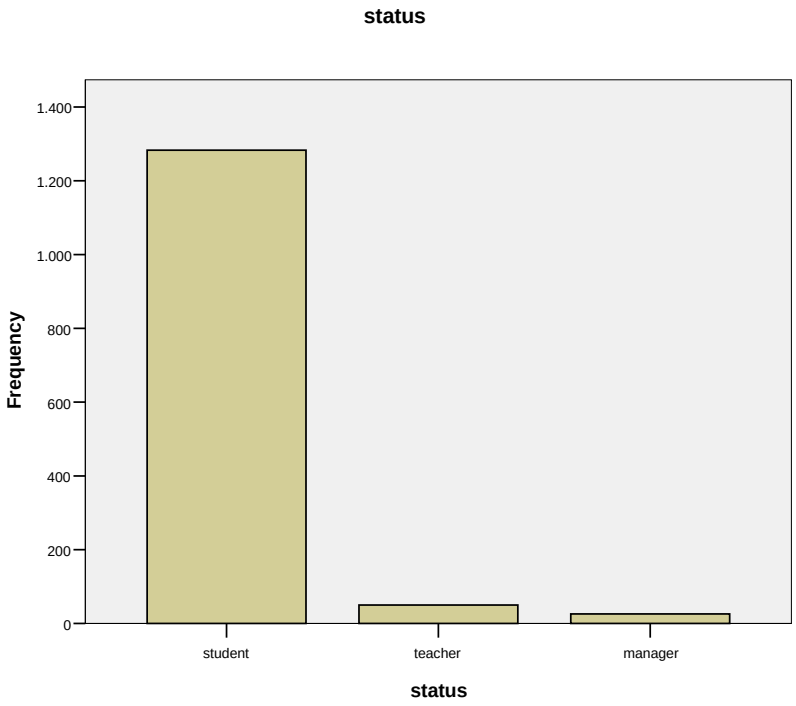


Figure 1. Status of the Participants

5.1 Student Survey Results

In this part, the results of student survey were presented in detail. First demographic variables were given, and then the results of inferential statistics were provided**.**

5.1.1. Demographic Profiles of Students

School Region

When Figure 2 and table 1 was investigated it was seen that among the participants there were 316 (24,6 %) students from Eastern Anatolia Region, 229 (17,8 %) students from Central Anatolia Region, 221 (17,2 %) students from Aegean Region, 188 (14,7 %) students from Mediterranean Region, 142 (11,1 %) students from Marmara Region, 101 (7,9 %) students from Black sea Region and 86 (6,7 %) students from South Eastern Anatolia Region.

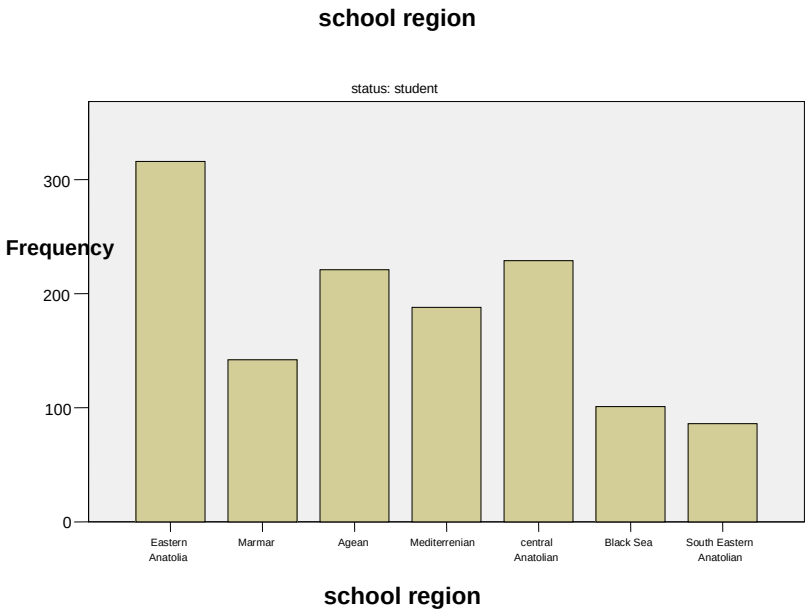


Figure 2. School Region of the Students

Table 2. Frequency and Percentage Distribution of Students According to School Region

	SCHOOL REGION							TOTAL
	Eastern Anatolia	Marmara	Aegean	Mediterranean	Central Anatolian	Black Sea	South Eastern Anatolian	
n	316	142	221	188	229	101	86	1283
%	24,6%	11,1%	17,2%	14,7%	17,8%	7,9%	6,7%	100,0%

Grade Level

In figure 3, it was given that the number of student surveys analyzed in this study increases as the grade levels of student's decreases. According to table 2, there were 600 (46,8 %) 9. Grade, 348 (27,1 %) 10. Grade, 231 (18,0 %) 11. Grade and 104 (8,1 %) 12. Grade students participated in this study.

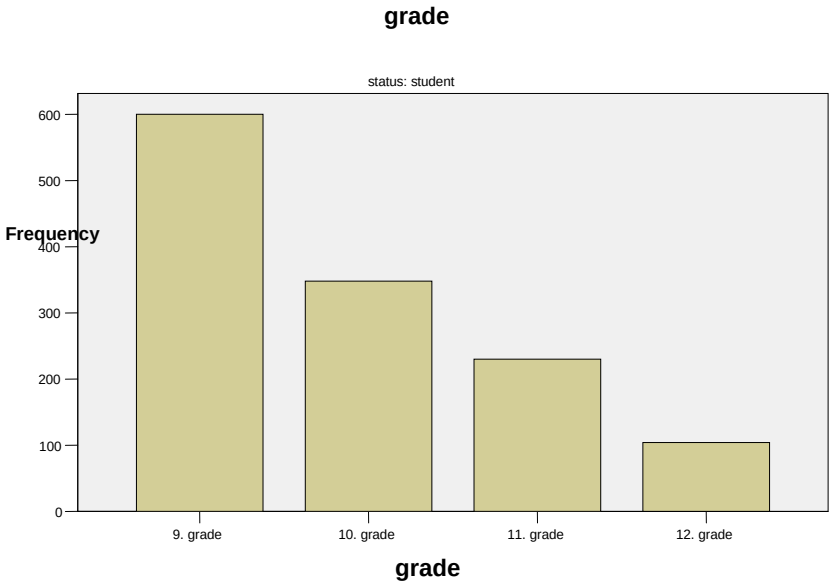


Figure 3. Grade Level of Students

Table 3. Grade Levels According to Students' Gender

		GENDER				TOTAL	
		male		female			
		n	%	n	%	n	%
GRADE	9. grade	447	34,8%	153	11,9%	600	46,8%
	10. grade	253	19,7%	95	7,4%	348	27,1%
	11. grade	167	13,0%	64	5,0%	231	18,0%
	12. grade	78	6,1%	26	2,0%	104	8,1%
TOTAL		945	73,7%	338	26,3%	1283	100,0%

Gender

Table 2 and Figure 3 shows that out of 1283 participants 945 (73,7 %) of the students who participated in this study was male and 338 (26,3 %) student participants was female. The percentage of males was much more than females since school capacities are designed to have males more than twice as much of females.

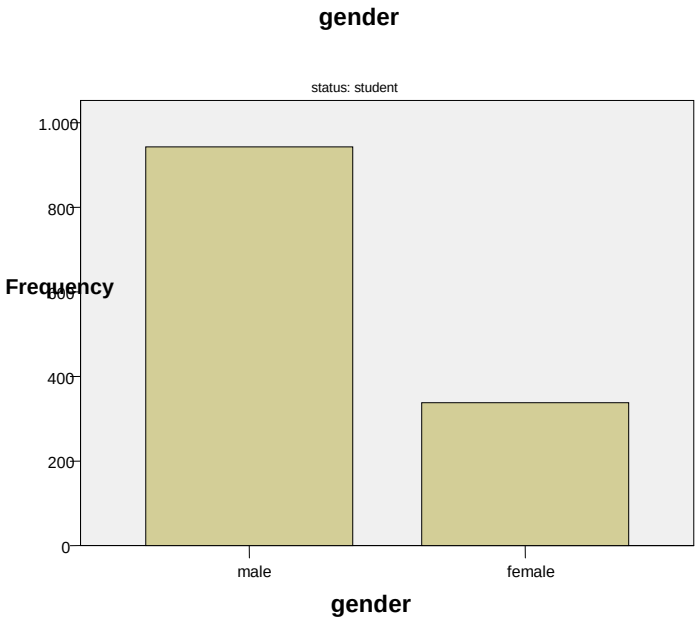


Figure 4. Gender of Students

Gender According to Grade Level

As mentioned before, there were 945 male and 338 female students participated in this study. According to the results given in table 2, 9. Grade students participated were formed by 447 (34,8 %) males and 153 (11,9 %) females. 10. Grade students participated consists of 253 (19,7 %) males and 95 (7,4 %) females. The gender content of 11. Grade was 167 (13,0 %) males and 64 (5,0 %) females while there were 78 (6,1 %) males and 26 (2,0 %) females within the 12. Grades students participated in this study.

Mothers Education Level

In Table 3 and Figure 5 the frequencies of mother education levels were given. According to those, 509 (40,2 %) primary school graduate, 234 (18,5 %) high school graduate, 193 (15,2 %) illiterate, 191 (15,3 %) middle school graduate, 75 (5,9 %) literate but not graduated from primary school and 56 (4,4 %) university graduate results obtained.

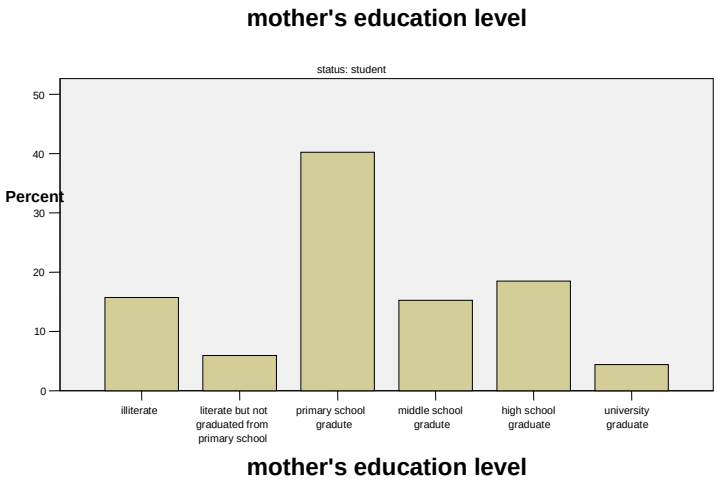


Figure 5. Mothers' Education Level

Table 4. Percentage of Mother's Educational Level

	MOTHER'S EDUCATION LEVEL						
	illiterate	literate but not graduated from primary school	primary school gradate	middle school gradate	high school graduate	university graduate	TOTAL
n	199	75	509	193	234	56	1266
%	15,7%	5,9%	40,2%	15,2%	18,5%	4,4%	100,0%

Father's Education level

As seen in Figure 6 and Table 4 father's education levels of students who participated in this study was as, 430 (34,1 %) primary school graduate, 355 (28,2 %) high school graduate, 269 (21,3 %) middle school graduate, 106 (8,4 %) university graduate, 59 (4,7 %) literate but not graduated from primary school and 42 (3,3 %) illiterate.

Table 5. Percentages of Fathers' Education Level

	FATHER'S EDUCATION LEVEL						
	illiterate	literate but not graduated from primary school	primary school gradate	middle school gradate	high school graduate	university graduate	Group Total
Count	42	59	430	269	355	106	1261
Table %	3,3%	4,7%	34,1%	21,3%	28,2%	8,4%	100,0%

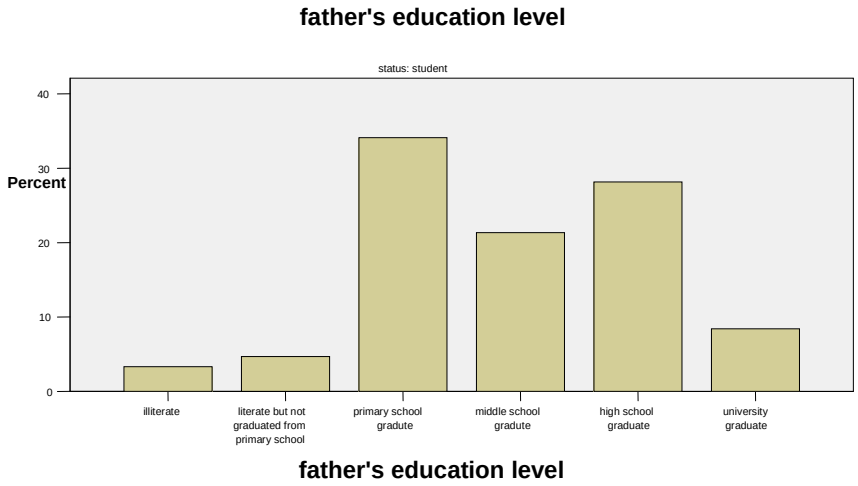


Figure 6. Fathers' Education Level

License Status of Students

In figure 7 and table 6, the percentage of the students who was a licensed sportsman at a sport club was shown. As we can see in the difference from the bar charts, 77.2 % of the students was a licensed athlete at a sports club.

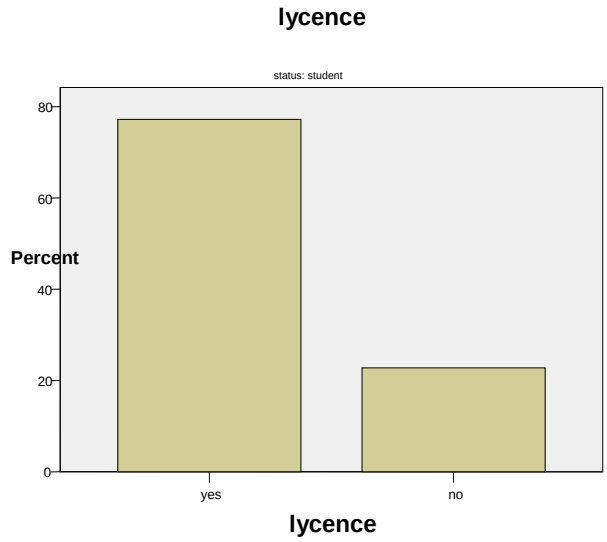


Figure 7. License Status of Students

Ranking of Students in Specific Sports Field

Figure 8 and table 6 gives information about the amount of students who had a top ranking in his/her sports branch considering city, regional, national and international competitions. As we can see from Figure 8 that more than 20 % of the students had a degree in related competitions.

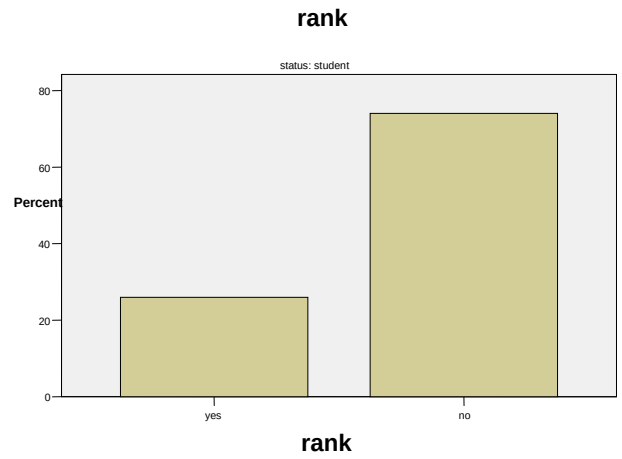


Figure 8. Ranking of Students

Table 6. Frequencies of Students Demographic Profiles

		n	%	cum. %
License	yes	990	77,2	77,2
	no	292	22,8	100,0
family sports status	yes	624	48,8	48,8
	no	654	51,2	100,0
interest in sports	yes	1164	90,9	90,9
	no	116	9,1	100,0
family effect	yes	871	68,2	68,2
	no	406	31,8	100,0
friend effect	yes	492	38,5	38,5
	no	786	61,5	100,0
PE teacher effect	yes	875	68,6	68,6
	no	401	31,4	100,0
trainer effect	yes	692	54,2	54,2
	no	584	45,8	100,0
Club effect	yes	482	38,0	38,0
	no	788	62,0	100,0
media effect	yes	404	31,7	31,7
	no	871	68,3	100,0

Students' Family's Sports Status

Information about students' family's sports interests was given in Figure 9 and table 6, and it was seen that 48 % of the students have a family interested in sports.

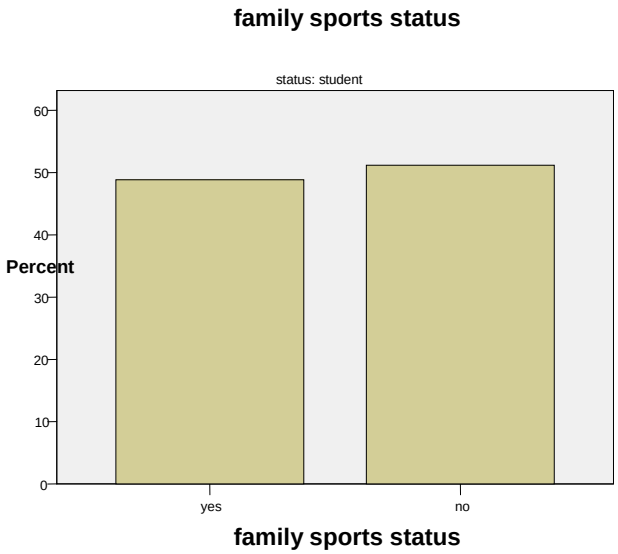


Figure 9. Students' Family's Sports Status

Effect of Sports Interest on Students' Preference

Figure 10 and table 6 gives information about whether their interest in sports affected the students to prefer sports high schools. As we can see in figure 10, 90.9 % of the students were affected by their interest in the process of deciding to attend sports high schools.

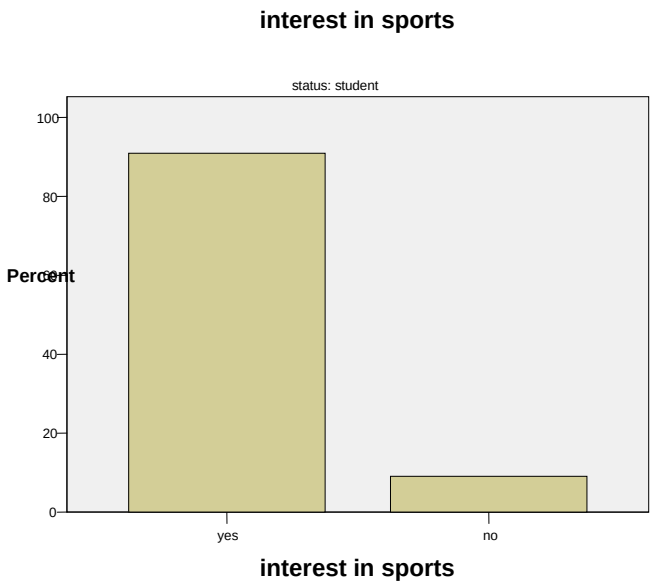


Figure 10. **Effect of Sports Interest in Preference**

Effect of Families on Students' Preference

In Figure 11 and table 6, the information about the influence of families on students' preference of sports high schools was given. It was observed that 68.2 % of the students were affected by their families while choosing sports high school.

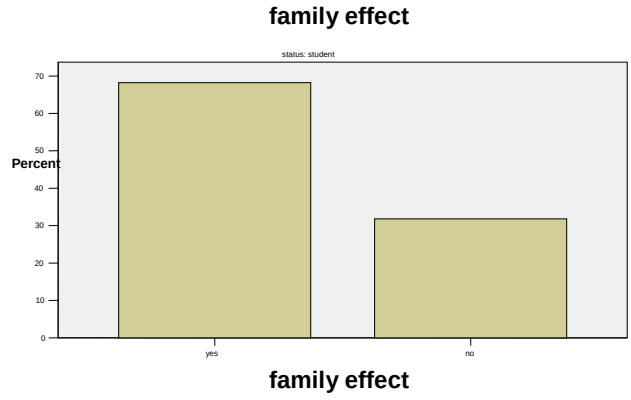


Figure 11. **Effect of Families on Students' Preference**

Effect of Friends on Students' Preference

The effect of friends on students' preference of sports high schools were given in Figure 12 and table 6. It was seen from bar charts that 61.5 % of the students did not affected by their friends in the process of deciding to attend sports high schools.

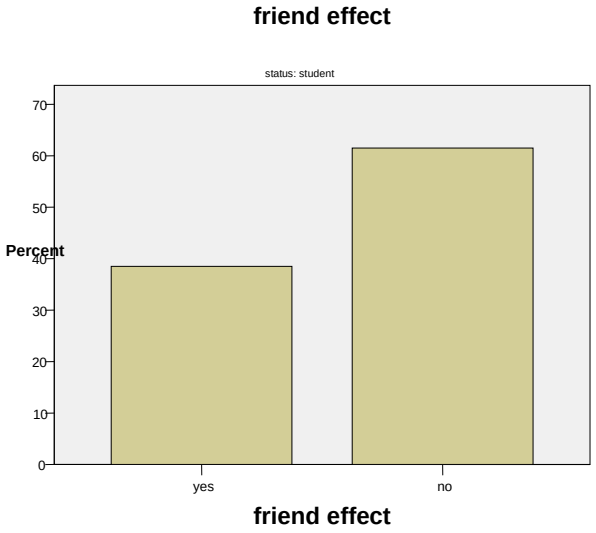


Figure 12. **Effect of Friends on Students' Preference**

Effect of Physical Education Teachers on Students' Preference

In Figure 13 and table 6 the influence of physical education teachers on students' preference on sports high schools has shown. Here it was observed that 68.6 % of the students were affected in the process of deciding to attend sports high schools.

