



Scholars Research Library

Archives of Applied Science Research, 2012, 4 (1):218-224
(<http://scholarsresearchlibrary.com/archive.html>)



The Importance of schools' sport promotinn in society

¹Cemal GÜNDOĞDU, ¹Galip YÜKSEL, ¹A.Serdar YÜCEL, ²Masoud Imanzadeh,
¹Hülya BİNGÖL

¹Fırat Üniversitesi Beden Eğitimi ve Spor Yüksekokulu Elazığ, TÜRKİYE

²Department of Physical Education, Ardebil branch, Islamic Azad University, Ardebil, Iran

ABSTRACT

This study aims to generalize of school sports in the society, and this indicates how it impresses to the achievement of sporty. The universe of the research constitutes physical education teachers work at schools of Ministry of National Education. The sample of research constitutes is composed twenty-six female and one hundred-two male physical education teachers, who work in the center of Elazığ. A questionnaire is applied as a data collection device, these rates and frequency values of the questionnaire data are considered, and these values put into tables. Consequently, physical education teachers participated in this research stated that; %85.1 (109 people) considers that school sports would be affective for spreading schools in society, %68 has economic problems in sportive facilities, %95.3 thinks that hours of physical education courses are not adequate, %83 considers that sports organizations among schools would be benefical for national sports.

Key words: Sport, Physical Education, Society, Hours of Physical Education Courses.

INTRODUCTION

Sport can be defined as actions like social and cultural development ;physical and mental health to improve the formation of personality, character and features to ensure the development, knowledge, skills and ability to facilitate compliance by providing the environment, people, communities and nations, solidarity, cohesion and to promote peace, the fight against the person according to certain rules in place measures to increase the strength of competition in the struggle to come to the excitement of hearing superior to the competition which are the basic elements of human Beings , [1]. Because of these features , sport in our age is very versatile, very useful, multi-purposefull and has catholicized, [2].

Sport which is the centre of attraction In today's society via very different ways and attractive aspects on the one hand, a hand covering the major economic activities of countries across the world, and on the other hand, it carries qualities on the promotion of the positive and negative aspects of international relations.

Therefore, we are face to face with the fact that instead of discussing the importance of sport, search for ways to find out how you can benefit from it and apply , [3]. it is inevitable that Governments and states have divided a part in their programs because of the effects on society and the present extent of the functions in the historical process of sport, its popularity, social, economic, political, international relations, publicity , increasing efficiency and the use of a positive future related plans .

Promotion of sport in society topic is discussed with the legal regulations in our country. The constitution which determines Turkish sports policy's the goals and objectives with setting out the main lines forms laws, development plans and government programs and the basis of the youth and sports policies in Turkey, [1].

The development of sports culture requires two hours of physical education courses more and more different applications in a week. Because of the use of games and sports activities as a training tool , primarily family, neighborhood and whole school can develop density.. Sportsmanship and a sense of sportsmanship can develop with adopting "virtue," as a culture of excellence to be decorated with attributes" and the support of children and young people's the surrounding environment changes. Understanding of culture, sport and the Olympics sports training can be used as a symbol for the "Virtues" it should be the goal of everyone those who are the responsible school and non-school sports in educating virtuous people in schools and sports programs, [4].

Children will adopt sportsmanship as a value when the crucial people in children's life accept the sportsmanship as long as the symbol of a value . Sport will be an indispensable tool in National Education with the extend of carrying the traces of such a culture learning. Sports training in the advanced countries are an indispensable part of the National Education programs. Sports training, covering all phases of Education aims at the development of the multi-faceted man. "The school's sports culture" and "Olympic education programs" are known to provide a significant advantage to countries those who are access to home ownership's honor of the Olympics win the race. The Unite our youth sports culture and philosophy with the national values can be possible with modern and rational programs. A qualified sports culture and education policy by initiating with qualified practitioners have contributed to society which has skilled athletes, spectators, citizens and co-operation and improved entrepreneurial individuals. The Physical Education course position in Turkey has reduced hours, processed and unhealthy poor physical conditions , the teachers have lost the motivation is attenuated as a lesson thoroughly. Therefore, it is difficult in bringing changes in the field of expected development of the programs provided and students in cognitive, affective and psychomotor skills and appropriate behavior . it shows that win at all costs "encounters" with the understanding especially among school matches as in the affective area. This, it grows out of attempting to create new areas of acceptance of physical education classes' teachers had lost significant function with the request of school administrators in order to increase the school's reputation with triumph , [4].

MATERIALS AND METHODS

The Physical Education teachers who work at the Ministry of National Education form the research the universe. 26 women and 102 male Physical Education teacher serving in Elazig province form sample. it has formed into a table with obtained data frequency and percentage values by using as a means of collecting survey data.

RESULTS

Table 1: Physical Education Teachers' Personal Characteristics

Variables	Sub-Categories	f	%
Gender	Female	26	20.3
	Male	102	79.7
	Total	128	100
Age Ranges	20-25	4	3.1
	25-30	26	20.3
	30-35	40	31.2
	35-40	46	36.1
	40 and over	12	9.3
	Total	128	100
Position in administration	Yes	17	13.3
	No	111	86.7
	Total	128	100
Occupational seniority	Less than 4 years	13	10.2
	5-10	52	40.6
	10-15	41	32.0
	15-20	18	14.0
	20 and over	4	3.2
	Total	128	100
Place of Birth	Metropolitan	12	9.4
	Province	49	38.3
	County	31	24.2
	Town	8	6.2
	Village	28	21.9
	Total	128	100
Graduate Education Position	Master	9	7.3
	PhD	2	1.5
	Total	11	8.8
Field of expertise	Football	53	41.4
	Volleyball	48	37.5
	Basketball	45	35.1
	Handball	15	11.7
	Athletics	31	24.2
	Gymnastics	3	2.3
	Swimming	2	1.5
	Wrestling	6	4.6
	table tennis	27	21.0
	tennis	4	3.2
	boxing	5	3.9
	Badminton	22	17.1
	Taekwondo	5	3.9

In Table 1, 79.7% male physical education teachers , 36.1% (35-40) age bands , 13.3% less administrative , 40.6% (5-10) service period, 38.3% birth places in the province centre, 7.3% (9) masters found in the findings. Looking at the field in which expert teachers of Physical Education, Football (41.4), Volleyball (37.5), Basketball (35.1) more than rates branches; Swimming (1.5), gymnastics (2.3) we can say that the lower rate as the basic branch competencies.

Table 2: Some Variables Related to Physical Education Teachers

Variables	Sub-Categories	f	%
Making Active Sports	Yes	44	31.2
	No	88	68.8
	Total	128	100
Running School Team	Yes	104	81.2
	No	24	18.8
	Total	128	100
Routing Students Miscellaneous Sports Branches in Physical Education Lessons	Yes	112	87.5
	No	2	1.5
	Partially	14	11.0
	Total	128	100
Routing students Activities Sports Studies as extracurricular	Yes	107	83.6
	No	2	1.5
	Partially	19	14.8
	Total	128	100
Finding important Inside the School Sports Studies	Yes	96	75.0
	No	3	2.3
	Partially	29	22.7
	Total	128	100
Thoughts related with school sports organizaions abouts country sports	Yes	106	83.0
	No	0	0.0
	Partially	22	17.0
	Total	128	100
Provision of Coordination with any Sports Club for students	Yes	105	82.0
	No	9	7.0
	Partially	14	11.0
	Total	128	100
Number of sportive Students in Sport Clubs	Yes	96	75.0
	No	32	25.0
	Total	128	100
Number of Achievement sportive Students in Sport Clubs	Yes	58	45.5
	No	70	54.5
	Total	128	100
Number of National Team Athletes	Yes	29	22.3
	No	99	77.7
	Total	128	100
Take part in a club or organization out of school	coach	36	28.1
	Sportman	8	6.2
	referee	53	41.4
	Sports Manager	16	12.5
	Not in a task	53	41.4