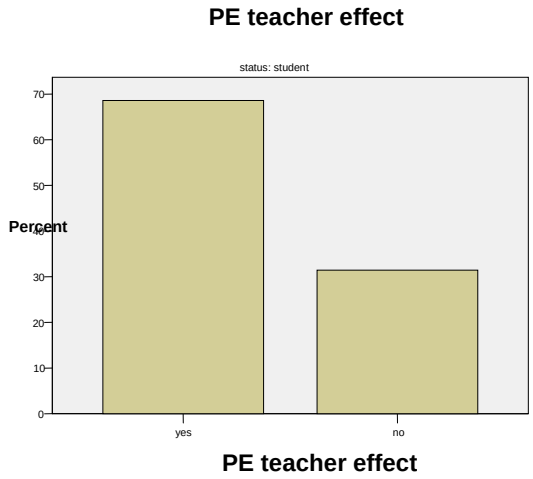


Figure 13. Effect of Physical Education Teachers on Students' Preference

Effect of the Trainer on Students' Preference

Figure 14 gives information about the influence of the trainer on students' preference on sports high schools. It was seen in Figure 14 that 54.2 % the students have affected by their trainer in the process of deciding to attend sports high schools.

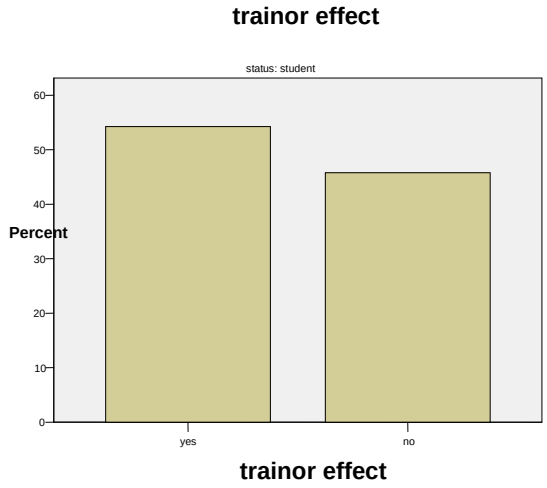


Figure 14. Effect of the Trainer on Students' Preference

Effect of the Students' Sports Club

Figure 15 and table 6 give information about the effect of the students' sports club on choosing sports high schools. It was seen that 62 % of the students were not affected by their sports clubs in the process of deciding to attend sports high schools.

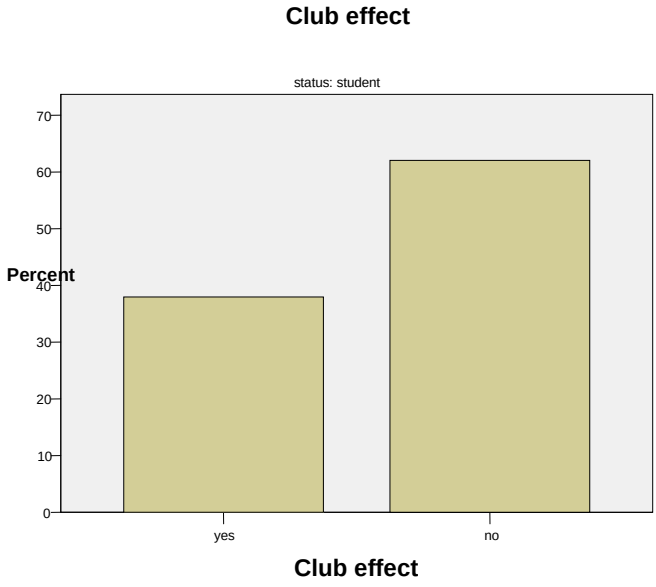


Figure 15. The Effect of the Students' Sports Club

Effect of the Programs and Publications Took Place in Media

Figure 16 and table 6 show information about the effect of the programs and publications took place in media on student's preference to choose sports high schools. It was observed that 68.3 % of the students were not affected by media in the process of deciding to attend sports high schools.

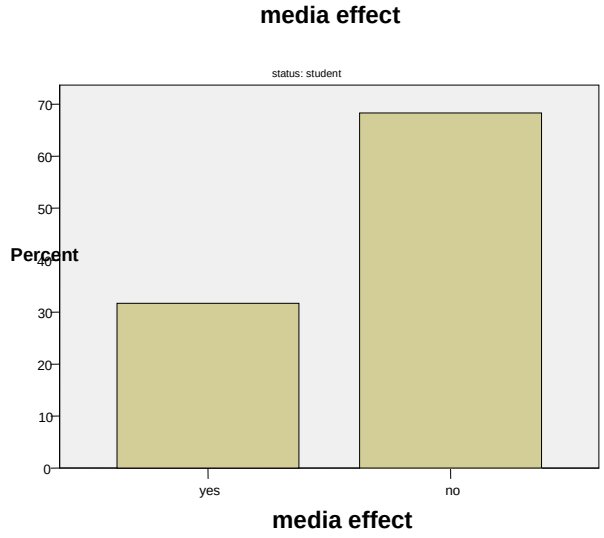


Figure 16. Effect of the Programs and Publications Took Place in Media

5.1.2 Inferential Statistics

Three different multivariate analysis of variance (MANOVA) was conducted. The first analysis was done to determine the effect of independent variables of gender and grade on seven dependent variables (reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment). The second MANOVA analysis was conducted to determine to determine the effect of independent variables of mother's education level and father's education level on seven dependent variables (reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment). The last analysis was conducted to determine the effect of the independent variable of region of the school on the seven dependent variables (reasons of preference, education and

program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment).

Relationships of Gender and Grade Level with Dependent Variables

A multivariate analysis of variance (MANOVA) was conducted to determine the interaction effect of gender and grade level of students on the seven dependent variables of reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment. There was a significant difference observed between interaction of gender and grade level and the dependent variables, Wilks's $\Lambda = .97$, $F(21,3541) = 1.86$, $p<.05$ (Table 7). Even the interaction of gender and grade level had a significant main effect, according to the effect size value, (multivariate η^2 based on Wilks's $\Lambda= .010$) this difference was not practically significant (Cohen, 1977). Significant differences were found among the four different grade levels on the dependent variables, Wilks's $\Lambda = .75$, $F(21,3541) = 18.17$, $p<.05$. The multivariate η^2 based on Wilks's Λ was, .093. Significant difference, on the other hand, were not found between the independent variable gender and the dependent variables, Wilks's $\Lambda = .99$, $F(7,1233) = 1.75$, $p>.05$. The multivariate η^2 based on Wilks's Λ was, .010.

Table 7. MANOVA Results of the relationship of Gender and Grade Level with Dependent Variables

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
CINS	Dtotal	5,202	1	5,202	,448	,503	,000
	Etotal	7,489	1	7,489	,691	,406	,001
	F1total	160,774	1	160,774	10,575	,001	,008
	F2total	134,467	1	134,467	4,717	,030	,004
	F3total	135,676	1	135,676	3,135	,077	,003
	K1total	89,421	1	89,421	2,762	,097	,002
	K2total	5,083	1	5,083	,984	,321	,001
SIN	Dtotal	2443,330	3	814,443	70,176	,000	,145
	Etotal	2531,444	3	843,815	77,851	,000	,159
	F1total	2484,127	3	828,042	54,463	,000	,117
	F2total	5987,961	3	1995,987	70,024	,000	,145
	F3total	8184,792	3	2728,264	63,038	,000	,132
	K1total	4799,515	3	1599,838	49,411	,000	,107
	K2total	992,583	3	330,861	64,064	,000	,134
CINS * SIN	Dtotal	34,213	3	11,404	,983	,400	,002
	Etotal	17,391	3	5,797	,535	,658	,001
	F1total	158,798	3	52,933	3,482	,015	,008
	F2total	76,134	3	25,378	,890	,445	,002
	F3total	201,719	3	67,240	1,554	,199	,004
	K1total	243,110	3	81,037	2,503	,058	,006
	K2total	23,812	3	7,937	1,537	,203	,004

Although there was not a practically significant difference, according to the table 7, it was observed that there was a significant relationship between infrastructure subscale and interaction of gender and grade level (F=3.48, p<.05). There was no significant relationship observed between interaction of gender and grade level and reasons of preference (F=.98, p>.05); education and program (F=.54, p>.05); branch infrastructure (F=.89, p>.05); infrastructure satisfaction (F=1.55, p>.05); personnel relations (F=2.50, p>.05) and state of belonging and contentment (F=1.53, p>.05).

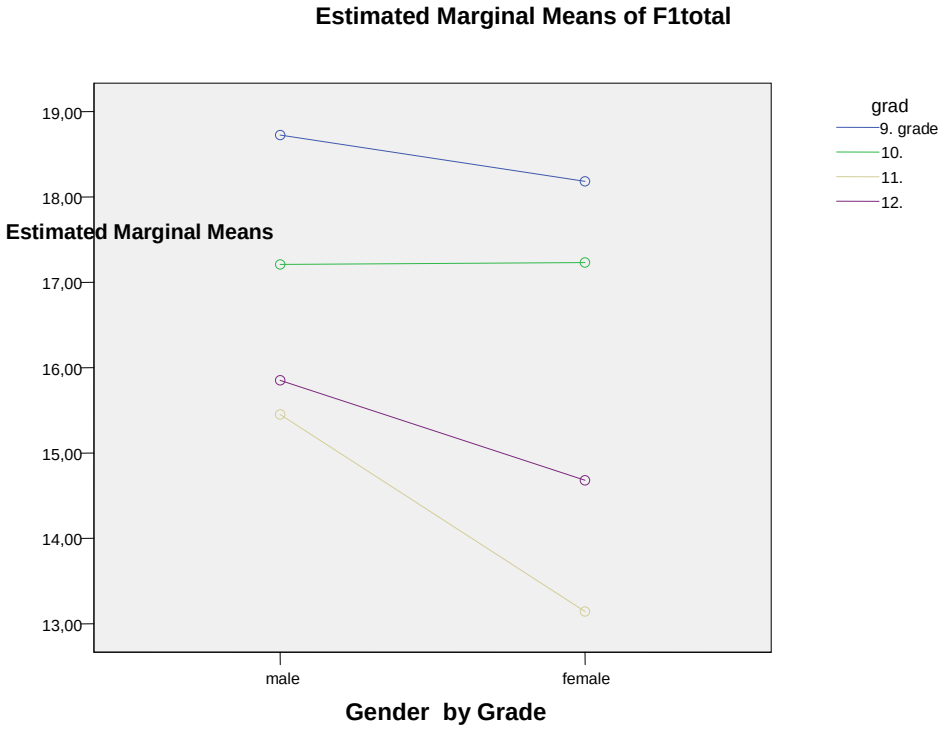


Figure 17. The relationship of Gender and Grade Level with Dependent Variable Infrastructure

As seen in the Figure 17, while the infrastructure results of the female students from the grades 9, 11 and 12 were lower than the male students of those grades, the infrastructure results of the 10th grade female students were slightly higher than male students. This is the reason why an interaction between gender and grade levels was observed.

Since a significant difference between the four different grade levels and the dependent variables was found in MANOVA, univariate tests were examined to find which dependent variables have significant difference according to grade levels (table 8). A significant difference was found between grade level and reasons of preference (F=70.18, p<.05);

education and program (F=77.85, p<.05); infrastructure subscale (*F*=54.46, p<.05); branch infrastructure (*F*=70.02, p<.05); infrastructure satisfaction (*F*=63.04, p<.05); personnel relations (F=49.41, p<.05) and state of belonging and contentment (*F*=64.06, p<.05).

Table 8. Univariate Tests of Grade Levels on Dependent Variables

Dependent Variable		Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Dtotal	Contrast	2443,330	3	814,443	70,176	,000	,145
	Error	14379,444	1239	11,606			
Etotal	Contrast	2531,444	3	843,815	77,851	,000	,159
	Error	13429,362	1239	10,839			
F1total	Contrast	2484,127	3	828,042	54,463	,000	,117
	Error	18837,308	1239	15,204			
F2total	Contrast	5987,961	3	1995,987	70,024	,000	,145
	Error	35316,754	1239	28,504			
F3total	Contrast	8184,792	3	2728,264	63,038	,000	,132
	Error	53623,560	1239	43,280			
K1total	Contrast	4799,515	3	1599,838	49,411	,000	,107
	Error	40116,929	1239	32,378			
K2total	Contrast	992,583	3	330,861	64,064	,000	,134
	Error	6398,880	1239	5,165			

The F tests the effect of grade. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.
a Computed using alpha = ,05

In order to reveal the degree of effects of the grade levels on dependent variables, the pairwise comparisons for grade level were examined. When the mean differences between the grade levels were considered in accordance with the reasons of preference, the mean score of 9^{th} grades was significantly higher than 10^{th} grades (μ_{9D}-μ_{10D}=1.19, p<.05), 11^{th} grades (μ_{9D}-μ_{11D}=3.65, p<.05) and 12^{th} grades (μ_{9D}-μ_{12D}=4.37, p<.05). Similarly, the mean score of 10^{th} grades was significantly higher than 11^{th}

grades (μ_{10D}-μ_{11D} =2.45, p<.05) and 12th grades (μ_{10D}-μ_{12D}=3.18, p<.05). However, the mean score of 11th grades was not significantly higher than 12th grades (μ_{11D}-μ_{12D} =.73, p>.05).

Table 9. Pairwise Comparisons of degree level on reasons of preference

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.(a)
Dtotal	9. grade	10. grade	1,193(*)	,264	,000
		11. grade	3,646(*)	,301	,000
		12. grade	4,374(*)	,427	,000
	10. grade	9. grade	-1,193(*)	,264	,000
		11. grade	2,453(*)	,327	,000
		12. grade	3,181(*)	,445	,000
	11. grade	9. grade	-3,646(*)	,301	,000
		10. grade	-2,453(*)	,327	,000
		12. grade	,728	,468	,720
	12. grade	9. grade	-4,374(*)	,427	,000
		10. grade	-3,181(*)	,445	,000
		11. grade	-,728	,468	,720

* The mean difference is significant at the ,05 level.

When the mean differences between the grade levels were considered in accordance with education and program, the mean score of 9th grades was significantly higher than 10th grades (μ_{9E}-μ_{10E}=1.37, p<.05), 11th grades (μ_{9E}-μ_{11E}=3.82, p<.05) and 12th grades (μ_{9E}-μ_{12E}=4.27, p<.05). Similarly, the mean score of 10th grades was significantly higher than 11th grades (μ_{10E}-μ_{11E} =2.45, p<.05) and 12th grades (μ_{10E}-μ_{12E}=2.90, p<.05). However, the mean score of 11th grades was not significantly higher than 12th grades (μ_{11E}-μ_{12E} =-.97, p>.05) (Table 9).

Table 10. Pairwise Comparisons of degree level on education and program

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.(a)
Etotal	9. grade	10. grade	1,365(*)	,255	,000
		11. grade	3,817(*)	,291	,000
		12. grade	4,268(*)	,412	,000
	10. grade	9. grade	-1,365(*)	,255	,000
		11. grade	2,452(*)	,316	,000
		12. grade	2,903(*)	,430	,000
	11. grade	9. grade	-3,817(*)	,291	,000
		10. grade	-2,452(*)	,316	,000
		12. grade	,451	,452	1,000
	12. grade	9. grade	-4,268(*)	,412	,000
		10. grade	-2,903(*)	,430	,000
		11. grade	-,451	,452	1,000

* The mean difference is significant at the ,05 level.

When the mean differences between the grade levels were considered in accordance with infrastructure (Table 10), the mean score of 9th grades was significantly higher than 10th grades (μ_{9F1}-$\mu_{10\ F1}$=1.23, p<.05), 11th grades ($\mu_{9\ F1}$-$\mu_{11\ F1}$=4.16, p<.05) and 12th grades ($\mu_{9\ F1}$-$\mu_{12\ F1}$=3.19, p<.05). Similarly, the mean score of 10th grades was significantly higher than 11th grades ($\mu_{10\ F1}$-$\mu_{11\ F1}$ =2.92, p<.05) and 12th grades ($\mu_{10\ F1}$-$\mu_{12\ F1}$=1.96, p<.05). However, the mean score of 11th grades was not significantly higher than 12th grades ($\mu_{11\ F1}$-μ_{12F1}=-.97, p>.05).

Table 11. Pairwise Comparisons of degree level on infrastructure

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.(a)
F1total	9. grade	10. grade	1,234(*)	,302	,000
		11. grade	4,157(*)	,344	,000
		12. grade	3,189(*)	,488	,000
	10. grade	9. grade	-1,234(*)	,302	,000
		11. grade	2,924(*)	,374	,000
		12. grade	1,955(*)	,510	,001
	11. grade	9. grade	-4,157(*)	,344	,000
		10. grade	-2,924(*)	,374	,000
		12. grade	-,969	,536	,425
	12. grade	9. grade	-3,189(*)	,488	,000
		10. grade	-1,955(*)	,510	,001
		11. grade	,969	,536	,425

* The mean difference is significant at the ,05 level.

When the mean differences between the grade levels were considered in accordance with branch infrastructure (Table 11), the mean score of 9th grades was significantly higher than 10th grades (μ_{9F2}-$\mu_{10\ F2}$=2.29, p<.05), 11th grades ($\mu_{9\ F2}$-$\mu_{11\ F2}$=6.06, p<.05) and 12th grades ($\mu_{9\ F2}$-$\mu_{12\ F2}$=6.17, p<.05). Similarly, the mean score of 10th grades was significantly higher than 11th grades ($\mu_{10\ F2}$-$\mu_{11\ F2}$ =3.76, p<.05) and 12th grades ($\mu_{10\ F2}$-$\mu_{12\ F2}$=3.87, p<.05). However, the mean score of 11th grades was not significantly higher than 12th grades ($\mu_{11\ F2}$-μ_{12F2}=-.11, p>.05).

Table 12. Pairwise Comparisons of degree level on branch infrastructure

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.(a)
F2total	9. grade	10. grade	2,291(*)	,414	,000
		11. grade	6,055(*)	,471	,000
		12. grade	6,168(*)	,668	,000
	10. grade	9. grade	-2,291(*)	,414	,000
		11. grade	3,764(*)	,512	,000
		12. grade	3,876(*)	,698	,000
	11. grade	9. grade	-6,055(*)	,471	,000
		10. grade	-3,764(*)	,512	,000
		12. grade	,113	,733	1,000
	12. grade	9. grade	-6,168(*)	,668	,000
		10. grade	-3,876(*)	,698	,000
		11. grade	-,113	,733	1,000

* The mean difference is significant at the ,05 level.

When the mean differences between the grade levels were considered in accordance with infrastructure satisfaction (Table 12), the mean score of 9^{th} grades was significantly higher than 10^{th} grades (μ_{9F3}-$\mu_{10\ F3}$=1.91, p<.05), 11^{th} grades ($\mu_{9\ F3}$-$\mu_{11\ F3}$=7.10, p<.05) and 12^{th} grades ($\mu_{9\ F3}$-$\mu_{12\ F3}$=7.02, p<.05). Similarly, the mean score of 10^{th} grades was significantly higher than 11^{th} grades ($\mu_{10\ F3}$-$\mu_{11\ F3}$ =5.19, p<.05) and 12^{th} grades ($\mu_{10\ F3}$-$\mu_{12\ F3}$=5.11, p<.05). However, the mean score of 11^{th} grades was not significantly higher than 12^{th} grades ($\mu_{11\ F3}$-μ_{12F3}=-.78, p>.05).

Table 13. Pairwise Comparisons of degree level on infrastructure satisfaction

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.(a)
F3total	9. grade	10. grade	1,907(*)	,510	,001
		11. grade	7,097(*)	,581	,000
		12. grade	7,019(*)	,824	,000
	10. grade	9. grade	-1,907(*)	,510	,001
		11. grade	5,190(*)	,631	,000
		12. grade	5,111(*)	,860	,000
	11. grade	9. grade	-7,097(*)	,581	,000
		10. grade	-5,190(*)	,631	,000
		12. grade	-,078	,904	1,000
	12. grade	9. grade	-7,019(*)	,824	,000
		10. grade	-5,111(*)	,860	,000
		11. grade	,078	,904	1,000

* The mean difference is significant at the ,05 level.

When the mean differences between the grade levels were considered in accordance with personnel relations (Table 13), the mean score of 9th grades was significantly higher than 10th grades (μ_{9K1}-$\mu_{10\ K1}$=1.91, p<.05), 11th grades ($\mu_{9\ K1}$-μ_{11K1}=5.80, p<.05) and 12th grades ($\mu_{9\ K1}$-$\mu_{12\ K1}$=4.33, p<.05). Similarly, the mean score of 10th grades was significantly higher than 11th grades ($\mu_{10\ K1}$-$\mu_{11\ K1}$ =3.87, p<.05) and 12th grades (μ_{10K1}-μ_{12K1}=2.45, p<.05). However, the mean score of 11th grades was not significantly higher than 12th grades (μ_{11K1}-μ_{12K1}=-1.42, p>.05).