According to the data in Table 2 that the Physical Education teachers in 68.8% "not" done active sport 81.2% employed by the school team, 75.0% found the "important" in school sporting activities, 83.0% "Schools" will contribute to cross-country sports organizations in the sport, 82.0% coordination "for" a student with a sports club, 75.0% a member sportive of a sport club 45.5% sports clubs which achieved success by doing, "22.3% "National Physical Education teachers outside the school or athlete in the organization of the receipt of the task and 41.4% referee

Table 3: Various situations and problems they faced on the Feedback of Physical Education Teachers in schools where they were employed

Variables	Sub-Categories	f	%
Available Sports Fields at your school	Football field	22	17.1
	Gymnasium	107	83.6
	Open Basketbol field	28	21.9
	Open Voleybol field	25	19.5
	athletic field	1	0.8
	None	2	1.5
Use of another organization or organizations on sport fields	Yes	84	65.6
	No	44	34.4
	Total	128	100
Problems of the Inter-Schools Sports Organizations	material difficulty	78	61.0
	administrative problem	67	52.3
	Facility difficulty	68	53.1
	financial difficulty	87	68.0
	student's apathy	26	20.3
	Lack of Referee	37	29.0
Finding enough Physical Education Courses' hours	Yes	6	4.7
	No	122	95.3
	Total	128	100
How Many Hours Should Physical Education Course be?	2 hours	78	60.9
	4 hours	50	39.1
	Total	128	100
Agreeing the effective school sports in promotion of the sport in society	agree	109	85.1
	disagree	1	0.7
	partially Agree	18	14.2
	Total	128	100

Looking at the data in Table 3 : Physical Education teachers have an idea with 68.0% face with financial difficulty, 95.3% do not find enough of the Physical Education course, as a parallel to this, 60.9% Lecture hours 2 hours should be ,83.6% they have gym at their school 34.4% Not using other institutions or organizations' facilities, 85.1% school sports are effective in promotion of sports in society.

DISCUSSION AND CONCLUSION

In this research, physical education teachers who play an important role in terms of dissemination of the sport in community and school sports have included in the research and the current situation in relation to the views of some of the problems encountered and examined.

Physical Education teachers have been identified and face with inter-school sports organizations of 68.0% Financial Hardship , 61.0% Materials difficulty, 53.1% Facility problem 52.3% administrative problems with Principals , 29.0% Lack of referee, 20.3% student's apathy.(Table 3). According to Bilir and Ay (2002) Physical Education teachers have lived with the conflict of 37.14% problems with the Principals, 22.86% problems with schools' deputy and 34.14% Physical Education lessons problems, 20% of the extra-curricular sports activities problems and 57.14% negative effected Physical Education teachers on morale and 42.86% reduced their efforts to their work, [5]. The results of this research, the results are parallel to study.

Are you guiding your students to sporting activities as extracurricular activities ? Looking at the distribution of answers to the question 83.6% have answered yes 14.8% have answered partially. Karaküçük and his friends (2000) on the survey conducted by school administrators,

school administrators" in the "extra-curricular activities is important (51.2%) and think sporting activities for extracurricular activities and (77.4%) states that they want to take advantage of Physical Education teachers 52.3 % of Physical Education teachers have stated that they are confronted with a problem administrative problem (Table 2) , [6]. . At it again, Karaküçük (1999) examined research approaches to school administrators extracurricular activities, Physical Education teachers reveals that they are more effective by encouraging students to extracurricular activities, [7].

Are you agree that school sports organizations is important ? When we examine the distribution of responses to the question, 75.0% of Physical Education teachers have concluded "Yes". At it again , Karaküçük (1999) have identified that students who are participating in extra-curricular activities are also successful at their social relations (79.6%) In parallel with this matter , When we look at rate answers t the question of " Inter- schools of sports organizations contribute to country's sport " 83.0% have reached the conclusion that a positive finding. According to these findings, 96.0% of Physical Education teachers have attended a large percentage have been identified with this view. We need to be reminded that Trabzon High School also scored the most goals scored and at least having goal as a team champion in among High Schools at the World Soccer Championships in China in 2003 (Akşam newspaper 24.11.2003) , [8]. The struggle of the nations through sport on agenda , It can be said main factors that international success on sports have contributed introductions provided by the countries and cause the promotion of social morale rises of the people in a country by means of achievements in sports Sports facilities (Gym, Football Field, Basketball Court, Volleyball Court, etc.) in schools should be sufficient in order to have physical Education course healthy and train individuals Although our findings of deficiencies in terms of hardware deficiencies findings in schools, they define "only" a gym. Lack of sports facilities which require sport's relevant and healthy hampers the realization of the proper physical education classes . Demirhan et al (2002) have examined elementary schools, high schools and vocational schools in achieving the objectives of Physical Education course and it shows that lack of sports field is the first factor in order not to reach the targeted objectives, [9]. The same way, Salman et al (2005) made a survey, 84.3% of the teachers' efficiency in this course, student participation, the lack of facilities like a gym, and depending on the states that fell during the winter months, [10].