Table 14. Pairwise Comparisons of degree level on personnel relations

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.(a)
K1total	9. grade	10. grade	1,931(*)	,441	,000
		11. grade	5,803(*)	,502	,000
		12. grade	4,382(*)	,712	,000
	10. grade	9. grade	-1,931(*)	,441	,000
		11. grade	3,872(*)	,546	,000
		12. grade	2,451(*)	,744	,006
	11. grade	9. grade	-5,803(*)	,502	,000
		10. grade	-3,872(*)	,546	,000
		12. grade	-1,421	,782	,416
	12. grade	9. grade	-4,382(*)	,712	,000
		10. grade	-2,451(*)	,744	,006
		11. grade	1,421	,782	,416

* The mean difference is significant at the ,05 level.

When the mean differences between the grade levels were considered in accordance with state of belonging and contentment, the mean score of 9^{th} grades was significantly higher than 10^{th} grades (μ_{9K2}-$\mu_{10\ K2}$=0.73, p<.05), 11^{th} grades ($\mu_{9\ K2}$-μ_{11K2}=2.15, p<.05) and 12^{th} grades ($\mu_{9\ K2}$-$\mu_{12\ K2}$=3.07, p<.05). Similarly, the mean score of 10^{th} grades was significantly higher than 11^{th} grades ($\mu_{10\ K2}$-$\mu_{11\ K2}$ =1.41, p<.05) and 12^{th} grades (μ_{10K2}-μ_{12K2}=2.33, p<.05). the mean score of 11^{th} grades was also significantly higher than 12^{th} grades (μ_{11K2}-μ_{12K2}=9.19, p<.05).

Table 15. Pairwise Comparisons of degree level on state of belonging and contentment

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.(a)
K2total	9. grade	10. grade	,734(*)	,176	,000
		11. grade	2,148(*)	,201	,000
		12. grade	3,067(*)	,285	,000
	10. grade	9. grade	-,734(*)	,176	,000
		11. grade	1,414(*)	,218	,000
		12. grade	2,333(*)	,297	,000
	11. grade	9. grade	-2,148(*)	,201	,000
		10. grade	-1,414(*)	,218	,000
		12. grade	,919(*)	,312	,020
	12. grade	9. grade	-3,067(*)	,285	,000
		10. grade	-2,333(*)	,297	,000
		11. grade	-,919(*)	,312	,020

Based on estimated marginal means

* The mean difference is significant at the ,05 level.

a Adjustment for multiple comparisons: Bonferroni.

When the mean differences between the gender were considered in accordance with reasons of preference, there was no significant mean difference between females and males (μ_{FeD}-μ_{10MD}=.18, p>.05). Similarly, when the mean differences between the gender were considered in accordance with education and program, there was no significant mean difference between females and males (μ_{FeE}-μ_{10ME}=.22, p>.05). When the mean differences between the gender were considered in accordance with infrastructure, there was a significant mean difference between females and males (μ_{FeF1}-μ_{10MF1}=1.00, p<.05). Similarly, when the mean differences between the gender were considered in accordance with branch infrastructure, there was a significant mean difference between females and males (μ_{FeF2}-μ_{10MF2}=9.14, p<.05). When the mean differences between the gender were considered in accordance with infrastructure satisfaction, there was no significant mean difference between females

and males (μ_{FeF3}-μ_{10MF3}=.92, p>.05). When the mean differences between the gender were considered in accordance with personnel relations, there was no significant mean difference between females and males (μ_{FeK1}-μ_{10MK1}=.75, p>.05). When the mean differences between the gender were considered in accordance with state of belonging and contentment, there was no significant mean difference between females and males (μ_{FeK2}-μ_{10MK2}=.18, p>.05).

Table 16. Univariate Tests of Gender on Dependent Variables

Dependent Variable	(I) gender	(J) gender	Mean Difference (I-J)	Std. Error	Sig.(a)
Dtotal	Male	female	,180	,269	,503
	Female	Male	-,180	,269	,503
Etotal	Male	female	,216	,260	,406
	Female	Male	-,216	,260	,406
F1total	Male	female	1,000(*)	,307	,001
	Female	Male	-1,000(*)	,307	,001
F2total	Male	female	,914(*)	,421	,030
	Female	Male	-,914(*)	,421	,030
F3total	Male	female	,918	,519	,077
	Female	Male	-,918	,519	,077
K1total	Male	female	,746	,449	,097
	Female	Male	-,746	,449	,097
K2total	Male	female	,178	,179	,321
	Female	Male	-,178	,179	,321

Relationships of Mother's Education Level and Father's Education Level with Dependent Variables

A multivariate analysis of variance (MANOVA) was conducted to determine the interaction effect of Mother's Education Level and Father's Education Level of students on the seven dependent variables of reasons of preference, education and program, infrastructure, branch infrastructure,

infrastructure satisfaction, personnel relations, state of belonging and contentment.

Table 17. MANOVA Results of Mothers' and Fathers' Education Level

Multivariate Tests[d]

Effect		Value	F	Hypothesis	Error df	Sig.	Partial Et Squared	Noncent. Parameter	Observed Power[a]
Intercept	Pillai's Trace	,840	881,04[b]	7,000	1179,00	,000	,840	6167,28	1,000
	Wilks' Lambda	,160	881,04[b]	7,000	1179,00	,000	,840	6167,28	1,000
	Hotelling's Trace	5,231	881,04[b]	7,000	1179,00	,000	,840	6167,28	1,000
	Roy's Largest Root	5,231	881,04[b]	7,000	1179,00	,000	,840	6167,28	1,000
AED	Pillai's Trace	,066	2,267	35,000	5915,00	,000	,013	79,358	1,000
	Wilks' Lambda	,935	2,281	35,000	4962,03	,000	,013	67,078	1,000
	Hotelling's Trace	,068	2,291	35,000	5887,00	,000	,013	80,188	1,000
	Roy's Largest Root	,041	6,953[c]	7,000	1183,00	,000	,040	48,672	1,000
BED	Pillai's Trace	,032	1,080	35,000	5915,00	,343	,006	37,798	,950
	Wilks' Lambda	,969	1,080	35,000	4962,03	,343	,006	31,780	,892
	Hotelling's Trace	,032	1,080	35,000	5887,00	,344	,006	37,789	,950
	Roy's Largest Root	,016	2,627[c]	7,000	1183,00	,011	,015	18,390	,900
AED * BED	Pillai's Trace	,149	1,120	161,00	8295,00	,145	,021	180,281	1,000
	Wilks' Lambda	,860	1,122	161,00	7940,48	,140	,021	173,518	1,000
	Hotelling's Trace	,154	1,125	161,00	8241,00	,136	,021	181,073	1,000
	Roy's Largest Root	,055	2,832[c]	23,000	1185,00	,000	,052	65,142	1,000

a. Computed using alpha = ,05

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

d. Design: Intercept+AED+BED+AED * BED

There was a significant difference observed between Mother's Education Level and the dependent variables, Wilks's Λ = .94, $F(35,4962) = 2.28$, $p<.05$ (Table 17). Even the independent variable Mothers' education level had a significant main effect, according to the effect size value, (multivariate η^2 based on Wilks's Λ= .013) this difference was not practically significant (Cohen, 1977).

Although there was not a practically significant difference between the Mother's Education Level and the dependent variables, univariate tests

were examined (Table 18). A significant difference was found between mother's education level and reasons of preference (F=4.00, p<.05); education and program (F=3.10, p<.05); infrastructure subscale (F=2.70, p<.05); branch infrastructure (F=2.47, p<.05); infrastructure satisfaction (F=6.18, p<.05); personnel relations (F=2.25, p<.05) and state of belonging and contentment (F=6.79, p<.05).

Table 18. Univariate Tests of Mothers' and Fathers' Education Level on Dependent Variables

Univariate Tests

Dependent Variable		Sum of Squares	df	Mean Squa	F	Sig.	Partial Et Squared	Noncent. Paramete	Observed Power[a]
Dtotal	Contrast	274,26	5	54,854	3,998	,001	,017	19,991	,951
	Error	16257,8(	1185	13,72(					
Etotal	Contrast	205,90	5	41,18(	3,100	,009	,013	15,50(	,877
	Error	15741,0	1185	13,284					
F1total	Contrast	231,32(	5	46,264	2,691	,020	,011	13,456	,819
	Error	20371,61	1185	17,191					
F2total	Contrast	422,82(	5	84,56	2,467	,031	,010	12,33	,779
	Error	40628,1	1185	34,28					
F3total	Contrast	1526,48	5	305,29(	6,180	,000	,025	30,89	,996
	Error	58544,26	1185	49,404					
K1total	Contrast	420,27	5	84,05	2,251	,047	,009	11,25	,735
	Error	44256,87	1185	37,34					
K2total	Contrast	197,06	5	39,412	6,789	,000	,028	33,94	,998
	Error	6879,34	1185	5,805					

The F tests the effect of mother's education level. This test is based on the linearly independent pairwise comparis ıs among the estimated marginal means.

a. Computed using alpha = ,05

In order to reveal the degree of effects of the mother's education levels on dependent variables, the pairwise comparisons for mother's education level were examined. When the mean differences between the mother's education levels were considered in accordance with the reasons of preference (Table 30), the mean score of illiterate mothers was significantly higher than graduated from university (μ_{ilm}-μ_{ugm} =4.17, p<.05). Similarly, the mean score of primary school graduate mothers was

significantly higher than graduated from university (μ_{pgmilm}-μ_{ugm} =4.5, p<.05). There was no significant mean difference between the other independent variables and reasons of preference.

When the mean differences between the mother's education levels were considered in accordance with the education and program (Table 31), there was no significant difference between all independent variables and education and program.

When the mean differences between the mother's education levels were considered in accordance with the infrastructure, there was no significant difference between all independent variables and dependent variable.

When the mean differences between the mother's education levels were considered in accordance with the branch infrastructure (Table 32), there was no significant difference between all independent variables and education and program.

When the mean differences between the mother's education levels were considered in accordance with the infrastructure satisfaction(Table 33), the mean score of illiterate mothers was significantly higher than graduated from high school(μ_{ilm}-μ_{hgm} =6.94, p<.05) and graduated from university (μ_{ilm}-μ_{ugm} =9.35, p<.05). Similarly, the mean score of literate but not graduated from primary school was significantly higher than graduated from university (μ_{pgmilm}-μ_{ugm} =7.75, p<.05). Similarly, the mean score of primary school graduate mothers was significantly higher than high school (μ_{pgm}-μ_{hgm} =5.66, p<.05) and graduated from university (μ_{pgm}-μ_{ugm} =8.08, p<.05). There was no significant mean difference between the other independent variables and infrastructure satisfaction.

When the mean differences between the mother's education levels were considered in accordance with personnel relations (Table 35), there was no significant difference between all independent variables and dependent variable.

When the mean differences between the mother's education levels were considered in accordance with the state of belonging and contentment(Table 36), the mean score of illiterate mothers was significantly higher than graduated from high school (μ_{ilm}-μ_{hgm} =2.19, p<.05) and graduated from university (μ_{ilm}-μ_{ugm} =3.44, p<.05). Similarly, the mean score of literate but not graduated from primary school was significantly higher than graduated from high school (μ_{pgmilm}-μ_{hgm} =2.10, p<.05) and graduated from university (μ_{pgmilm}-μ_{ugm} =3.36, p<.05). Similarly, the mean score of primary school graduate mothers was significantly higher than high school (μ_{pgm}-μ_{hgm} =1.95, p<.05) and graduated from university (μ_{pgm}-μ_{ugm} =3.21, p<.05). The mean score of middle school graduate mothers was significantly higher than graduated from university (μ_{mgm}-μ_{ugm} =2.07, p<.05). There was no significant mean difference between the other independent variables and state of belonging and contentment.

There was no any significant difference observed between Father's Education Level and the dependent variables, Wilks's Λ = 9.69, F (35,4962) = 1.08, p>.05. The multivariate η^2 based on Wilks's Λ was .06 (Table 17).

There was no any significant difference observed between interaction of Mother's Education Level and Father's Education Level and the dependent

variables, Wilks's Λ = 8.60, $F(161,7940) = 1.13$, $p>.05$. The multivariate η^2 based on Wilks's Λ was .021 (Table 17).

Relationship of School's Geographic Region with Dependent Variables

A multivariate analysis of variance (MANOVA) was conducted to determine the interaction effect of school's geographic region on the seven dependent variables of reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment.

Table 19. MANOVA Results of Geographic Region

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Observed Power (a)
Intercept	Pillai's Trace	,979	8047,401(b)	7,000	1236,000	,000	,979	1,000
	Wilks' Lambda	,021	8047,401(b)	7,000	1236,000	,000	,979	1,000
	Hotelling's Trace	45,576	8047,401(b)	7,000	1236,000	,000	,979	1,000
	Roy's Largest Root	45,576	8047,401(b)	7,000	1236,000	,000	,979	1,000
bolge	Pillai's Trace	,459	14,672	42,000	7446,000	,000	,076	1,000
	Wilks' Lambda	,599	15,972	42,000	5800,806	,000	,082	1,000
	Hotelling's Trace	,580	17,031	42,000	7406,000	,000	,088	1,000
	Roy's Largest Root	,375	66,465(c)	7,000	1241,000	,000	,273	1,000

There was a significant difference observed between school region and the dependent variables, Wilks's Λ = .6, $F(42,800) = 15.97$, $p<.05$ (Table 19). Even the independent variable school region had a significant main effect, the effect size value was low (multivariate η^2 based on Wilks's Λ= .082). It was for that reason it can be concluded that the difference between the

geographic region according to the dependent variables were not significantly important (Cohen, 1977).

Although the difference between the geographic region according to the dependent variables were not significantly important, univariate tests were examined to find which dependent variables have significant difference according to school region (Table 20). A significant difference was found between school region and reasons of preference (F=32.65, p<.05); education and program (F=49.55, p<.05); infrastructure subscale (F=49.32, p<.05); branch infrastructure (F=38.47, p<.05); infrastructure satisfaction (F=58.56, p<.05); personnel relations (F=22.59, p<.05) and state of belonging and contentment (F=34.83, p<.05).

Table 20. Univariate Tests of Geographical Region on Dependent Variables

Univariate Tests

Dependent Variable		Sum of Squares	df	Mean Squ	F	Sig.	Partial E Squared	Noncent Paramete	Observe Power[a]
Dtotal	Contrast	2371,94	6	395,32	32,65	,000	,136	195,92	1,000
	Error	15036,4	1242	12,10					
Etotal	Contrast	3269,47	6	544,91	49,55	,000	,193	297,32	1,000
	Error	13657,6	1242	10,99					
F1total	Contrast	4199,05	6	699,84	49,32	,000	,192	295,92	1,000
	Error	17623,3	1242	14,18					
F2total	Contrast	6744,95	6	1124,15	38,46	,000	,157	230,81	1,000
	Error	36294,6	1242	29,22					
F3total	Contrast	14011,2	6	2335,20	58,55	,000	,221	351,34	1,000
	Error	49529,6	1242	39,87					
K1total	Contrast	4611,09	6	768,51	22,59	,000	,098	135,54	1,000
	Error	42251,9	1242	34,01					
K2total	Contrast	1090,25	6	181,70	34,82	,000	,144	208,94	1,000
	Error	6480,49	1242	5,21					

The F tests the effect of school region. This test is based on the linearly independent pairwise comparisons among.the estimated marginal

a. Computed using alpha = ,05

In order to reveal the degrees of effects of the school region on dependent variables, the pairwise comparisons for school region were examined

(Table 37). When the mean differences between the school regions were considered in accordance with the reasons of preference, the mean score of Eastern Anatolian Region was significantly higher than Marmara Region (μ_{es}-μ_m=3.90, p<.05) and Black Sea Region (μ_{es}-μ_b=-1.66, p<.05). Similarly, the mean score of Marmara Region was significantly lower than Aegean Region (μ_m-μ_a =-3.77, p<.05), Mediterranean Region (μ_m-μ_{mt} =-4.24, p<.05), Central Anatolian Region (μ_m-μ_c =-3.41, p<.05), Black Sea Region (μ_m-μ_b =-5.57, p<.05) and South Eastern Anatolian Region (μ_m-μ_s =-4.75, p<.05). The mean score of Aegean Region was significantly lower than Black Sea Region (μ_a-μ_b =-1.79, p<.05). The mean score of Central Anatolian Region was significantly lower than Black Sea Region (μ_c-μ_b =-2.16, p<.05). There was no significant mean difference between the other independent variables and reasons of preference.

When the mean differences between the school regions were considered in accordance with the education and program (Table 38), the mean score of Eastern Anatolian Region was significantly higher than Marmara Region (μ_{es}-μ_m=3.72, p<.05), Mediterranean Region (μ_{es}-μ_{mt}=-1.26, p<.05), Black Sea Region (μ_{es}-μ_b=-2.58, p<.05) and South Eastern Anatolian Region (μ_{es}-μ_{se}=-2.42, p<.05). Similarly, the mean score of Marmara Region was significantly lower than Aegean Region (μ_m-μ_a =-4.14, p<.05), Mediterranean Region (μ_m-μ_{mt} =-4.98, p<.05), Central Anatolian Region (μ_m-μ_c =-4.05, p<.05), Black Sea Region (μ_m-μ_b =-6.30, p<.05) and South Eastern Anatolian Region (μ_m-μ_s =-6.15, p<.05). The mean score of Aegean Region was significantly lower than Black Sea Region (μ_a-μ_b =-2.16, p<.05) and South Eastern Anatolian Region (μ_a-μ_s =-2.00, p<.05). The mean score of Mediterranean Region was significantly lower than Black Sea Region (μ_{mt}-μ_b =-1.32, p<.05). The mean score of Central Anatolian Region was significantly lower than Black Sea Region (μ_c-μ_b =-

2.25, p<.05) and South Eastern Anatolian Region (μ_a-μ_s =-2.09, p<.05) . There was no significant mean difference between the other independent variables and education and program.

When the mean differences between the school regions were considered in accordance with the infrastructure(Table 39), the mean score of Eastern Anatolian Region was significantly higher than Marmara Region (μ_{es}-μ_m=5.33, p<.05), Aegean Region (μ_{es}-μ_{ae}=-1.98, p<.05) and Black Sea Region (μ_{es}-μ_b=1.94, p<.05). Similarly, the mean score of Marmara Region was significantly higher than Aegean Region (μ_m-μ_a =3.35, p<.05), Mediterranean Region (μ_m-μ_{mt} =4.69, p<.05), Central Anatolian Region (μ_m-μ_c =5.26, p<.05), Black Sea Region (μ_m-μ_b =7.21, p<.05) and South Eastern Anatolian Region (μ_m-μ_s =5.36, p<.05). The mean score of Aegean Region was significantly lower than Mediterranean Region (μ_{ae}-μ_{mt} =-1.34, p<.05), Central Anatolian Region (μ_{aae}-μ_c =-1.90, p<.05), Black Sea Region (μ_a-μ_b =-3.91, p<.05) and South Eastern Anatolian Region (μ_a-μ_s =-2.00, p<.05). The mean score of Mediterranean Region was significantly higher than Black Sea Region (μ_{mt}-μ_b =2.56, p<.05). The mean score of Central Anatolian Region was significantly higher than Black Sea Region (μ_c-μ_b =2.01, p<.05). The mean score of Black Sea Region was significantly higher than South Eastern Anatolian Region (μ_b-μ_{se}=1.92, p<.05). There was no significant mean difference between the other independent variables and infrastructure.

When the mean differences between the school regions were considered in accordance with the branch infrastructure (Table 40), the mean score of Eastern Anatolian Region was significantly higher than Marmara Region (μ_{es}-μ_m=3.48, p<.05), Central Anatolian Region (μ_{ea}-μ_{ca}=-2.00, p<.05), Black Sea Region (μ_{ea}-μ_b=-4.75, p<.05) and South Eastern Anatolian

Region (μ_{es}-μ_{se}=-6.08, p<.05). Similarly, the mean score of Marmara Region was significantly lower than Aegean Region (μ_m-μ_a =-3.94, p<.05), Mediterranean Region (μ_m-μ_{mt} =-4.87, p<.05), Central Anatolian Region (μ_m-μ_c =-5.48, p<.05), Black Sea Region (μ_m-μ_b =-8.23, p<.05) and South Eastern Anatolian Region (μ_m-μ_s =-9.56, p<.05). The mean score of Aegean Region was significantly lower than Black Sea Region (μ_a-μ_b =-4.29, p<.05) and South Eastern Anatolian Region (μ_a-μ_s =-5.60, p<.05). The mean score of Mediterranean Region was significantly lower than Black Sea Region (μ_{mt}-μ_b =-3.36, p<.05) and South Eastern Anatolian Region (μ_{mt}-μ_{se} =-4.69, p<.05). There was no significant mean difference between the other independent variables and branch infrastructure.

When the mean differences between the school regions were considered in accordance with the satisfaction of infrastructure (Table 41), the mean score of Eastern Anatolian Region was significantly higher than Marmara Region (μ_{es}-μ_m=9.38, p<.05), Aegean Region (μ_{es}-μ_{ae}=-2.54, p<.05), Black Sea Region (μ_{ea}-μ_b=-2.87, p<.05) and South Eastern Anatolian Region (μ_{es}-μ_{se}=-4.10, p<.05). Similarly, the mean score of Marmara Region was significantly lower than Aegean Region (μ_m-μ_a =--6.84, p<.05), Mediterranean Region (μ_m-μ_{mt} =-9.24, p<.05), Central Anatolian Region (μ_m-μ_c =-8.59, p<.05), Black Sea Region (μ_m-μ_b =-12.24, p<.05) and South Eastern Anatolian Region (μ_m-μ_s =-13.48, p<.05). The mean score of Aegean Region was significantly lower than Black Sea Region (μ_a-μ_b =-5.40, p<.05) and South Eastern Anatolian Region (μ_a-μ_s =-6.64, p<.05). The mean score of Mediterranean Region was significantly lower than Black Sea Region (μ_{mt}-μ_b =-3.00, p<.05) and South Eastern Anatolian Region (μ_{mt}-μ_{se} =-4.24, p<.05). The mean score of Central Anatolian Region was significantly lower than Black Sea Region (μ_{ca}-μ_b =-3.65, p<.05) and South Eastern Anatolian Region (μ_{ca}-μ_{se}=-4.89, p<.05). There

was no significant mean difference between the other independent variables and satisfaction of infrastructure.

When the mean differences between the school regions were considered in accordance with the personnel relations(Table 42), the mean score of Eastern Anatolian Region was significantly higher than Marmara Region (μ_{es}-μ_m=4.59, p<.05), Black Sea Region (μ_{ea}-μ_b=-2.82, p<.05) and South Eastern Anatolian Region (μ_{es}-μ_{se}=-2.69, p<.05). Similarly, the mean score of Marmara Region was significantly lower than Aegean Region (μ_m-μ_a =-3.26, p<.05), Mediterranean Region (μ_m-μ_{mt} =-4.62, p<.05), Central Anatolian Region (μ_m-μ_c =-5.20, p<.05), Black Sea Region (μ_m-μ_b =-7.42, p<.05) and South Eastern Anatolian Region (μ_m-μ_s =-7.28, p<.05). The mean score of Aegean Region was significantly lower than Central Anatolian Region (μ_{ae}-μ_c =-1.94, p<.05), Black Sea Region (μ_a-μ_b =-4.16, p<.05) and South Eastern Anatolian Region (μ_a-μ_s =-4.02, p<.05). The mean score of Mediterranean Region was significantly lower than Black Sea Region (μ_{mt}-μ_b =-2.80, p<.05) and South Eastern Anatolian Region (μ_{mt}-μ_{se} =-2.66, p<.05). The mean score of Central Anatolian Region was significantly lower than Black Sea Region (μ_{ca}-μ_b =-2.21, p<.05). There was no significant mean difference between the other independent variables and personnel relations.

When the mean differences between the school regions were considered in accordance with the statement of belonging and contentment(Table 43), the mean score of Eastern Anatolian Region was significantly higher than Marmara Region (μ_{es}-μ_m=2.57, p<.05), Black Sea Region (μ_{ea}-μ_b=-1.11, p<.05) and South Eastern Anatolian Region (μ_{es}-μ_{se}=--.89, p<.05). Similarly, the mean score of Marmara Region was significantly lower than Aegean Region (μ_m-μ_a =-2.14, p<.05), Mediterranean Region (μ_m-μ_{mt} =-

2.84, p<.05), Central Anatolian Region (μ_m-μ_c =-2.39, p<.05), Black Sea Region (μ_m-μ_b =-3.68, p<.05) and South Eastern Anatolian Region (μ_m-μ_s =-3.46, p<.05). The mean score of Aegean Region was significantly lower than Black Sea Region (μ_a-μ_b =-1.54, p<.05) and South Eastern Anatolian Region (μ_a-μ_s =-1.32, p<.05). The mean score of Central Anatolian Region was significantly lower than Black Sea Region (μ_{ca}-μ_b =-1.29, p<.05) and South Eastern Anatolian Region (μ_{ca}-μ_{se} =-1.07, p<.05). There was no significant mean difference between the other independent variables and state of belonging and contentment.

5.2 Teacher and Manager Survey Results

In this part, the results of teacher and manager survey were presented in detail. First demograhic variables of teachers and managers were given separately, then the responses of teachers and managers to three different parts of survey (expectations, school environment and barriers to education) were provided comparatively.

5.2.1 Demographic Profiles of Teachers

Age

There are 50 sports high school teachers who participated to the survey research. The majority of the teachers (62%) at between the ages of 30-39 as demonstrated in the table 21 and figure 18. The percentage of the teachers who were at between the ages of 40-49 was 28% and at between the ages of 25-29 was 6%. Only 4% of the teachers were less than 25 years old.

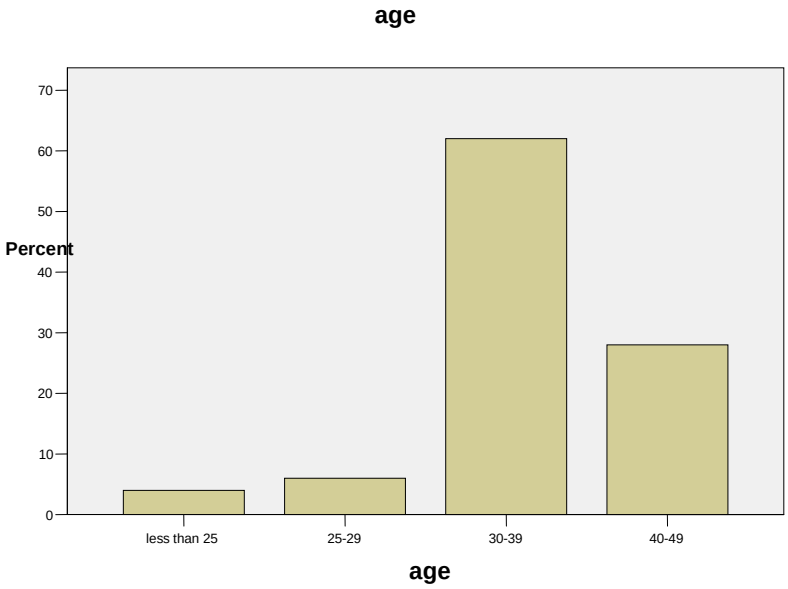


Figure 18. Age Profiles of Teachers

Table 21. Teachers' Age Frequencies and Percentages

age

		Frequency	Valid Percent
Valid	less than 25	2	4,0
	25-29	3	6,0
	30-39	31	62,0
	40-49	14	28,0
	Total	50	100,0

Gender

As demonstrated in the figure 19 and table 22, 36 of the teachers who participated to the survey were male, and 14 of the teachers who participated to the survey were female.

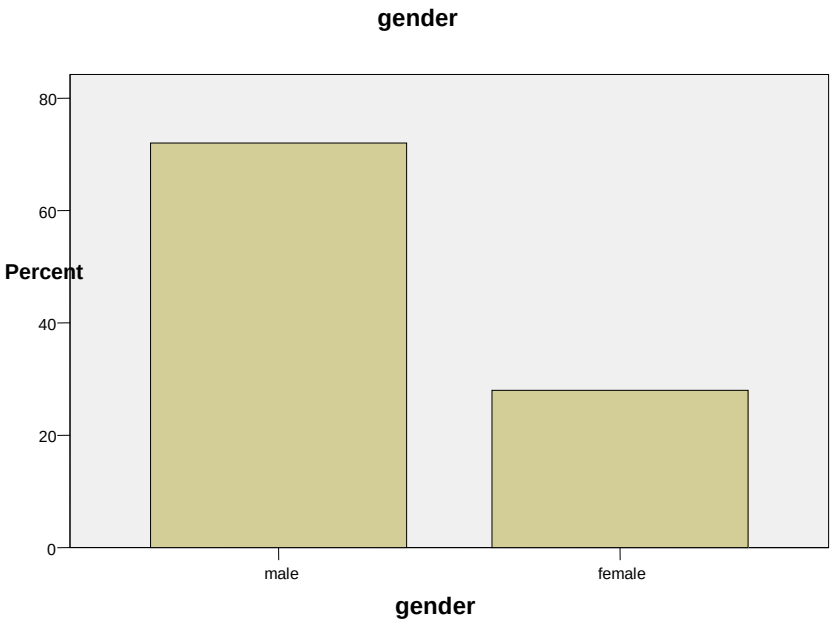


Figure 19. Teachers' Gender Frequencies and Percentages

Table 22. Teachers' Gender Frequencies and Percentages

gender

		Frequency	Valid Percent
Valid	male	36	72,0
	female	14	28,0
	Total	50	100,0

Duration of the Profession

As demonstrated in the figure 20 and table 23, majority of the teachers who participated to the survey (36%) have been in the teaching profession for 11 to 15 years. The 32 percent of the teachers were at the teaching profession for 6-10 years and 10 percent of the teachers have been teaching for less than five years. The 20 percent of the teachers were at the teaching profession for 16-20 years and only one teacher (2%) has been teaching for more than 20 years.

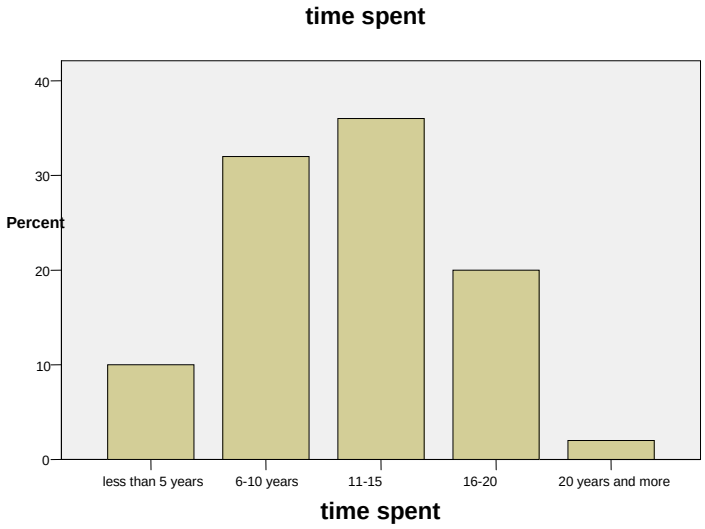


Figure 20. Frequency and Percentages of. Duration of Profession of Teachers

Table 23. Frequency and Percentages of Duration of Profession of Teachers

time spent

		Frequency	Valid Percent
Valid	less than 5 years	5	10,0
	6-10 years	16	32,0
	11-15 years	18	36,0
	16-20 years	10	20,0
	20 years and more	1	2,0
	Total	50	100,0

5.2.2 Survey Results of Managers

Age

There are 26 sports high school managers who participated to the survey research . The majority of the managers (69.2%) was at between the ages of 30-39 as demonstrated in the table 24 and figure 21. The percentage of the managers who were at between the ages of 40-49 was 11.5% and at between the ages of 25-29 was 7.7%. Only 3.8% of the managers were less than 25 years old.

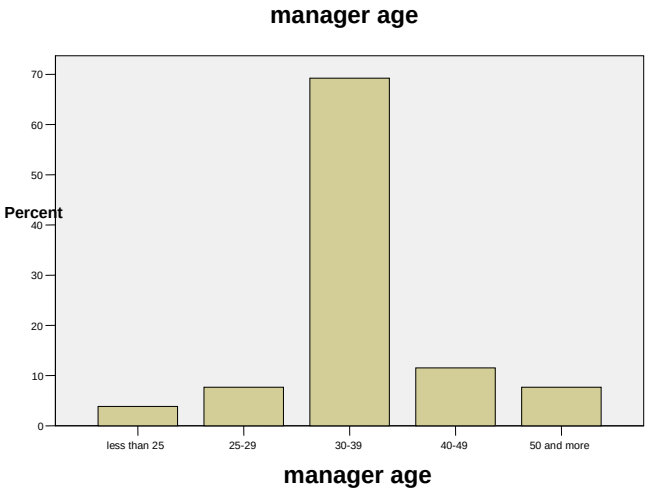


Figure 21. Frequencies and Percentages of Managers' Age

Table 24. Frequencies and Percentages of Managers' Age

manager age

		Frequency	Valid Percent
Valid	less than 25	1	3,8
	25-29	2	7,7
	30-39	18	69,2
	40-49	3	11,5
	50 and more	2	7,7
	Total	26	100,0

Gender

As demonstrated in the figure 25 and table 22, 24 of the managers who participated to the survey were male, and 2 of the managers who participated to the survey were female.

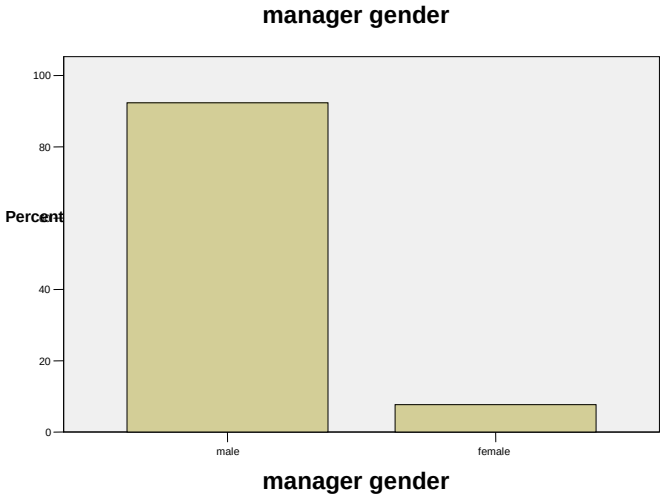


Figure 22. Frequencies and Percentages of Managers' Gender

Table 25. Frequencies and Percentages of Managers' Gender

manager gender

		Frequency	Valid Percent
Valid	male	24	92,3
	female	2	7,7
	Total	26	100,0

Time spent at the manager position

As demonstrated in the figure 23 and table 26, majority of the managers who participated to the survey (52%) have been in the manager position for less than five years. The 28 % of the managers were at the manager

position for 6-10 years and 12 % of the managers have been at the manager position for 11 to 15 years. The 4 % of the managers were at the manager position for 16-20 years and only one manager (4%) has been at the manager position for more than 20 years.

Figure 23. Frequencies and Percentages of Managers' Time of Duty

Table 26. Frequencies and Percentages of Managers' Time of Duty

manager time of duty

		Frequency	Valid Percent
Valid	less than 5 years	13	52,0
	6-10 years	7	28,0
	11-15 years	3	12,0
	16-20 years	1	4,0
	20 years and more	1	4,0
	Total	25	100,0

5.2.3 Teachers' and Managers' Expectation Scores

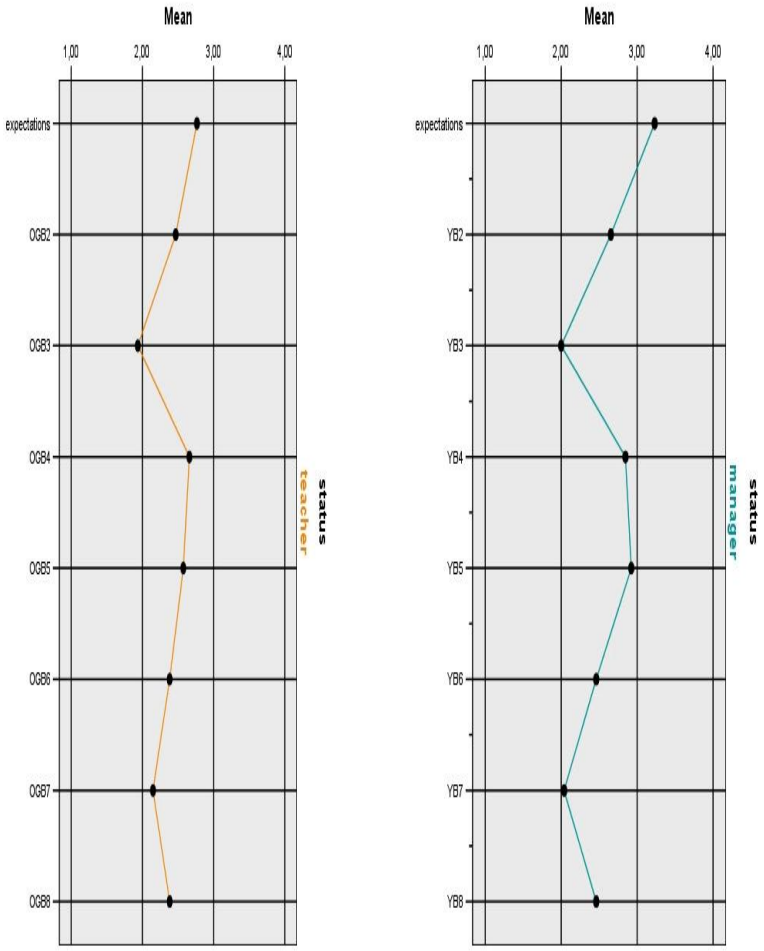
Expectation scores were obtained from the survey part consisted of 8 questions about the expectations of teachers and managers when the sports high schools were considered. Means of the resonses were calculated. The answers ranged from 1 to 4, 1 was the "completely disagree" and 4 was "completely agree". First two questions were about education quality in the fields of sports and in the fields other than sports, the third question was asking about the sufficiency of facilities and materials, fourth, fifth and sixth questions were about sports programs, seventh question were about the trainer number and the last question was asking about the conferences held about sports.

Table 27. Managers' and Teachers' Expectation Mean Scores

	Manager Mean	Teacher Mean
education quality	3,23	2,78
profession other than sports	2,65	2,46
equipment and facility	2,00	1,94
elite sportsmen and education	2,85	2,64
quality of sports education	2,92	2,63
Program	2,46	2,36
branch trainers	2,04	2,12
Conferences	2,46	2,35

As observed from the profile plots (figure 24) and table 27, the means of both managers' and teachers' responses to the questions asking about the facility sufficiency and number of trainer were almost same. Teachers and managers were generally neutral (means between 2.50 to 3.00) when

other expectations were considered. There was a difference between the means of the responses of teachers and managers to the queiston asking about education quality (teachers: 2.78, managers: 3.23).



24. Profile Plots of Teachers' and Managers' School Environment Scores

5.2.3 Teachers' and Managers' School Environment Scores

School environment scores were obtained from the survey part consisted of 21 questions about the school environment when the sports high schools were considered. Means of the resonses were calculated. The

answers ranged from 1 to 4, 1 was the "completely disagree" and 4 was "completely agree". . As observed from the profile plots, teachers and managers responded to the questions about management staff and teacher from other fields with same patten (managers' mean: 3.08 and 2.77; teachers' mean: 2.88 and 2.80 respectively).

Table 28. Managers' and Teachers' School Environment Mean Scores

	Manager Mean	Teacher Mean
management staff	3,08	2,88
Servant staff	2,00	2,45
physical education teacher	2,15	2,49
Teachers from other fields	2,77	2,80
quality of sports education	2,65	2,51
Quality of education in other fields	2,46	2,80
moral support	3,08	2,96
monetary support	2,54	2,57
Happiness	3,35	3,00
Motivation	3,27	2,82
Manager-teacher cooperation	3,23	3,06
change profession	3,00	3,84
Change province	3,46	3,04
Positive to society	3,27	2,88
Library	1,62	1,69
Pension	2,15	2,38
Canteen	2,54	2,63
Cooperation with counseling	3,35	3,18
Social activity	3,54	3,06
In service training	2,23	2,29
Hygiene	3,27	2,73

Teachers' mean to servant staff (2.45) and physical education and sports teacher (2.49) were higher than managers' means (2.00 and 2.15 respectively). Both managers and teachers were neutral (2.51 and 2.65) about the quality of sports education.