" Do you find lesson hours enough in order to do effective application of course ? " When we look at the answers to the question reported that 95.3% is not enough. This finding supports the decision at 2008 Sports council that Physical Education course location has thoroughly weakened as a subject because of hours reduced, poor physical conditions and unmotivated teachers. we have experienced great difficulty in bringing behavioral changes on the expected development of the programs and the students of cognitive, affective, and psychomotor areas. (2008 Sports Council) Sport and sporting activities has become very important in modern societies' lives . Members of societies who consciously make sport on the one hand ,They provide benefits members of large scale, on the other hand, they fulfill important function for society. Sport promotion in society has importance that Communities and individuals can make a conscious understanding of the sport and will provide facilities to improve the investment policies and give direction to the development of these policies and scientific studies of sport in society , [11].

To sum up , the loaded sport to state in promotion in society should be developed for dissemination of more effective policies and their implementation should be given priority.. In this respect, Rulers of the state ,especially in large sport dominators, have responsible to

prepare the sport locations for students by harmonizing the institutions and private organizations in all activities related to the common purpose.

REFERENCES

- [1]. Yetim,A. **2000**,Sosyoloji ve Spor.Top-Kar Matbaacılık Ankara
- [2]. Mor-Pa Spor Ansiklopedisi,Kültür Yayınları.Cilt. 4 ss 249. İstanbul, **2001**
- [3]. Fonksiyonel Açıdan Spor Yönetiminin Anlam ve Önemi.Gazi Eğitim Fakültesi Dergisi.**2003**,Cilt 8.Sayı 1,ss 22-25 Ankara
- [4]. **2008** Spor Şurası
- [5].Bilir,A,Ay,Ü, **2002**, Beden Eğitimi Öğretmenlerinin Çalışma Yöntemi Stratejileri:”Adana da bir alan araştırması”Spor Araştırmaları Dergisi 6 ss.119-137
- [6].Karaküçük,S. Yetim,A.A, **2000** “Okul Müdürlerinin Ders Dışı Etkinliklerinin Uygulamalarına Yönelik Sorunları”Beden Eğitimi Spor Bilimleri Kongresi, 26-27 Mayıs ss. 137-145, Ankara
- [7]. Karaküçük,S, Yetim.A.A, **1999** “Okul Yöneticilerin Ders Dışı Yaklaşımları”Gazi Beden Eğitimi ve Spor Bilimleri Dergisi,Cilt 4. Sayı 3. ss 51-62, Ankara
- [8]. http://www.akşam.com.tr/arşiv/2003/11/24_spor_8.html (28.12.2003)
- [9]. Demirhan,G.Coşkun.H,Altay,F. **2002**, Beden Eğitimi Öğretmenlerinin Niteliklerine İlişkin Görüşleri,Eğitim ve Bilim Cilt 27.Ankara
- [10]. Salman.M.N,Çalgın.E.R Salman,S. **2005**, Beden Eğitimi Öğretmenlerinin Mesleki Sorunlarının Cinsiyet Faktörü Açısından Değerlendirilmesi.Editör Gültekin,O. 4.Ulusal Beden Eğitimi ve Spor Öğretmenliği Sempozyumu ,Bur-Faş Ofset Tesisleri,Bursa
- [11]. Yetim,A. **2000** “Sporun Sosyal Görünümü,”Gazi Beden Eğitimi ve Spor Bilimleri Dergisi, Cilt. 5 Sayı 1. ss 63