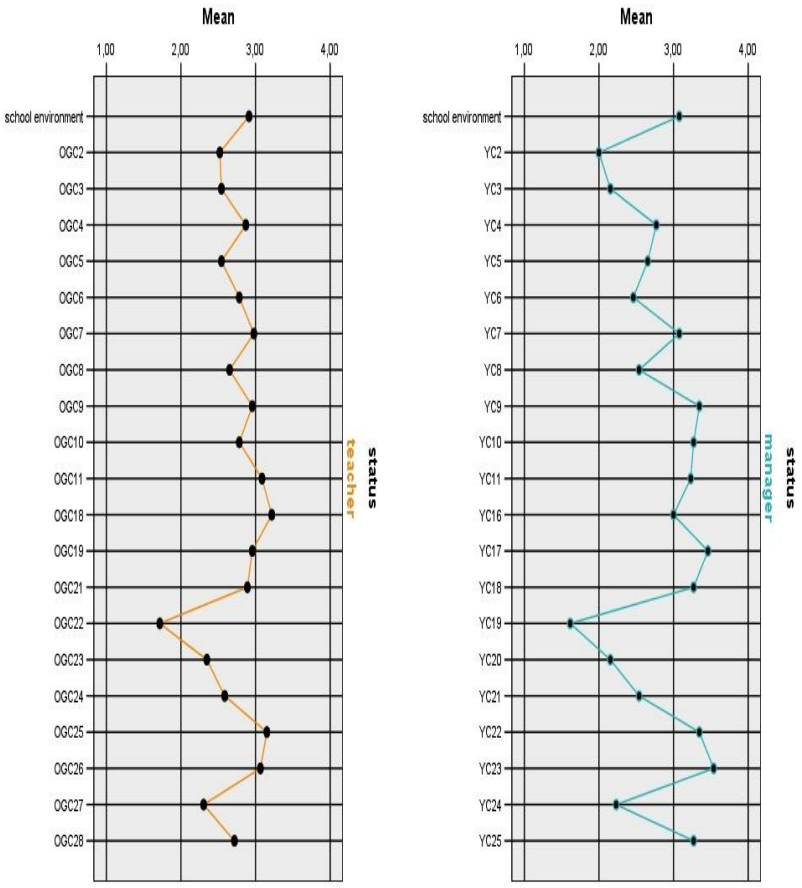


Figure 25. **Profile Plots of Teachers' and Managers' School Environment Scores**

Both managers and teachers were positive about the moral support (3.08 and 2.96) of the school and were neutral about (2.54 and 2.57) the monetary support of the school. Happiness scores were also same: 3.35 and 3.00. Both managers and teachers gave positive responses to changing profession or province (teachers': 3.00 and 3.49; managers':

3.84 and 3.04). Teachers responded to question asking school had a positive effect to society with the mean of 3.27 while managers' mean was 2.88. Answers to adequacy of library, pension and canteen were almost same (teachers': 1.62, 2.15 and 2.54; managers': 1.69, 2.38 and 2.63). Cooperation with counseling, social activities, in-servicetraining and hygene responses of teachers were: 3.35, 3.54, 2.23 and 3.27 while the resonses of managers to those questions were 3.18, 3.06, 2.29, and 2.73.

5.2.3 Teachers' and Managers' Barriers to Education Scores

Table 29. Managers' and Teachers' Barriers to Education Mean Scores

	Manager Mean	Teacher Mean
lack of teacher-student interaction	1,80	2,13
Lack of Material	2,44	2,63
Students with special needs	1,36	1,64
disinterested students	2,64	3,10
Undisciplined	2,40	2,90
lack of teacher-manager interaction	1,68	2,06
Lack of family interest	2,72	3,00
lack of role models for students	2,24	2,63
lack of student-student interaction	2,16	2,45
lack of role models for teachers	1,76	1,73

Barriers to education scores were obtained from the survey part consisted of 10 questions about the barriers to education when the sports high schools were considered. As observed from the profile plots (Figure 26), managers' responses to the questions asking about lack of student-teacher interaction (1.80), lack of material (2.44), students with secial nedds (1.36), disinterested students (2.64), undisciplined students (2.40), lack of

teacher-manager interaction (1.68), lack of family interest (2.72), lack of role models for students (2.24), lack of student-student interaction (1.76) and lack of role models for teachers (1.76), were slightly lower than teachers' responses (2.13, 2.63, 1.64, 3.10, 2.90, 2.06, 3.00, 2.36, 2.45, and 1.73).

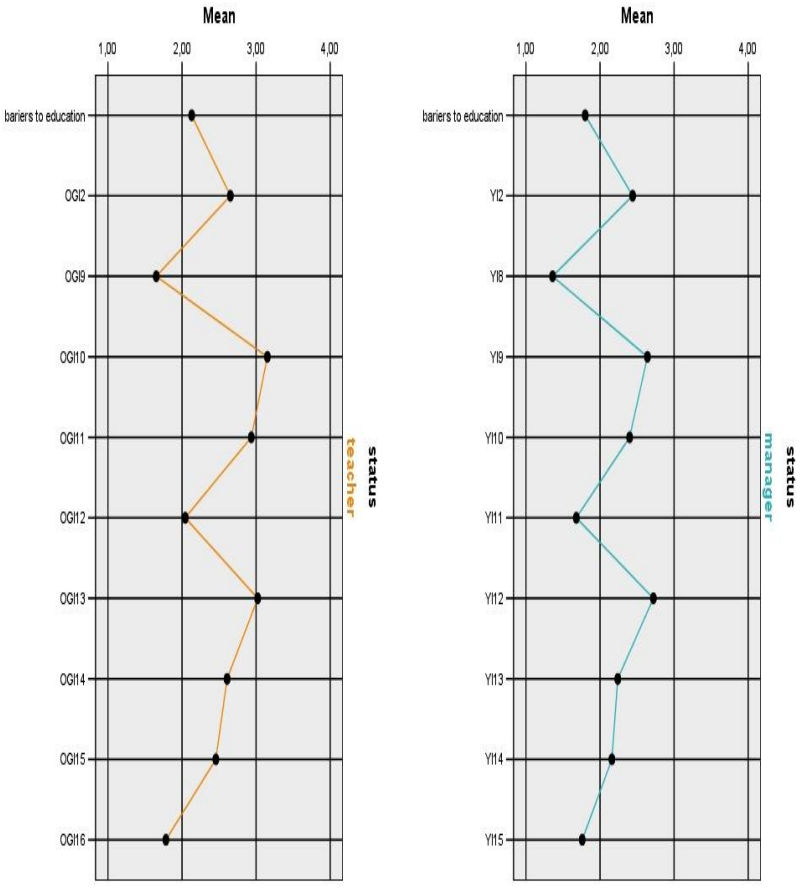


Figure 26. Profile Plots of Teachers' and Managers' Barriers to Education Scores

CHAPTER V

DISCUSSION

The aim of this study was to investigate the perceived opinions of Turkish sports high school students, teachers and managers about these high schools. On this purpose this study was designed to measure reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations and state of belonging and contentment scores of students; and expectations, school environment and barriers to education scores of teachers and managers of sports high schools in Turkey.

In this chapter, the findings of this study were discussed according to the related literature. Two different parts were dedicated to student, and teacher and manager survey results discussions accordingly. In the part of the student survey, first students' demographic profiles and second the MANOVA test results of effect of gender and grade level, effect of mother's and father's education level and the effect of school geographic region on the seven dependent variables (reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment) were investigated. In the part of the teacher and manager surveys, first teachers' and managers' demographic profiles were presented. Then the means of expectation scores, the school environment scores and barriers

to education scores of teachers and managers were discussed comparatively.

5.1 Student Survey Results

5.1.1 Students' Demographic Profiles

According to the students' grade level results that the number of student surveys analyzed in this study increases as the grade levels of students' decreases. The main reason was majority of the sports high schools were founded in the academic year of 2007-2008 or later. Thus in those schools, the number of 11^{th} and 12^{th} grade students were gradually decreasing. In addition, the maximum student capacity to be accepted to sports high schools has been increased from 48 to 90 by June 2009 (Ministry of National Education, 2009). That is the reason why the number of 9^{th} grade students was that much higher than the other grades.

The results of students' gender revealed that number of male students were higher than the female students. It was expected since the maximum capacity for male students for sports high schools were higher than the maximum capacity for female students (Ministry of National Education, 2009). According to the research of Treanor et. al. (1998) done with 466 middle schools students revealed that there was a systematic decrease in the amount of interest of female students in sports from 6^{th} grade to 8^{th} grade, while the interest in sports of male students were gradually increasing. The higher number of preference of sports high schools by male students than female students could be also explained according to findings of Treanor et. al. (1998).

Results indicated that 90.9% of the students preferred sports high schools because of their interest in sports. Results also indicated that 77.2% of the students had sports license. This finding also supported the findings of Kangalgil et al. (2006). According to Kangalgil et. al. (2006), it was found that the attitudes of students having sports license were more positive towards sports than students who did not have a license The influence of family in the preference of sports high schools was also found relatively high (68.2%). In the light of these findings, it can be concluded that the preference of sports high schools by students were not based on coincidence. Students deliberately choose those kinds of high schools to involve in the sports activities intensely and to develop their sports knowledge academically. Thus it could be concluded that individuals and families were considering sports as a profession. The increase in the popularity of sports and sports industry could be the reason for those findings.

According to descriptive results related with the influence of physical education and sports teacher in students' preference in choosing sports high schools, 68.6% of the students declared that physical education and sports teachers had positive effect in their preference. Since Directorate of Anatolian Fine Arts and Sports High Schools were sent to schools by Ministry of National Education, physical education and sports teachers may be well informed about sports high schools, although the presence of sports high schools was not publicly well known. It is for that reason physical education and sports teachers' guidance towards sports high schools could be expected.

The descriptive results related with the effect of trainer and sports clubs in the students' preference were relatively low (54,2% and 38,0%

respectively). Firstly, sports clubs and trainers might be not having necessary information about the sports high schools, or secondly they were uninterested in the academic part of their sportsman. Regardless of the reason, if the concept of sports high schools were introduced to clubs and federations, the support in financial basis could be provided. It could also lead to the increase in the public interest in sports high schools.

5.1.2 Influence of Gender and Grade Level on Dependent Variables

The results of MANOVA test revealed that there was a significant mean difference between interaction of gender and grade level and dependent variable infrastructure subscale on the 10^{th} grade level. However the results also indicated that mean difference between interaction of gender and grade level and dependent variables was not practically significant. Dependent variable infrastructure subscale was designed to measure the levels of expectations from the infrastructure of sports high schools. It was observed from the results that, 10^{th} grade female students got higher expectation levels from the infrastructure of sports high schools than male students, although there were no significant mean difference between interaction of gender and grade level and dependent variable infrastructure subscale on other grade levels.

In addition to these results, there was no significant mean difference between the interaction of gender and grade level with other dependent variables: reasons of preference, education and program, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment. It can be concluded that the responds of the students to those dependent variables was not affected by the interaction

of gender and grade levels. Responds to all six dependent variables were not significantly different between genders. Since the analysis was revealed that there was no significant mean difference between gender and dependent variables, those two findings could be concluded as the reasons of preference of sports high schools, the expectations from education and program of sports high schools, expectations from branch infrastructure, and infrastructure satisfaction of the sports high schools, the perceptions of personnel relations, and the state of belonging and contentment to the sports high schools were not different when gender was considered. These findings were supporting the findings of Nar (2006), in which the gender variable had no effect on expectations from sports high schools.

When the grade level was considered, 9^{th} grade students' responses to the questions asking the reasons of preference of sports high schools, expectations from the education and program of sports high schools, expectations from infrastructure and branch infrastructure of these schools, infrastructure satisfaction, the perception of personnel relations and state of belonging and contentment in sports high schools, were significantly higher than the other three grade levels. The results were similar to 10^{th} grade students' responses when compared to 11^{th} and 12^{th} grade levels. However, there was no significant difference between the responses of 11^{th} and 12^{th} grade level students to reasons of preference of sports high schools, expectations from the education and program of sports high schools, expectations from infrastructure and branch infrastructure of these schools, infrastructure satisfaction, and the perception of personnel relations. The only significant difference between the responses of 11^{th} grades and 12^{th} grades was seen in the factor of state of belonging and contentment to sports high schools. These findings

could be explained as when the grade level increases, age and thus consciousness of the students, and time spent in the school were increased. So, the thoughts of the higher grade students become more precise, and when there are problems the perceived opinions of the students become more negative.

Findings of one of the study investigating the relationship of grade level with students' motivational beliefs (self-efficacy, intrinsic value, mastery goals and performance goals) in science was revealed that grade level has a significant effect on students' motivational beliefs and as grade level increases student motivation in science declines. (Güngören & Sungur, 2008). In this respect, the findings of this study were in concurrence with the results of the study of Güngören and Sungur (2008).

5.1.3 Relationship of Mother's and Father's Education Level with Dependent Variables

The results of MANOVA test revealed that there was a significant mean difference between mother's education level and dependent variables of the reasons of preference of sports high schools, satisfaction of expectations from sports high schools and state of belonging and contentment in sports high schools although there was not a significant difference between father's education level and interaction between mother's and father's education level on those dependent variables. However the results also indicated that mother's education level and dependent variables of the reasons of preference of sports high schools, satisfaction of expectations from sports high schools and state of belonging and contentment was not practically significant due to low effect size measured. It was observed from the results that, illiterate mothers'

children and primary school graduate mothers' children had more positive perceived opinions than students having university graduate mothers' when reasons of preference of the sports high schools were considered. The similar results were obtained for the responses to satisfaction of expectations from sports high schools. It was observed that, illiterate mothers' children had more positive perceived opinions than students having high school and university graduate mothers' when satisfaction of expectations from the sports high schools were considered. It was also observed that, literate but not primary school graduate mothers' children had more positive perceived opinions than students having university graduate mothers' when satisfaction of expectations from the sports high schools were considered. Finally, it was also observed that, illiterate mothers' children ,literate but not primary school graduate mothers' children, primary school graduate mothers' children and middle school graduate mothers' children had more positive perceived opinions than students having high school and university graduate mothers' when state of belonging and contentment for the sports high schools were considered. The reason for these results should be explained by considering the mothers' education level as one of the parameters of socio-economic status. When considering with this point of view, the mean differences between students who had lower mothers' education level, and students who had higher mothers' education level was understandable. Lower mother education level can lead students to have lower expectation levels and higher satisfaction, and however, higher mother education level can lead to higher expectation levels and lower satisfaction.

5.1.4 Relationship of School Geographic Region with Dependent Variables

The results of MANOVA test revealed that there was a significant mean difference between interaction of geographic region of the school and dependent variables of reasons of preference, education and program, infrastructure, branch infrastructure, infrastructure satisfaction, personnel relations, state of belonging and contentment. Even the independent variable school region had a significant main effect, the effect size value was low and it can be concluded that the difference between the geographic region according to the dependent variables were not significantly important.

It was observed from the results that, students from Marmara Region had more negative perceived opinions than students from all other regions. In addition, students from Eastern Anatolian Region had more negative perceived opinions than students from South Eastern Anatolian and Black Sea Region and more positive perceived opinions than students from Aegean Region. Students from Central Anatolian Region had more negative perceived opinions than students from South Eastern Anatolian and Black Sea Region. There were no other significant mean differences between other regions. It was observed that the results from the schools located at the Marmara Region for all dependent variables were lower than any other region. Further investigation of students' responses revealed that the schools located in the Marmara Region lack of the building and materials for sport activities. Since sports could only be done at sport specific areas and with sport specific materials, the negative effect of lack of these parameters could be seen from the results. Results also indicated that the students from the schools located in the Black Sea, Eastern

Anatolian and South Eastern Anatolian Regions responded to questions more positively although the conditions of the schools were almost same. It is difficult to conclude that result with one reason since the regional differences in Turkey were affected with various variables. However, it was literally accepted that there was a demographic profile differences among regions. Also the number of schools in regions, and socio-economic status of these regions might have influenced the results. Moreover, when the variety of facilities and sports branches applied considered the results of regional differences may be explained, since the variety of sports branches and so the variety of sports facilities, trainers and materials needed in regions of South Eastern Anatolia and Eastern Anatolia may have a lower range. The more positive attitudes of students from these high schools can be because of this reasons.

In this respect, the regional differences could affect the perceived opinions of students and the results of some regions were lower than others, although practical significance of these results was not higher enough to reach a precise conclusion.

5.2 Teachers' and Managers' Survey Results

5.2.1 Teachers' and Managers' Expectation Scores

As observed from the profile plots (Figure 24) and Table 27, teachers and managers responded to the questions with almost same pattern although managers were slightly more positive than teachers almost in all items. Both managers and teachers were responded to the questions asking about the sports equipment and facility sufficiency and number of sports branch trainer negatively. Teachers and managers were generally neutral

when other expectations were considered. There was only first question that teachers responded obviously different than managers in which teachers were more concerned about the quality of education in the sports field and in other field than managers. This can be due to the idea of managers can have more positive thoughts about the quality of education of their school since they were designed the total quality management of the school.

5.2.1 Teachers' and Managers' School Environment Scores

Although teachers thought neutral about the number of servant staff and physical education and sports teachers, managers thought the number of those personnel were inadequate. Both managers and teachers were neutral about the quality of sports education and education in other fields although managers were slightly more negative.

Both managers and teachers were positive about the moral support of the school and were neutral about the monetary support of the school. Both managers and teachers were happy in the school environment even though managers were slightly more positive. Both managers and teachers did not want to go to another province or school. Both managers and teachers gave negative responses to the adequacy of library and pension of the school. They also responded negatively to the question asking about the in service training availability provided by Ministry of National Education. The reasons for these results can be related with the general problems of education in Turkey as the not adequate number of teachers, number of employees and number of books in schools.

2.1 Teachers' and Managers' Barriers to Education Scores

As observed from the profile plots (Figure 29), teachers and managers responded to the questions with almost same pattern although there were slight differences. Both managers and teachers thought that students with special needs, lack of guidance, lack of teacher-student interaction and lack of teacher-manager interaction were not considered as barriers to education. Material inadequacy was neutral in affecting the education for both managers and teachers. The item of disinterested students was resulted as the biggest barrier for education, followed by lack of family interest and undisciplined students. The reasons for these results may be related with each other. Eventhough in the student survey results it was seen that high amount of families have supported the students to prefer sports high school, hovewer, as in all type of schools and considering all parameters of socioecomic status of students the family interest in school and student is quite important. In the study of Çelenk (2003) it was stated that, the variety of the consistency, supportive behavior and attendance to school activities of families have important affects on the success of the school education. The possible problems of students like disinterest to school or undisciplined behaviours are all may be related to family interest

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

In this study, investigation of the perceived opinions of Turkish sports high school teachers, students and managers about these high schools was aimed. On this purpose, firstly, the importance of physical education and sports in education were presented with related literature. Second, specialized education concept in different countries and sports high schools in different countries were explained. That was followed by the representation of the current status of Turkey's secondary education status and specifically sports high school conditions. In order to reveal the practical conditions of sports high schools, the perceived opinions of students, teachers and managers were analyzed through survey instrument. According to the results, participants' expectations were not fully met or satisfied due to insufficient facility, personnel and material infrastructure of sports high schools. Results of this study also revealed that the majority of the students had shown high state of belonging and contentment to their particular sports high school.

The findings of this study revealed that a considerable number of students (more than 20 %) have valuable degrees and places in prestigious national and international competitions. It was also concluded that the students of sports high schools were highly interested in sports and majority of them were athletes with licence and the family influence results to prefer sports high schools was in higher values. When those findings were considered

together with the fact that sports high schools select students with special ability tests, it was fair to conclude that this was a great potential for future of Turkish sports. This potential could lead to increase in the number and quality of elite athletes, trainers and sports managers in order to make valuable contributions for national and international success in the following years. Unfortunately the successful athletes in Turkey should cease their active sports life because of the professional and educational concerns. At that point, if the sports high schools undertake the role of providing students an opportunity to choose sports as profession, this potential would be a valuable gain for the community. In this manner, the cooperation of the sports clubs, sports federations and Ministry of Youth and Sports should be established to introduce the sports high schools to all student sportsmen in Turkey, by the help of this the number, quality and importance of the sports high schools should be innreased to the targeted levels.

According to findings of this study and similar studies, it was revealed that the facility, material and personnel infrastructure of sports high schools were insufficient. In some sports high schools, even school buildings and general sports halls were not found. Majority of schools also lack of branch specific materials and trainers. As it was stated in the previous chapters, Ministry of National Education declared that the aim of the sports high schools was primarily to raise nationally and internationally successful athletes in a more healthy and academic environments. Ministry of National Education (2009) also stated that all sports high schools across Turkey were combined with fine arts high schools under the roof of "Anatolian Fine Arts and Sports High Schools" and the number of sports high schools in Turkey were increased dramatically in the last year. In this respect, the number of sports high schools has been increased rapidly, and

their potential for contributing to school improvement has increased considerably, at both local and national levels. The pace of the expansion of the number of sports high schools could lead to further financial and logistic problems.To date, there is relatively little investment and planning on sports high schools and little research about how sports high schools actually operate. The number of research in that area should be increased and results should be taken into account by policy makers in order to reach the goals set by Ministry of National Education.

Suggestions for Future Researches

In the future, all sports high schools in Turkey can be included in this kind of sports high school studies in order to provide a research that can be generalized to whole country.

In order to reach a deeper understanding about the participants' perceived opinions about sports highs schools, qualitative studies can be designed and conducted together with quantitative research.

In addition, the quality of sports education in sports high schools can be investigated to obtain more specific information about sports high schools.

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APPENDICES

APPENDIX 1

PAIRWISE COMPARISON TEST RESULT TABLES

Table 30. Pairwise Comparisons of Mothers' and Fathers' Education Level on reasons for preference

Dependent Variable	(I) mother's education level	(J) mother's education level	Mean Difference (I-J)	Std. Error	Sig.(a)
Dtotal	illiterate	Lit. not pr. Gr.	1,662	,959	1,000
		prima2y school gradute	-,171	,799	1,000
		middle school gradute	,614	,984	1,000
		high school graduate	!,2□4(b)	1,027	1,000
		university graduate	4,174(*,b)	1,196	,008
	Lit. not pr. Gr.	illiterate	-1,662	,959	1,000
		primary school gradute	-1,833	,811	,361
		middle sahool gradute	-1,04y	,994	1,000
		high school graduate	-,368(b)	1,037	1,000
		university graduate	2,512(b)	!,205	,559
	primary school gradute	illiterate	,171	,799	1,000
		Lit. not pr. Gr.	1,833	,811	,361
		middle school gradute	,785	,841	1,000
		high school graduate	1,465(b)	,891	1,000
		university graduate	4,345(*,b)	1,081	,001
	middle school gradute	illiterate	-,614	,984	1,000
		Lit. not pr. Gr.	1,048	,994	1,000
		primary school gradute	-,785	,841	1,000
		high school graduate	,680(b)	1,060	1,000

Table 30 (cont'd.). Pairwise Comparisons of Mothers' and Fathers' Education Level on reasons for preference

		university graduate	3,560(b)	1,224	,056
	high school graduate	illiterate	-1,294(c)	1,027	1,000
		Lit. not pr. Gr.	,368(c)	1,037	1,000
		primary school gradute	-1,465(c)	,891	1,000
		middle school gradute	-,680(c)	1,060	1,000
		university graduate	2,880(c,b)	1,259	,336
	university graduate	illiterate	-4,174(*,c)	1,196	,008
		Lit. not pr. Gr.	-2,512(c)	1,205	,559
		primary school gradute	-4,345(*,c)	1,081	,001
		middle school gradute	-3,560(c)	1,224	,056
		high school graduate	-2,880(c,b)	1,259	,336

Table 31. Pairwise Comparisons of Mothers' and Fathers' Education Level on education and program

Dependent Variable	·'s education level	(J) mother's education level	Mean Difference (I-J)	Std. Error	Sig.(a)
Etotal	illiterate	Lit. not pr. Gr.	2,160	,944	,334
		primary school gradute	,775	,786	1,000
		middle school gradute	1,272	,968	1,000
		high school graduate	2,854(b)	1,011	,073
		university graduate	3,345(b)	1,177	,068
	Lit. not pr. Gr.	illiterate	-2,160	,944	,334
		primary school gradute	-1,385	,798	1,000
		middle school gradute	-,888	,978	1,000
		high school graduate	,693(b)	1,021	1,000
		university graduate	1,184(b)	1,185	1,000
	primary school gradute	illiterate	-,775	,786	1,000
		Lit. not pr. Gr.	1,385	,798	1,000

Table 31 (cont'd). Pairwise Comparisons of Mothers' and Fathers' Education Level on education and program

		middle school gradute	,497	,827	1,000
		high school graduate	2,078(b)	,877	,268
	middle school gradute	illiterate	-1,272	,968	1,000
		Lit. not pr. Gr.	,888	,978	1,000
		primary school gradute	-,497	,827	1,000
		high school graduate	1,582(b)	1,043	1,000
		university graduate	2,073(b)	1,205	1,000
	high school graduate	illiterate	-2,854(c)	1,011	,073
		Lit. not pr. Gr.	-,693(c)	1,021	1,000
		primary school gradute	-2,078(c)	,877	,268
		middle school gradute	-1,582(c)	1,043	1,000
		university graduate	,491(c,b)	1,239	1,000
	university graduate	illiterate	-3,345(c)	1,177	,068
		literate but not graduated from primary school	-1,184(c)	1,185	1,000
		primary school gradute	-2,569(c)	1,064	,238
		middle school gradute	-2,073(c)	1,205	1,000
		high school graduate	-,491(c,b)	1,239	1,000

Table 32. Pairwise Comparisons of Mothers' and Fathers' Education Level on infrastructure

Dependent Variable	(I) mother's education level	(J) mother's education level	Mean Difference (I-J)	Std. Error	Sig. (a)
F1total	illiterate	Lit. not pr. Gr.	,726	1,074	1,000
		primary school gradute	-,275	,894	1,000
		middle school gradute	,923	1,101	1,000
		high school graduate	2,388(b)	1,150	,571
		university graduate	3,122(b)	1,339	,298
	Lit. not pr. Gr.	illiterate	-,726	1,074	1,000
		primary school gradute	-1,001	,908	1,000

Table 32 (cont'd.). Pairwise Comparisons of Mothers' and Fathers' Education Level on infrastructure

		middle school gradute	,197	1,113	1,000
		high school graduate	1,662(b)	1,161	1,000
		university graduate	2,396(b)	1,348	1,000
	primary school gr.	illiterate	,275	,894	1,000
		university graduate	3,397(b)	1,210	,076
	middle school gradute	illiterate	-,923	1,101	1,000
		literate but not graduated from primary school	-,197	1,113	1,000
		primary school gradute	-1,198	,941	1,000
		high school graduate	1,465(b)	1,187	1,000
		university graduate	2,199(b)	1,371	1,000
	high school graduate	illiterate	-2,388(c)	1,150	,571
		literate but not graduated from primary school	-1,662(c)	1,161	1,000
		primary school gradute	-2,663(c)	,997	,115
		middle school gradute	-1,465(c)	1,187	1,000
		university graduate	,734(c,b)	1,410	1,000
	university graduate	illiterate	-3,122(c)	1,339	,298
		literate but not graduated from primary school	-2,396(c)	1,348	1,000
		primary school gradute	-3,397(c)	1,210	,076
		middle school gradute	-2,199(c)	1,371	1,000
		high school graduate	-,734(c,b)	1,410	1,000

Table 33. Pairwise Comparisons of Mothers' and Fathers' Education Level on brach infrastructure

Dependent Variable	(I) mother's education level	(J) mother's education level	Mean Difference (I-J)	Std. Error	Sig.(a)
F2total	illiterate	Lit. but not Gra.	2,827	1,516	,939
		primary school gradute	1,618	1,263	1,000
		middle school gradute	2,164	1,556	1,000
		high school graduate	4,207(b)	1,624	,146
		university graduate	5,450(b)	1,891	,060
	Lit. but not Gra.	illiterate	-2,827	1,516	,939
		primary school gradute	-1,209	1,283	1,000
		middle school gradute	-,663	1,572	1,000
		high school graduate	1,380(b)	1,640	1,000
		university graduate	2,623(b)	1,904	1,000
	primary school gradute	illiterate	-1,618	1,263	1,000
		Lit. but not Gra.	1,209	1,283	1,000
		middle school gradute	,546	1,329	1,000
		high school graduate	2,589(b)	1,408	,994
		university graduate	3,832(b)	1,709	,377
	middle school gradute	illiterate	-2,164	1,556	1,000
		Lit. but not Gra.	,663	1,572	1,000
		primary school gradute	-,546	1,329	1,000
		high school graduate	2,043(b)	1,676	1,000
		university graduate	3,286(b)	1,936	1,000
	high school graduate	illiterate	-4,207(c)	1,624	,146
		Lit. but not Gra.	-1,380(c)	1,640	1,000
		primary school gradute	-2,589(c)	1,408	,994
		middle school gradute	-2,043(c)	1,676	1,000
		university graduate	1,243(c,b)	1,991	1,000
	university graduate	illiterate	-5,450(c)	1,891	,060
		literate but not graduated from primary school	-2,623(c)	1,904	1,000
		primary school gradute	-3,832(c)	1,709	,377
		middle school gradute	-3,286(c)	1,936	1,000
		high school graduate	-1,243(c,b)	1,991	1,000

Table 34. Pairwise Comparisons of Mothers' and Fathers' Education Level on infrastructure satisfaction

Dependent Variable	(I) mother's education level	(J) mother's education level	Mean Difference (I-J)	Std. Error	Sig. (a)
F3total	illiterate	Lit. but not Gra.	1,604	1,820	1,000
		primary school gradute	1,279	1,516	1,000
		middle school gradute	4,612	1,867	,205
		high school graduate	6,943 (*,b)	1,949	,006
		university graduate	9,354 (*,b)	2,270	,001
	Lit. but not Gra.	illiterate	-1,604	1,820	1,000
		primary school gradute	-,326	1,540	1,000
		middle school gradute	3,007	1,887	1,000
		high school graduate	5,339(b)	1,968	,102
		university graduate	7,750 (*,b)	2,286	,011
	primary school gradute	illiterate	-1,279	1,516	1,000
		Lit. but not Gra.	,326	1,540	1,000
		middle school gradute	3,333	1,595	,553
		high school graduate	5,664 (*,b)	1,690	,012
		university graduate	8,076 (*,b)	2,052	,001
	middle school gradute	illiterate	-4,612	1,867	,205
		Lit. but not Gra.	-3,007	1,887	1,000
		primary school gradute	-3,333	1,595	,553
		high school graduate	2,331(b)	2,012	1,000
		university graduate	4,743(b)	2,323	,622
	high school graduate	illiterate	-6,943 (*,c)	1,949	,006
		Lit. but not Gra.	-5,339(c)	1,968	,102
		primary school gradute	-5,664 (*,c)	1,690	,012
		middle school gradute	-2,331(c)	2,012	1,000
		university graduate	2,412 (c,b)	2,390	1,000
	university graduate	illiterate	-9,354 (*,c)	2,270	,001

Table 34 (cont'd). Pairwise Comparisons of Mothers' and Fathers' Education Level on infrastructure satisfaction

	Lit. but not Gra.	-7,750 (*,c)	2,286	,011
	primary school gradute	-8,076 (*,c)	2,052	,001
	middle school gradute	-4,743 (c)	2,323	,622
	high school graduate	-2,412 (c,b)	2,390	1,000

Table 35. Pairwise Comparisons of Mothers' and Fathers' Education Level on personnel relations

Dependent Variable	(I) mother's education level	(J) mother's education level	Mean Difference (I-J)	Std. Error	Sig. (a)
K1total	illiterate	literate but not graduated from primary school	3,258	1,583	,596
		primary school gradute	,746	1,318	1,000
		middle school gradute	1,955	1,624	1,000
		high school graduate	1,645(b)	1,695	1,000
		university graduate	5,432(b)	1,973	,090
	literate but not graduated from primary school	illiterate	-3,258	1,583	,596
		primary school gradute	-2,512	1,339	,913
		middle school gradute	-1,303	1,641	1,000
		high school graduate	-1,613(b)	1,711	1,000
		university graduate	2,174(b)	1,988	1,000
	primary school gradute	illiterate	-,746	1,318	1,000
		literate but not graduated from primary school	2,512	1,339	,913
		middle school gradute	1,209	1,387	1,000
		high school graduate	,899(b)	1,470	1,000
		university graduate	4,686(b)	1,784	,131
	middle school gradute	illiterate	-1,955	1,624	1,000

Table 35 (cont'd.). Pairwise Comparisons of Mothers' and Fathers' Education Level on personnel relations

		literate but not graduated from primary school	1,303	1,641	1,000
		primary school gradute	-1,209	1,387	1,000
		high school graduate	-,311(b)	1,749	1,000
		university graduate	3,477(b)	2,020	1,000
	high school graduate	illiterate	-1,645(c)	1,695	1,000
		literate but not graduated from primary school	1,613(c)	1,711	1,000
		primary school gradute	-,899(c)	1,470	1,000
		middle school gradute	,311(c)	1,749	1,000
		university graduate	3,788(c,b)	2,078	1,000
	university graduate	illiterate	-5,432(c)	1,973	,090
		literate but not graduated from primary school	-2,174(c)	1,988	1,000
		primary school gradute	-4,686(c)	1,784	,131
		middle school gradute	-3,477(c)	2,020	1,000
		high school graduate	-3,788(c,b)	2,078	1,000

Table 36. Pairwise Comparisons of Mothers' and Fathers' Education Level on state of belonging and contentment

Dependent Variable	(I) mother's education level	(J) mother's education level	Mean Difference (I-J)	Std. Error	Sig.(a)
K2total	illiterate	literate but not graduated from primary school	,083	,624	1,000
		primary school gradute	,239	,520	1,000
		middle school gradute	,698	,640	1,000
		high school graduate	2,188(*,b)	,668	,016
		university graduate	3,444(*,b)	,778	,000

Table 36 (cont'd.). Pairwise Comparisons of Mothers' and Fathers' Education Level on state of belonging and contentment

	literate but not graduated from primary school	illiterate	-,083	,624	1,000
		primary school gradute	,157	,528	1,000
		middle school gradute	,615	,647	1,000
		high school graduate	2,105(*,b)	,675	,028
		university graduate	3,362(*,b)	,784	,000
	primary school gradute	illiterate	-,239	,520	1,000
		Lit. But not gr.	-,157	,528	1,000
		middle school gradute	,458	,547	1,000
		high school graduate	1,949(*,b)	,579	,012
		university graduate	3,205(*,b)	,703	,000
	middle school gradute	illiterate	-,698	,640	1,000
		Lit. But not gr.	-,615	,647	1,000
		primary school gradute	-,458	,547	1,000
		high school graduate	1,490(b)	,690	,463
		university graduate	2,746(*,b)	,796	,009
	high school graduate	illiterate	-2,188(*,c)	,668	,016
		Lit. But not gr.	-2,105(*,c)	,675	,028
		primary school gradute	-1,949(*,c)	,579	,012
		middle school gradute	-1,490(c)	,690	,463
		university graduate	1,256(c,b)	,819	1,000
	university graduate	illiterate	-3,444(*,c)	,778	,000
		Lit. But not gr.	-3,362(*,c)	,784	,000
		primary school gradute	-3,205(*,c)	,703	,000
		middle school gradute	-2,746(*,c)	,796	,009
		high school graduate	-1,256(c,b)	,819	1,000

Table 37. Pairwise Comparisons of Geographic Region on reasons for preference

Dependent Variable	(I) school region	(J) school region	Mean Difference (I-J)	Std. Error	Sig.(a)
Dtotal	Eastern Anatolia	Marmara	3,907(*)	,356	,000
		Agean	,134	,309	1,000
		Mediterrenian	-,328	,322	1,000
		central Anatolian	,501	,304	1,000
		Black Sea	-1,659(*)	,406	,001
		South Eastern Anatolian	-,857	,440	1,000
	Marmara	Eastern Anatolia	-3,907(*)	,356	,000
		Agean	-3,774(*)	,381	,000
		Mediterrenian	-4,236(*)	,392	,000
		central Anatolian	-3,406(*)	,377	,000
		Black Sea	-5,566(*)	,463	,000
		South Eastern Anatolian	-4,764(*)	,494	,000
	Agean	Eastern Anatolia	-,134	,309	1,000
		Marmara	3,774(*)	,381	,000
		Mediterrenian	-,462	,350	1,000
		central Anatolian	,368	,333	1,000
		Black Sea	-1,792(*)	,428	,001
		South Eastern Anatolian	-,990	,461	,668
	Mediterrenian	Eastern Anatolia	,328	,322	1,000
		Marmara	4,236(*)	,392	,000
		Agean	,462	,350	1,000
		central Anatolian	,830	,345	,341
		Black Sea	-1,330	,437	,050
		South Eastern Anatolian	-,528	,469	1,000
	central Anatolian	Eastern Anatolia	-,501	,304	1,000
		Marmara	3,406(*)	,377	,000
		Agean	-,368	,333	1,000
		Mediterrenian	-,830	,345	,341
		Black Sea	-2,160(*)	,424	,000
		South Eastern Anatolian	-1,358	,457	,064
	Black Sea	Eastern Anatolia	1,659(*)	,406	,001

Table 37 (cont'd.). Pairwise Comparisons of Geographic Region on reasons for preference

	South Eastern Anatolian	Marmara	5,566(*)	,463	,000
		Agean	1,792(*)	,428	,001
		central Anatolian	2,160(*)	,424	,000
		South Eastern Anatolian	,802	,530	1,000
		Eastern Anatolia	,857	,440	1,000
		Marmara	4,764(*)	,494	,000
		Agean	,990	,461	,668
		Mediterrenian	,528	,469	1,000
		central Anatolian	1,358	,457	,064
		Black Sea	-,802	,530	1,000

Table 38. Pairwise Comparisons of Geographic Region on education and program

Dependent Variable	(I) school region	(J) school region	Mean Difference (I-J)	Std. Error	Sig.(a)
Etotal	Eastern Anatolia	Marmara	3,721(*)	,339	,000
		Agean	-,423	,295	1,000
		Mediterrenian	-1,262(*)	,307	,001
		central Anatolian	-,336	,289	1,000
		Black Sea	-2,582(*)	,387	,000
		South Eastern Anatolian	-2,424(*)	,419	,000
	Marmara	Eastern Anatolia	-3,721(*)	,339	,000
		Agean	-4,144(*)	,364	,000
		Mediterrenian	-4,983(*)	,373	,000
		central Anatolian	-4,057(*)	,359	,000
		Black Sea	-6,303(*)	,441	,000
		South Eastern Anatolian	-6,146(*)	,470	,000
	Agean	Eastern Anatolia	,423	,295	1,000
		Marmara	4,144(*)	,364	,000
		Mediterrenian	-,839	,333	,250
		central Anatolian	,088	,317	1,000
		Black Sea	-2,159(*)	,408	,000
		South Eastern Anatolian	-2,001(*)	,439	,000

Table 38 (cont'd.). Pairwise Comparisons of Geographic Region on education and program

	Mediterrenian	Eastern Anatolia	1,262(*)	,307	,001
		Marmara	4,983(*)	,373	,000
		Agean	,839	,333	,250
		South Eastern Anatolian	-1,162	,447	,199
	central Anatolian	Eastern Anatolia	,336	,289	1,000
		Marmara	4,057(*)	,359	,000
		Agean	-,088	,317	1,000
		Mediterrenian	-,927	,329	,103
		Black Sea	-2,247(*)	,404	,000
		South Eastern Anatolian	-2,089(*)	,436	,000
	Black Sea	Eastern Anatolia	2,582(*)	,387	,000
		Marmara	6,303(*)	,441	,000
		Agean	2,159(*)	,408	,000
		Mediterrenian	1,320(*)	,417	,033
		central Anatolian	2,247(*)	,404	,000
		South Eastern Anatolian	,158	,505	1,000
	South Eastern Anatolian	Eastern Anatolia	2,424(*)	,419	,000
		Marmara	6,146(*)	,470	,000
		Agean	2,001(*)	,439	,000
		Mediterrenian	1,162	,447	,199
		central Anatolian	2,089(*)	,436	,000
		Black Sea	-,158	,505	1,000

Table 39. Pairwise Comparisons of Geographic Region on infrastructure

Dependent Variable	(I) school region	(J) school region	Mean Difference (I-J)	Std. Error	Sig.(a)
F1total	Eastern Anatolia	Marmara	5,332(*)	,386	,000
		Agean	1,979(*)	,335	,000
		Mediterrenian	,641	,348	1,000
		central Anatolian	,073	,329	1,000
		Black Sea	-1,938(*)	,439	,000
		South Eastern Anatolian	-,024	,476	1,000
	Marmara	Eastern Anatolia	-5,332(*)	,386	,000
		Agean	-3,354(*)	,413	,000

Table 39 (cont'd.). Pairwise Comparisons of Geographic Region on infrastructure

		Mediterrenian	-4,692(*)	,424	,000
		central Anatolian	-5,259(*)	,408	,000
		Black Sea	-7,271(*)	,501	,000
		South Eastern Anatolian	-5,356(*)	,534	,000
	Agean	Eastern Anatolia	-1,979(*)	,335	,000
		Marmara	3,354(*)	,413	,000
		Mediterrenian	-1,338(*)	,378	,009
		central Anatolian	-1,906(*)	,361	,000
		Black Sea	-3,917(*)	,463	,000
		South Eastern Anatolian	-2,002(*)	,499	,001
	Mediterrenian	Eastern Anatolia	-,641	,348	1,000
		Marmara	4,692(*)	,424	,000
		Agean	1,338(*)	,378	,009
		central Anatolian	-,568	,373	1,000
		Black Sea	-2,579(*)	,473	,000
		South Eastern Anatolian	-,664	,508	1,000
	central Anatolian	Eastern Anatolia	-,073	,329	1,000
		Marmara	5,259(*)	,408	,000
		Agean	1,906(*)	,361	,000
		Mediterrenian	,568	,373	1,000
		Black Sea	-2,011(*)	,459	,000
		South Eastern Anatolian	-,097	,495	1,000
	Black Sea	Eastern Anatolia	1,938(*)	,439	,000
		Marmara	7,271(*)	,501	,000
		Agean	3,917(*)	,463	,000
		Mediterrenian	2,579(*)	,473	,000
		central Anatolian	2,011(*)	,459	,000
		South Eastern Anatolian	1,915(*)	,574	,018
	South Eastern Anatolian	Eastern Anatolia	,024	,476	1,000
		Marmara	5,356(*)	,534	,000
		Agean	2,002(*)	,499	,001
		Mediterrenian	,664	,508	1,000
		central Anatolian	,097	,495	1,000
		Black Sea	-1,915(*)	,574	,018

Table 40. Pairwise Comparisons of Geographic Region on branch infrastructure

Dependent Variable	(I) school region	(J) school region	Mean Difference (I-J)	Std. Error	Sig.(a)
F2total	Eastern Anatolia	Marmara	3,481(*)	,553	,000
		Agean	-,458	,480	1,000
		Mediterrenian	-1,391	,500	,115
		central Anatolian	-2,001(*)	,472	,001
		Black Sea	-4,750(*)	,630	,000
		South Eastern Anatolian	-6,080(*)	,684	,000
	Marmara	Eastern Anatolia	-3,481(*)	,553	,000
		Agean	-3,939(*)	,593	,000
		Mediterrenian	-4,872(*)	,609	,000
		central Anatolian	-5,482(*)	,586	,000
		Black Sea	-8,231(*)	,720	,000
		South Eastern Anatolian	-9,561(*)	,767	,000
	Agean	Eastern Anatolia	,458	,480	1,000
		Marmara	3,939(*)	,593	,000
		Mediterrenian	-,933	,543	1,000
		central Anatolian	-1,543	,517	,061
		Black Sea	-4,292(*)	,665	,000
		South Eastern Anatolian	-5,622(*)	,716	,000
	Mediterrenian	Eastern Anatolia	1,391	,500	,115
		Marmara	4,872(*)	,609	,000
		Agean	,933	,543	1,000
		central Anatolian	-,611	,536	1,000
		Black Sea	-3,360(*)	,679	,000
		South Eastern Anatolian	-4,689(*)	,729	,000
	central Anatolian	Eastern Anatolia	2,001(*)	,472	,001
		Marmara	5,482(*)	,586	,000
		Agean	1,543	,517	,061
		Mediterrenian	,611	,536	1,000
		Black Sea	-2,749(*)	,659	,001
		South Eastern Anatolian	-4,079(*)	,710	,000
	Black Sea	Eastern Anatolia	4,750(*)	,630	,000
		Marmara	8,231(*)	,720	,000
		Agean	4,292(*)	,665	,000
		Mediterrenian	3,360(*)	,679	,000
		central Anatolian	2,749(*)	,659	,001
		South Eastern Anatolian	-1,330	,824	1,000

Table 40 (cont'd.). Pairwise Comparisons of Geographic Region on branch infrastructure

	South Eastern Anatolian	Eastern Anatolia	6,080(*)	,684	,000
		Marmara	9,561(*)	,767	,000
		Agean	5,622(*)	,716	,000
		Mediterrenian	4,689(*)	,729	,000
		central Anatolian	4,079(*)	,710	,000
		Black Sea	1,330	,824	1,000

Table 41. Pairwise Comparisons of Geographic Region on infrastructure satisfaction

F3total	Eastern Anatolia	Marmara	9,375(*)	,646
		Agean	2,539(*)	,561
		Mediterrenian	,140	,584
		central Anatolian	,789	,551
		Black Sea	-2,865(*)	,736
		South Eastern Anatolian	-4,100(*)	,799
	Marmara	Eastern Anatolia	-9,375(*)	,646
		Agean	-6,836(*)	,692
		Mediterrenian	-9,235(*)	,711
		central Anatolian	-8,586(*)	,684
		Black Sea	-12,241(*)	,841
		South Eastern Anatolian	-13,475(*)	,896
	Agean	Eastern Anatolia	-2,539(*)	,561
		Marmara	6,836(*)	,692
		Mediterrenian	-2,399(*)	,634
		central Anatolian	-1,750	,604
		Black Sea	-5,405(*)	,777
		South Eastern Anatolian	-6,640(*)	,836
	Mediterrenian	Eastern Anatolia	-,140	,584
		Marmara	9,235(*)	,711
		Agean	2,399(*)	,634
		central Anatolian	,649	,626
		Black Sea	-3,005(*)	,794
		South Eastern Anatolian	-4,240(*)	,852

Table 41 (cont'd.). Pairwise Comparisons of Geographic Region on infrastructure satisfaction

	central Anatolian	Eastern Anatolia	-,789	,551
		Marmara	8,586(*)	,684
		Agean	1,750	,604
		Mediterrenian	-,649	,626
		Black Sea	-3,654(*)	,770
		South Eastern Anatolian	-4,889(*)	,830
	Black Sea	Eastern Anatolia	2,865(*)	,736
		Marmara	12,241(*)	,841
		Agean	5,405(*)	,777
		Mediterrenian	3,005(*)	,794
		central Anatolian	3,654(*)	,770
		South Eastern Anatolian	-1,235	,963
	South Eastern Anatolian	Eastern Anatolia	4,100(*)	,799
		Marmara	13,475(*)	,896
		Agean	6,640(*)	,836
		Mediterrenian	4,240(*)	,852
		central Anatolian	4,889(*)	,830
		Black Sea	1,235	,963

Table 42. Pairwise Comparisons of Geographic Region on personnel relations

Dependent Variable	(I) school region	(J) school region	Mean Difference (I-J)	Std. Error	Sig. (a)
K1total	Eastern Anatolia	Marmara	4,593(*)	,597	,000
		Agean	1,333	,518	,215
		Mediterrenian	-,025	,539	1,000
		central Anatolian	-,606	,509	1,000
		Black Sea	-2,824(*)	,680	,001
		South Eastern Anatolian	-2,687(*)	,738	,006
	Marmara	Eastern Anatolia	-4,593(*)	,597	,000
		Agean	-3,261(*)	,639	,000
		Mediterrenian	-4,618(*)	,657	,000
		central Anatolian	-5,200(*)	,632	,000
		Black Sea	-7,417(*)	,776	,000
		South Eastern Anatolian	-7,280(*)	,827	,000
	Agean	Eastern Anatolia	-1,333	,518	,215
		Marmara	3,261(*)	,639	,000

Table 42 (cont'd.) . Pairwise Comparisons of Geographic Region on personnel relations

		Mediterrenian	-1,358	,586	,434
		central Anatolian	-1,939(*)	,558	,011
		Black Sea	-4,156(*)	,718	,000
		South Eastern Anatolian	-4,019(*)	,772	,000
	Mediterrenian	Eastern Anatolia	,025	,539	1,000
		Marmara	4,618(*)	,657	,000
		Agean	1,358	,586	,434
		central Anatolian	-,581	,578	1,000
		Black Sea	-2,799(*)	,733	,003
		South Eastern Anatolian	-2,662(*)	,787	,016
	central Anatolian	Eastern Anatolia	,606	,509	1,000
		Marmara	5,200(*)	,632	,000
		Agean	1,939(*)	,558	,011
		Mediterrenian	,581	,578	1,000
		Black Sea	-2,217(*)	,711	,039
		South Eastern Anatolian	-2,080	,766	,141
	Black Sea	Eastern Anatolia	2,824(*)	,680	,001
		Marmara	7,417(*)	,776	,000
		Agean	4,156(*)	,718	,000
		Mediterrenian	2,799(*)	,733	,003
		central Anatolian	2,217(*)	,711	,039
		South Eastern Anatolian	,137	,889	1,000
	South Eastern Anatolian	Eastern Anatolia	2,687(*)	,738	,006
		Marmara	7,280(*)	,827	,000
		Agean	4,019(*)	,772	,000
		Mediterrenian	2,662(*)	,787	,016
		central Anatolian	2,080	,766	,141
		Black Sea	-,137	,889	1,000

Table 43. Pairwise Comparisons of Geographic Region on state of belonging and contentment.

Dependent Variable	(I) school region	(J) school region	Mean Difference (I-J)	Std. Error	Sig.(a)
K2total	Eastern Anatolia	Marmara	2,566(*)	,234	,000
		Agean	,425	,203	,765
		Mediterrenian	-,273	,211	1,000
		central Anatolian	,178	,199	1,000
		Black Sea	-1,112(*)	,266	,001
		South Eastern Anatolian	-,891(*)	,289	,044
	Marmara	Eastern Anatolia	-2,566(*)	,234	,000
		Agean	-2,141(*)	,250	,000
		Mediterrenian	-2,839(*)	,257	,000
		central Anatolian	-2,388(*)	,248	,000
		Black Sea	-3,678(*)	,304	,000
		South Eastern Anatolian	-3,458(*)	,324	,000
	Agean	Eastern Anatolia	-,425	,203	,765
		Marmara	2,141(*)	,250	,000
		Mediterrenian	-,698	,229	,050
		central Anatolian	-,247	,219	1,000
		Black Sea	-1,537(*)	,281	,000
		South Eastern Anatolian	-1,316(*)	,303	,000
	Mediterrenian	Eastern Anatolia	,273	,211	1,000
		Marmara	2,839(*)	,257	,000
		Agean	,698	,229	,050
		central Anatolian	,451	,226	,979
		Black Sea	-,839	,287	,074
		South Eastern Anatolian	-,618	,308	,945
	central Anatolian	Eastern Anatolia	-,178	,199	1,000
		Marmara	2,388(*)	,248	,000
		Agean	,247	,219	1,000
		Mediterrenian	-,451	,226	,979
		Black Sea	-1,290(*)	,278	,000
		South Eastern An.	-1,069(*)	,300	,008
	Black Sea	Eastern Anatolia	1,112(*)	,266	,001
		Marmara	3,678(*)	,304	,000

Table 43 (cont'd.). Pairwise Comparisons of Geographic Region on state of belonging and contentment.

		Agean	1,537(*)	,281	,000
		Mediterrenian	,839	,287	,074
		central Anatolian	1,290(*)	,278	,000
		South Eastern Anatolian	,220	,348	1,000
	South Eastern Anatolian	Eastern Anatolia	,891(*)	,289	,044
		Marmara	3,458(*)	,324	,000
		Agean	1,316(*)	,303	,000
		Mediterrenian	,618	,308	,945
		central Anatolian	1,069(*)	,300	,008
		Black Sea	-,220	,348	1,000

APPENDIX 2

STUDENT SURVEY

ÖĞRENCİ ANKETİ

AÇIKLAMA

Bu Anket formu sizlere ve okulunuzdaki etkinliklere yönelik 91 soru içermektedir. Ankete vereceğiniz cevapların doğruluğu okulunuzla ilgili yapılacak çalışmalara yol göstermesi açısından çok önemlidir. Anketle toplanan bilgiler kesinlikle gizli kalacak, kişisel olarak kullanılmayacaktır. Lütfen her soruyu dikkatle okuyarak size uygun gelen yalnız tek bir seçeneği işaretleyiniz.
Yardımlarınız için teşekkür ederiz.

A) KİŞİSEL BİLGİLER

1) Okulunuzun adı:
2) Sınıfınız/ Şubeniz:

3) Doğum tarihiniz ..... / ..... / 19.....
Gün Ay Yıl

4) Cinsiyetiniz
Kız ( )
Erkek ( )

B) SİZ VE AİLENİZLE İLGİLİ BÖLÜM

5) Öğrenim gördüğünüz sırada nerede ikamet ediyorsunuz?

Pansiyon ( )
Ev ( )
Yurt ( )
Otel ( )
Diğer (Lütfen
belirtiniz.....)

6) Tatillerde eve gittiğinizde ailenizden kiminle birlikte yaşıyorsunuz?

Anne ve babamla ( )
Annemle ( )
Babamla ( )
Bakıcı kadın birey(örneğin büyükanne, üvey anne ya da
koruyucu anne ( )
Bakıcı erkek birey(örneğin büyükbaba, üvey baba ya da
koruyucu baba) ( )
Diğer (Lütfen
belirtiniz..... ( )

7) Annenizin eğitim düzeyi nedir?

Okur-yazar değil ( )
İlkokul mezunu değil ama okur yazar ( )
İlkokul mezunu ( )
Ortaokul mezunu ( )
Lise mezunu ( )
Üniversite mezunu ( )

8) Babanızın eğitim düzeyi nedir?

Okur-yazar değil ( )

İlkokul mezunu değil ama okur yazar ( )

İlkokul mezunu ( )

Ortaokul mezunu ( )

Lise mezunu ( )

Üniversite mezunu ( )

9) Evinizde kaç kitap bulunur?

0– 10 ( )

11- 30 ( )

31- 50 ( )

51– 100 ( )

100 'den fazla ( )

10)Anneniz sürekli bir işte çalışıyor mu?

Evet ( )

Hayır ( )

11)Babanız sürekli bir işte çalışıyor mu?

Evet ( )

Hayır ( )

12)Anneniz yarı zamanlı bir işte çalışıyor mu?

Evet ( )

Hayır ( )

13)Babanız yarı zamanlı bir işte çalışıyor mu?

Evet ( )

Hayır ( )

14)Sizin dışınızda kaç kardeşiniz var?

Yok ( )

1 ( )

2-3 ( )

4-6 arası ( )

7 ve daha çok ( )

15)Herhangi bir kulüpte lisanslı olarak spor yapıyor musunuz?

Evet ( )

Hayır ( )

16)Varsa lisansınız olan branşlarınız nelerdir?

( ) Badminton ( ) Futbol ( ) Yüzme ( ) Masa tenisi ( ) Voleybol
( ) Basketbol ( ) Judo ( ) Jimnastik ( ) Güreş ( ) Tenis
( ) Hentbol ( ) Uz. Doğ. ( ) Step-Aerobik ( ) Atletizm
( ) Boks( ) Tekvando ( ) Vücut geliştirme ( ) Kayak ( ) Diğer
……

17)Varsa bu güne kadar branşınızda elde ettiğiniz en iyi derecenizi yazınız?

(Olimpiyat-Dünya-Avrupa-Türkiye dereceleri)

…….

18)Ailenizde spor ile ilgilenen biri var mı?

Evet ( )

Hayır ( )

C) SPOR LİSESİNE YÖNLENMENİZİ SAĞLAYAN ETKENLER (Uygun olanların yanına X işareti koyunuz)

19)Spora olan ilgim spor lisesine yönlenmemde etkili olmuştur.

Evet ( )

Hayır ( )

20)Ailem spor lisesine yönlenmemde etkili olmuştur.

Evet ( )

Hayır ( )

21)Arkadaşlarım spor lisesine yönlenmemde etkili olmuştur.

Evet ( )

Hayır ( )

22)Beden Eğitimi Öğretmenim spor lisesine yönlenmemde etkili olmuştur.

Evet ( )

Hayır ( )

23)Antrenörüm spor lisesine yönlenmemde etkili olmuştur.

Evet ( )

Hayır ( )

24) Kulübüm ve kulüp yöneticilerim spor lisesine yönlenmemde etkili olmuştur.

Evet ( )

Hayır ( )

25) Medyadaki spora ilişkin programlar ve yayınlar spor lisesine yönlenmemde etkili olmuştur.

Evet ( )

Hayır ( )

D) SPOR LİSESİNİ TERCİH ETME NEDENLERİNİZ
(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Tamamen Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
26) Spor Lisesi en çok başarılı olabileceğim okuldur.				
27)Branşımda kendimi en iyi spor lisesinde geliştirebilirim.				
28)Spor lisesinde iyi bir spor eğitimi alabilirim.				
29)Spor lisesinde spor etkinliklerine daha çok katılabilirim.				
30)Spor lisesinde faaliyetlere katılmamı engelleyecek çevre baskısı olmayacaktır.				
31)Spor lisesinde faaliyetlere katılmamı engelleyecek aile baskısı olmayacaktır.				
32)Spor lisesinde sporu meslek haline getirebilirim.				
33)Spor lisesinde faaliyet yapmak istediğim alanlarla ilgili tesis, araç-gereç gibi imkânlar yeterlidir.				
34)Faaliyet yapmak istediğim alanlarla ilgili hazırlanmış programlar olduğu için tercih ettim.				
35)Orta öğretimde aldığım spor eğitiminin Beden Eğitimi ve Spor Yüksek Okullarına girmem için faydalı olacağı için tercih ettim.				
36) Spor yapma alışkanlığımı sürdürebileceğim için tercih ettim.				
37)Yaptığım spor branşında elit sporcu olabilmek için tercih ettim.				
38) Diğer alanlarda başarısız olduğum için tercih ettim.				

E) SPOR LİSELERİNDEN BEKLENTİLERİNİZİ DÜŞÜNDÜĞÜNÜZDE AŞAĞIDAKİLERE NE ÖLÇÜDE KATILIYORSUNUZ?
(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Tamamen Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
39)Diğer eğitim alanlarında da kaliteli bir eğitim sunar.				
40)Verilen eğitim, öğrencilerin üniversite eğitimi açısından BESYO'ların dışındaki diğer alanlara da girebilmeyi sağlayacak şekildedir.				
41)Sporcu öğrencilerin branşlarında ulusal ve uluslararası başarı sağlayabilecekleri şekilde araç-gereç ve tesislere sahiptir.				
42)Milli düzeydeki sporcuların bir arada eğitim görüp bir taraftan da sportif çalışmalarını yapabilecekleri şekildedir.				
43)Eğitim programı sporcu öğrencilerin müsabaka programına planlıdır.				
44)Beden eğitimi öğretmenlerinin yanında spor branşlarında da uzman antrenörler bulunur.				
45) Sık sık sporla ilgili farklı konularda konferanslar düzenlenir.				

F) SPOR LİSELERİNDEN BEKLENTİLERİNİZİN KARŞILANMASINI DÜŞÜNDÜĞÜNÜZDE AŞAĞIDAKİLERE NE ÖLÇÜDE KATILIYORSUNUZ?
(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Tamamen Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
46)Mevcut yönetim kadrosu yeterlidir.				
47)Mevcut hizmetli kadrosu yeterlidir.				
48)Mevcut beden eğitimi öğretmeni sayısı yeterlidir.				
49)Diğer alanlardaki (Matematik, Türkçe, vb.) öğretmen sayısı yeterlidir.				
50)Spor lisesinde verilen spor eğitimi yeterlidir.				
51)Spor dışı branşlarda verilen eğitim yeterlidir.				
52)Branşımda uzmanlaşabileceğim bir ortam buluyorum.				
53)Boş zamanlarda antreman yapılabilecek tesisler yeterlidir.				
54)Okulum spor alanımdaki bilgi düzeyimi artırıyor.				
55)Aldığım eğitim kendime olan güvenimi arttırıyor.				
56)Aldığım eğitim spor ile ilgili bilgi birikimimi arttırıyor.				
57)Aldığım eğitim insanlarla daha kolay ilişki kurabilmeme yardımcı oluyor.				
58)Aldığım eğitim beni mutlu ediyor.				
59)Aldığım eğitimden keyif alıyorum.				
60)Aldığım eğitim motivasyonumu arttırıyor.				

61)Aldığım eğitim ruhsal açıdan rahatlamamı sağlıyor.				
62)Aldığım eğitim can sıkıntılarımdan uzaklaşmamı sağlıyor.				
63)Aldığım eğitim iyi bir fiziki görünüme kavuşmamı sağlıyor.				
64)Branşım için gerekli materyal sayısı yeterlidir. (Top, minder,vb.)				
65)Diğer branşlar için gerekli materyal sayısı yeterlidir.				
66)Branşım için gerekli çalışma alanı (Basketbol sahası, tartan pist, vb.) yeterlidir.				
67)Branşıma yönelik uzmanlığı olan beden eğitimi öğretmeni bulunmaktadır.				
68)Branşıma yönelik antrenör bulunmaktadır.				

G) AŞAĞIDAKİ FARKLI KONU ALANLARINA NE DERECE İLGİ DUYUYORSUNUZ?

(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Hiç	**Biraz**	**Çok**	**Pek Çok**
69) Sözel dersler (Türkçe, Sosyal Bilgiler, Yabancı Dil gibi)				
70)Sayısal dersler (Matematik, Fen Bilgisi gibi)				
71)Sanat ağırlıklı dersler (Resim,Müzik gibi)				
72)Diğer seçmeli dersler (Bilgisayar, tarım v.s)				

H) AŞAĞIDAKİ FARKLI KONU ALANLARINDA KENDİNİZİ NE DERECE BAŞARILI BULUYORSUNUZ?

(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Çok Başarısız	Başarısız	Başarılı	Çok Başarılı
73)Sayısal dersler (Matematik, Fen Bilgisi gibi)				
74)Sözel Dersler (Türkçe, Tarih gibi)				
75)Sanat ağırlıklı dersler (Resim,Müzik gibi)				
76)Diğer seçmeli dersler (Bilgisayar, tarım v.s)				

I) ALDIĞINIZ BÜTÜN DERSLERİ DÜŞÜNDÜĞÜNÜZDE OKULUNUZDA HANGİ MATERYALLERİN YETERSİZ OLDUĞUNU DÜŞÜNÜYORSUNUZ? (Örn. Bilgisayar, tepegöz,harita, vb gibi.)

.....

.....

.....

J) ALDIĞINIZ BÜTÜN DERSLERİ DÜŞÜNDÜĞÜNÜZDE OKULUNUZDA HANGİ SPOR ARAÇLARININ/TESİSLERİNİN YETERSİZ OLDUĞUNU DÜŞÜNÜYORSUNUZ? (Örn. Voleybol sahası, boks eldiveni, kulplu beygir, vb gibi.)

.....

.....

.....

K) OKULUNUZU, ÖĞRETMENLERİNİZİ VE OKUL YÖNETİCİLERİNİ DÜŞÜNDÜĞÜNÜZDE AŞAĞIDAKİLERE NE ÖLÇÜDE KATILIYORSUNUZ? (Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Tamamen Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
77)Öğrenciler öğretmenlerin büyük çoğunluğu ile iyi anlaşır.				
78)Öğretmenler öğrencilerin sağlık durumuyla ilgilenir.				
79)Öğretmenler öğrencilerin söylediklerini dinler.				
80)Öğrenciler yardıma ihtiyaç duyduğunda öğretmenlerden destek alırlar.				
81)Öğretmenler öğrencileri ayırmadan eşit davranırlar.				
82)Öğrenciler bu okulda olmaktan mutludurlar.				
83)Öğrenciler arkadaşları ile iletişim sorunu yaşamazlar.				

84)Öğrenciler öğretmenleri ile iletişim sorunu yaşamazlar.				
85)Okul rehberlik hizmetleri öğrencilerin her türlü sorununu çözebilmektedir.				
86)Öğrenciler öğretmenlere yardımcı olurlar.				
87)Öğrenciler öğretmenlerini severler.				
88)Öğrenciler okul yöneticilerini severler.				
89)Bulunduğum okuldan memnunum				
90)İmkanım olsa başka bir okula gitmeyi isterim.				
91)Okulum geleceğim için en uygun okuldur.				

ANKET BİTTİ. YARDIMLARINIZ İÇİN TEŞEKKÜR EDERİZ.

APENDIX 3

TEACHER SURVEY

ÖĞRETMEN ANKETİ

Değerli Öğretmenimiz,

Bu anket, MEB Spor Liselerinde çalışan öğretmenlerin, meslekî ve kişisel gelişimlerine, sınıf içi etkinliklerine, öğrencilerinin derslere yönelik tutum ve davranışlarına ilişkin görüşler hakkında bilgi edinmek amacıyla hazırlanmıştır. Elde edilecek bilgiler bu derslerin öğretiminde karşılaşılan sorunların belirlenip, çözümlenmesine katkı sağlamak amacı ile kullanılacaktır. Sağlıklı sonuç alınabilmesi için sorulara içtenlikle yanıt vermenizi rica eder, ilgi ve katkılarınızdan dolayı teşekkür ederiz. Anketle toplanan bilgiler kişisel düzeyde kesinlikle gizli tutulacaktır.

İl : ..... İlçe : .....

Okulunuz: .....

Derse girdiğiniz sınıflar ve şubeleri: .....

A) KİŞİSEL BİLGİLER (Lütfen size uygun olan düşüncenin yanındaki ( ) kısmına "X" işareti koyarak seçiminizi yapınız)

1. Yaşınız?

25'in altında ..... ( )
25-29 ..... ( )
30-39 ..... ( )
40-49 ..... ( )
50 ve üzeri..... ( )

2. Cinsiyetiniz?

Kadın ( ) Erkek ( )

3. Öğretmenlik mesleğinizde geçen süreniz?

5 yıldan az ..... ( )
6-10 yıl ..... ( )
11-15 yıl ..... ( )
16-20 yıl ..... ( )
20 ve üzeri..... ( )

4. Öğrenim durumunuz?

Yüksek Okul..... ( )
Lisans..... ( )
Yüksek lisans ..... ( )
Doktora ..... ( )

5. Haftada kaç saat derse giriyorsunuz?

10 saatin altında... ( )
11-15 saat ..... ( )
16-20 saat ..... ( )
21-25 saat ..... ( )
25 ve üstü ..... ( )

6. Okulunuzda hangi derse/derslere giriyorsunuz?

Lütfen yazınız.....

7. Branşınız?

Lütfen yazınız.....

8. Hangi düzeylerde derse giriyorsunuz? (Birden fazla işaretleyebilirsiniz)

9. Sınıf……( )

10. sınıf……..( )

11. sınıf……..( )

12. sınıf……..( )

9. Herhangi bir eğitsel kol faaliyetinde çalışıyor musunuz?
a) Evet b) Hayır

10. Cevabınız evet ise lütfen hangi eğitsel kol faaliyetinde çalıştığınızı belirtiniz.

.....

B) SPOR LİSESİNDEN BEKLENTİLERİNİZİ DÜŞÜNDÜĞÜNÜZDE AŞAĞIDAKİLERE NE ÖLÇÜDE KATILIYORSUNUZ?
(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Tamamen Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
11. Beden eğitimi ve spor dışı eğitim alanlarında da kaliteli bir eğitim sunar.				
12. Verilen eğitim, öğrencilerin üniversite eğitimi açısından BESYO'ların dışındaki diğer alanlara da girebilmesini sağlar.				

13. Sporcu öğrencilerin branşlarında ulusal ve uluslararası başarı ağlayabilecekleri şekilde araç-gereç ve tesislere sahiptir.				
14. Üst düzey sporcuların bir arada eğitim görüp bir taraftan da sportif çalışmalarını yapabilmelerini sağlar.				
15. Spor liselerinin her biri, spor branşları için eğitim yerleri halindedir.				
16. Eğitim programı sporcu öğrencilerin müsabaka programına göre planlıdır.				
17. Spor liselerinde her branşta olmak üzere branşlarında uzman antrenörler bulunur.				
18. Sık sık sporla ilgili farklı konularda konferanslar düzenlenir.				

C) OKUL ORTAMINI DÜŞÜNDÜĞÜNÜZDE AŞAĞIDAKİLERE NE ÖLÇÜDE KATILIYORSUNUZ? (Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Tamamen Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
19. Mevcut yönetim kadrosu yeterlidir.				
20. Mevcut hizmetli kadrosu yeterlidir.				
21. Mevcut beden eğitimi öğretmeni sayısı yeterlidir.				
22. Diğer alanlardaki (Matematik, Türkçe, vb.) öğretmen sayısı yeterlidir.				
23. Okulumda sunulan spor eğitimi üst düzeydedir.				
24. Spor dışı branşlarda verilen eğitim kalitelidir.				

25. Okulum görevimi en iyi şekilde yerine getirebilmem için beni manevi anlamda desteklemektedir.				
26. Okulum görevimi en iyi şekilde yerine getirebilmem için beni maddi anlamda desteklemektedir.				
27. Okulumda çalışmak beni mutlu ediyor.				
28. Okulumda çalışmak motivasyonumu arttırıyor.				
29. Yönetici ve öğretmenler işbirliği içerisinde çalışırlar.				
30. Düşünce ve önerilerim okul yönetimi tarafından dikkate alınır.				
31. Zümre öğretmenleri işbirliği içerisinde çalışır.				
32. Çalışmalarımı okul yönetimi takdir eder.				
33. Çalışmalarımı öğretmen arkadaşlarım takdir eder.				
34. Çalışmalarımı öğrencilerim takdir eder.				
35. Okulumda çalışmak beni öğretmenlik alanında geliştirmektedir.				
36. Fırsatım olsa başka bir mesleğe geçerdim.				
37. Atamam yapılsa başka bir ilde çalışmak isterdim.				
38. İmkanım olsa başka bir okula geçerdim.				
39. Okulumuzun toplumda olumlu bir konumu vardır.				
40. Okul kütüphanesi ihtiyaca cevap verecek niteliktedir.				
41. Öğrenci yatakhanesi ihtiyaca cevap verecek niteliktedir.				
42. Yemekhane ihtiyaca cevap verecek niteliktedir.				
43. Öğrencilerimi tanımak için Rehberlik Servisi ile işbirliği yaparım.				

44. Okul yönetimi sosyal etkinliklere destek olur.				
45. Okulda ve MEB'de sağlanan hizmet-içi eğitimler yeterlidir.				
46. Okulda hijyene özen gösterilir.				
47. Okulumuzda disiplin sorunu yoktur				

D) DERS DIŞI EĞİTİM ETKİNLİKLERİ:
BİR HAFTA SÜRESİNCE AŞAĞIDAKİ ETKİNLİKLERE NE KADAR SÜRE AYIRIYORSUNUZ? (Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Hiç	**1 saatten az**	**1-2 saat**	**3-5 saat**	**5 saatten fazla**
48. Ders plânı yapma					
49. İdarî çalışmalar					
50. Eğitsel kol çalışmaları					
51. Öğrencilerle ders saatleri dışında bir araya gelme (örneğin birebir ilgilenme, rehberlik)					
52. Sınav sorularını hazırlama					
53. Sınav sonuçlarını değerlendirme					
54. Ödevleri değerlendirme					
55. Öğretmenlik mesleği ile ilgili yayınları izleme					
56. Öğretim ve sınav malzemesi hazırlamak için bilgisayar ya da internetten yararlanma					
57. Öğrenci ile ilgili kayıtları tutma					
58. Diğer Lütfen belirtiniz.					

E) BİR ÖĞRETİM YILI SÜRESİNCE AŞAĞIDAKİ ETKİNLİKLERE NE KADAR SÜRE AYIRIYORSUNUZ? (Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Hiç veya Çok az	Dönem boyunca bir veya iki kez	Ayda bir veya iki kez	Haftada bir veya iki kez
59. Zümre öğretmenleri ile öğretim yöntemlerinin geliştirilmesine yönelik çalışmalar.				
60. Öğretmenlerle öğrencinin gelişimi için işbirliği.				
61. Okul müdürü ve diğer yöneticilerle öğrencinin gelişimi için işbirliği.				
62. Öğrenci velileri ile görüşme.				
63. Meslekî geliştirme etkinliklerine katılma (Seminer, Konferans, kurslar vb.).				
64. Öğretim materyalleri geliştirme.				
65. Öğrenmede geri kalan öğrencilerle okul dışı zamanlarda tamamlayıcı öğretim etkinlikleri sağlama.				
66. Öğrencilerimi tanımak için Rehberlik Servisi ile işbirliği yapma.				
67. Diğer Lütfen belirtiniz				

F) OKULUNUZDA GERÇEKLEŞTİRİLEN DERSLERİ DÜŞÜNDÜĞÜNÜZDE HANGİ MATERYALLERİN YETERSİZ OLDUĞUNU DÜŞÜNÜYORSUNUZ? (Örn. Bilgisayar, tepegöz,harita, vb gibi.)

……

……

……

G) OKULUNUZDA GERÇEKLEŞTİRİLEN DERSLERİ DÜŞÜNDÜĞÜNÜZDE HANGİ SPOR ARAÇLARININ/TESİSLERİNİN YETERSİZ OLDUĞUNU DÜŞÜNÜYORSUNUZ? (Örn. Voleybol sahası, boks eldiveni, kulplu beygir, vb gibi.)

……

……

……

H) SON İKİ YILDA MİLLİ EĞİTİM BAKANLIĞI, GENÇLİK VE SPOR İL MÜDÜRLÜĞÜ VEYA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNÜN DÜZENLEDİĞİ HİZMETİÇİ ATÖLYE ÇALIŞMALARININ HANGİLERİNE KATILDINIZ?

……

……

I) SİZE GÖRE ETKİN ÖĞRETİM YAPMANIZI AŞAĞIDAKİLERDEN HANGİSİ NE ÖLÇÜDE ENGELLEMEKTEDİR? (Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Hiç	Az miktarda	Çok	Çok fazla
68. Öğretmen öğrenci ilişkilerinin azlığı.				
69. Okulda yeterince materyalin bulunmaması.				
70. Velilerle ilişkilerin olmaması.				

71. Öğrencilerin okul dışı zamanlarda vakit geçirebileceği ve dinleneceği sıcak bir ortamın olmaması.				
72. Yetersiz spor araç/gereçleri.				
73. Yetersiz eğitim araç/gereçleri.				
74. Yetersiz spor alanları/tesisleri.				
75. Yetersiz eğitim alanları/tesisleri.				
76. Özel gereksinimi olan öğrenciler (örneğin, duyma görme konuşma özrü, fiziksel yetersizlikler, zihinsel veya duygusal bozukluklar).				
77. İlgisiz öğrenciler.				
78. Yaramaz öğrenciler.				
79. Öğretmen yönetici ilişkilerinin azlığı.				
80. Çocuklarının öğrenme ve gelişmesine ilgi duymayan aileler.				
81. Öğrencilerin çevresinde örnek alabileceği büyüklerin bulunmaması.				
82. Öğrenciler arasındaki iletişim eksikliği.				
83. Okullarda öğretmenlere rehberlik edecek kıdemli öğretmenlerin bulunmaması.				
84. Diğer (Lütfen Belirtiniz)				

ANKET BİTTİ. YARDIMLARINIZ İÇİN TEŞEKKÜR EDERİZ.

APPENDIX 4

MANAGER SURVEY

YÖNETİCİ ANKETİ

Değerli Yöneticimiz,

Bu anket, MEB Spor Liselerinde çalışan yöneticilerin öğretmenler, öğrenciler ve okul hakkındaki genel görüşlerini almak amacı ile hazırlanmıştır. Elde edilecek bilgiler okulunuzda eğitim ve öğretimin niteliğini arttırmak amacı ile kullanılacaktır. Sağlıklı sonuç alınabilmesi için sorulara içtenlikle yanıt vermenizi rica eder, ilgi ve katkılarınızdan dolayı teşekkür ederiz. Elde edilen bilgiler kişisel bazda kesinlikle gizli tutulacaktır.

İl : ..... İlçe : .....

Okulunuz: .....

Göreviniz: Okul Müdürü ( ) Müdür Yardımcısı ( )

A) KİŞİSEL BİLGİLER(Lütfen size uygun olan düşüncenin yanındaki ( ) kısmına "X" işareti koyarak seçiminizi yapınız)

1. Yaşınız?

25'in altında..... ( )

25-29 ..... ( )

30-39 ..... ( )

40-49 ..... ( )

50 ve üzeri..... ( )

2. Cinsiyetiniz?

Kadın ( ) Erkek ( )

3. Mesleğinizde geçen süreniz?

5 yıldan az ..... ( )
6-10 yıl ..... ( )
11-15 yıl ..... ( )
16-20 yıl ..... ( )
20 ve üzeri..... ( )

4. Öğrenim durumunuz?

Yüksek Okul ..... ( )
Lisans ..... ( )
Yüksek lisans ..... ( )
Doktora ..... ( )

5. Yönetici olarak geçen süreniz?

5 yıldan az ..... ( )
6-10 yıl ..... ( )
11-15 yıl ..... ( )
16-20 yıl ..... ( )
20 ve üzeri..... ( )

6. Müdür yardımcısı iseniz hangi düzeylerden sorumlusunuz? (Birden fazla işaretleyebilirsiniz)

9. Sınıf……( )
10. sınıf……( )
11. sınıf……( )
12. sınıf……( )

7. Çalışma alanınıza giren konularda ödül aldınız mı?

   a) Evet b) Hayır

8. Ödül aldıysanız lütfen belirtiniz.

   .....

B) SPOR LİSESİNDEN BEKLENTİLERİNİZİ DÜŞÜNDÜĞÜNÜZDE AŞAĞIDAKİLERE NE ÖLÇÜDE KATILIYORSUNUZ?
(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Tamamen Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
9. Beden eğitimi ve spor dışı eğitim alanlarında da başarılı bir eğitim sunar.				
10. Verilen eğitim, öğrencilerin üniversite eğitimi açısından BESYO'ların dışındaki alanlara da girebilmeyi sağlar.				
11. Sporcu öğrencilerin branşlarında ulusal ve uluslararası başarı sağlayabilecekleri şekilde araç-gereç ve tesislere sahiptir.				
12. Üst düzey sporcuların bir arada eğitim görüp bir taraftan da sportif çalışmalarını yapabilmelerini sağlar.				
13. Spor liselerinin her biri, spor branşları için eğitim yerleridir.				
14. Eğitim programı sporcu öğrencilerin müsabaka programına göre tüm yıla yayılarak yapılır.				
15. Spor liselerinde her branşta olmak üzere branşlarında uzman antrenörler bulunur.				
16. Sık sık sporla ilgili farklı konularda konferanslar düzenlenir.				

C) OKUL ORTAMINI DÜŞÜNDÜĞÜNÜZDE AŞAĞIDAKİLERE NE ÖLÇÜDE KATILIYORSUNUZ?
(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Tamamen Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
17. Mevcut yönetim kadrosu yeterlidir.				
18. Mevcut hizmetli kadrosu yeterlidir.				
19. Mevcut beden eğitimi öğretmeni sayısı yeterlidir.				
20. Diğer alanlardaki (Matematik, Türkçe, vb.) öğretmen sayısı yeterlidir.				
21. Okulumda sunulan spor eğitimi üst düzeydedir.				
22. Spor dışı branşlarda verilen eğitim üst düzeydedir.				
23. Okulum görevimi en iyi şekilde yerine getirebilmem için beni manevi anlamda desteklemektedir.				
24. Okulum görevimi en iyi şekilde yerine getirebilmem için beni maddi anlamda desteklemektedir.				
25. Okulumda çalışmak beni mutlu ediyor.				
26. Okulumda çalışmak motivasyonumu arttırıyor.				
27. Yönetici ve öğretmenler işbirliği içerisinde çalışırlar.				
28. Okul yönetimi eğitim ve öğretimle ilgili karar alırken öğretmenlerin görüşünü dikkate alır.				
29. Okul içi görevlendirmelerde bilgi, deneyim, beceri gibi ölçüler dikkate alınır.				
30. Okuldaki tüm öğretmenlerin iş yükü eşittir.				

31. Okul yönetimi eğitimle ilgili etkinliklere destek olur.				
32. Fırsatım olsa başka bir mesleğe geçerdim.				
33. Atamam yapılsa başka bir ilde çalışmak isterdim.				
34. Okulumuzun toplumda olumlu bir konumu vardır.				
35. Okul kütüphanesi ihtiyaca cevap verecek niteliktedir.				
36. Öğrenci yatakhanesi ihtiyaca cevap verecek niteliktedir.				
37. Yemekhane ihtiyaca cevap verecek niteliktedir.				
38. Öğrencilerimi tanımak için Rehberlik Servisi ile işbirliği yaparım.				
39. Okul yönetimi sosyal etkinliklere destek olur.				
40. Okulda ve MEB'de sağlanan hizmet-içi eğitimler yeterlidir.				
41. Okulda hijyene özen gösterilir.				

D) OKULUNUZDAKİ ÖĞRENCİLERLE İLGİLİ OLARAK VERİLEN DURUMA ÖĞRENCİLERİN YAKLAŞIK YÜZDE KAÇI KARŞILIK GELMEKTEDİR?

DÜŞÜK GELİRLİ % …….

ORTA GELİRLİ % …….

YÜKSEK GELİRLİ % …….

E) BİR ÖĞRETİM YILI SÜRESİNCE AŞAĞIDAKİ ETKİNLİKLERE NE KADAR SÜRE AYIRIYORSUNUZ?
(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Hiç veya Çok az Olasılıkla	**Dönem boyunca bir veya iki kez**	**Ayda bir veya iki kez**	**Haftada bir veya iki kez**
42. Öğretmenlerle öğrencinin gelişimi için yapılan toplantılar.				
43. Okul müdürü ve yöneticilerin katıldığı okul gelişimi için yapılan toplantılar.				
44. Öğrenci velileri ile görüşme				
45. Meslekî geliştirme etkinliklerine katılma (Seminer, Konferans, kurslar vb.)				
46. Yönetici ve öğretmenlerin katıldığı toplantılar.				
47. Okul çevresinde oturan ailelerin katıldığı toplantılar.				
48. Öğretimin denetlenmesi.				
49. Öğrenci disiplini ile ilgili problemler				
50. Diğer. Lütfen belirtiniz.	.....			

F) OKULUNUZDA GERÇEKLEŞTİRİLEN DERSLERİ DÜŞÜNDÜĞÜNÜZDE HANGİ MATERYALLERİN YETERSİZ OLDUĞUNU DÜŞÜNÜYORSUNUZ? (Örn. Bilgisayar, tepegöz,harita, vb gibi.)

.....

.....

.....

G) OKULUNUZDA GERÇEKLEŞTİRİLEN DERSLERİ DÜŞÜNDÜĞÜNÜZDE HANGİ SPOR ARAÇLARININ/TESİSLERİNİN YETERSİZ OLDUĞUNU DÜŞÜNÜYORSUNUZ? (Örn. Voleybol sahası, boks eldiveni, kulplu beygir, vb gibi.)

.....

.....

.....

H) SON İKİ YILDA MİLLİ EĞİTİM BAKANLIĞI, GENÇLİK VE SPOR İL MÜDÜRLÜĞÜ VEYA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNÜN DÜZENLEDİĞİ HİZMETİÇİ ATÖLYE ÇALIŞMALARININ HANGİLERİNE KATILDINIZ?

.....

.....

.....

I) SİZE GÖRE OKULUNUZDA ETKİN ÖĞRETİM YAPILMASINI AŞAĞIDAKİLERDEN HANGİSİ NE ÖLÇÜDE ENGELLEMEKTEDİR?(Lütfen size uygun olan düşüncenin altına "X" işareti koyarak seçiminizi yapınız)

	Hiç	Az miktarda	Çok	Çok fazla
51. Öğretmen öğrenci ilişkilerinin azlığı.				
52. Okulda yeterince materyalin bulunmaması.				
53. Velilerle diyalogun olmaması.				
54. Çevredeki gönüllü ailelerin ve kişilerin okulla ilgilenmemesi.				
55. Öğrencilerin okul dışı zamanlarda oyun oynayacağı ve dinleneceği sıcak bir ortamın olmaması.				
56. Yetersiz fiziki koşullar.				
57. Öğrencilerin farklı akademik yeterlikte olması.				
58. Özel gereksinimi olan öğrenciler (örneğin, duyma görme konuşma özrü, fiziksel yetersizlikler, zihinsel veya duygusal bozukluklar).				
59. İlgisiz öğrenciler.				
60. Yaramaz öğrenciler.				
61. Öğretmen yönetici ilişkilerinin azlığı.				
62. Çocuklarının öğrenme ve gelişmesine ilgi duymayan aileler.				
63. Öğrencilerin çevresinde örnek alabileceği büyüklerin bulunmaması				
64. Öğrenciler arasındaki iletişim eksikliği.				

65. Okullarda öğretmenlere rehberlik edecek kıdemli öğretmenlerin bulunmaması.				
66. Öğretmen niteliği.				
67. Diğer Lütfen Belirtiniz.	.....			

ANKET BİTTİ. YARDIMLARINIZ İÇİN TEŞEKKÜR EDERİZ.