



Examining the Opinions of School Administrators Working in Secondary Schools on Sports Fields

Ortaokullarda Görev Yapan Okul Yöneticilerinin Spor Alanlarına İlişkin Görüşlerinin İncelenmesi

ABSTRACT

The sports fields in the schools are very effective in terms of positive evaluation of children's free time and their comfort in terms of health. The aim of this study is to evaluate the opinions of school administrators working in secondary schools about sports fields. In the study group, face-to-face interview technique was used with 10 school administrators working in Gaziantep Provincial Directorate of National Education. The data obtained in the research, in which the interview method, which is one of the qualitative research methods, was used, was analyzed by content analysis method. As a result, school administrators stated that the sports fields of their schools were insufficient. In addition, school administrators regarding the adequacy of sports fields; He expressed the opinion construction of indoor sports facilities in schools and areas for sports in school gardens should be created. While it was stated that the schools where the participants work needed areas to do sports. fields, they expressed the opinion that they needed indoor and outdoor sports halls. In addition, it was concluded that the sports areas of the research group should be more useful, oriented to more than one sports branch, it was stated that sports and sports fields should be oriented towards the level and status of those who study at the school.

Keywords: School, Executive, Sports field

ÖZET

Okullardaki spor alanları, çocukların boş zamanlarını olumlu değerlendirmeleri ve sağlık açısından rahatlıkları açısından oldukça etkilidir. Bu araştırmanın amacı, ortaöğretim kurumlarında görev yapan okul yöneticilerinin spor alanlarına ilişkin görüşlerinin değerlendirilmesidir. Çalışma grubunda Gaziantep İl Millî Eğitim Müdürlüğünde görev yapan 10 okul yöneticisi ile yüz yüze görüşme tekniği kullanılmıştır. Nitel araştırma yöntemlerinden biri olan görüşme yönteminin kullanıldığı çalışmada elde edilen veriler içerik analizi yöntemiyle çözümlenmiştir. Sonuç olarak okul yöneticileri okullarının spor alanlarının yetersiz olduğunu belirtmişlerdir. Ayrıca spor alanlarının yeterliliği konusunda okul yöneticileri; Okullara kapalı spor tesisleri yapılması ve okul bahçelerinde spor yapılabilecek alanların oluşturulması gerektiği görüşünü dile getirdi. Katılımcıların görev yaptıkları okulların ise spor yapabilecekleri alanlara ihtiyaç duyduğu belirtilirken; sahalarda açık ve kapalı spor salonlarına ihtiyaç duydukları görüşünü dile getirmişlerdir. Ayrıca araştırma grubunun spor alanlarının daha faydalı olması, birden fazla spor branşına yönelik olması gerektiği sonucuna ulaşılmış, spor ve spor alanlarının okulda okuyanların seviye ve statülerine yönelik olması gerektiği belirtilmiştir.

Anahtar Kelimeler: Okul, Yönetici, Spor alanı

INTRODUCTION

Along with industrialization and urbanization, some changes have occurred in the society. Therefore, the construction of concrete buildings has cut the ties with the outside, especially by restricting the playgrounds of children (Sivri, 1993). Along with these changes, people's game culture has also changed (Moore, 2004). It is seen that schools and gardens are known as social spaces where students usually spend their time (Sanoff, 2002). The physical and mental comfort of people is undoubtedly due to the regularity of sports activities and sports fields (Vural et al., 2017).

In the developing and changing world conditions, people have come to struggle with the stress of monotonous and stagnant life with the technology taking more place in life (Tutar, 2011). Especially with the increase in the time spent by young people with technology, monotonous and sedentary life has become more evident on young people (Öztürk, Koparan, and Haşıl 2004). Countries that are aware of this fact are already making their plans and investments in this direction (Özdilek, 2006). Outdoor and indoor sports field investments have the most important place among these plans. Because providing the societies with the understanding and opportunities to do sports consciously brings success in many aspects (Boniface, 2007). Therefore, sport has become an important part of human life today. Physical activities and play are of great importance for the

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physical and spiritual development of children. The importance of play and physical activities in terms of preventing obesity in children and healthy growth has been scientifically proven (Vural et al., 2019). It is stated that regular sports activities are effective in the development of children regularly, especially in the abandonment of bad habits together with sports and in coping with obesity (Alincak, 2017; Pancar et al., 2017).

The game; it is one of the most important elements that make the child ready for life, directs it (Alincak ve Tuzcuoğulları, 2016). Play has an important place as a tool for the child to make sense of the world, communicate with others and express himself. In the process of playing the game, language and mental skills are used together. This situation makes significant contributions to the development of language skills (Tuzcuoğulları et al., 2017). The development of sports in our country; It is possible to increase the number of those who do sports, to bring the sports facilities to a sufficient level and to spread the sufficient number of qualified trainers to the country level. The best environment for selecting talented athletes and increasing the number of athletes is primary and secondary education institutions, namely schools. The opportunities provided to schools and physical education teachers will play an important role in the development of sports in the country (Pehlivan, 1999).

The basic element of social, cultural and economic development is healthy manpower. The way to raise a healthy society is through our schools, which host millions of students within the integrity of education. It is one of the indispensable principles of today's education understanding that millions of students who are educated in schools are educated for a productive and qualified society by providing their mental, emotional and physical development through physical education and sports activities. Especially, primary and secondary school students, who are in their most active period and full of energy, spend their free time in a beneficial way, use their energy positively, relieve stress, protect from bad habits and increase their knowledge, skills and abilities (Poyraz, 1999).

Children's playgrounds, which are accepted as an active element of urban areas, cells (Yılmaz and Bulut, 2003), include Europe's open land resting, meeting game demands, throwing away excess energy, developing social zone leaders, and various game elements and are for game purposes. are the open spaces they use (Acar, 2003). It is seen that children use the playgrounds actively. In this sense, the role of sports fields in the transition from childhood to youth is quite high (Pehlivan, 2005).

It is mentioned that the social, political, psychological and economic dimensions of sports in general have a greater place in people's lives over time and the increasing importance of sports sciences recently. In order to be able to do sports, physical conditions must be suitable (Yazıcı and Aslım 2007). Especially in schools, a gym is needed so that students can do active sports (Aracı, 2006).

In our country, it comes to the fore that the construction of sports fields is not given importance and value. It is stated that the playgrounds and sports fields built in many provinces are not qualitatively sufficient (Türkan and Önder, 2011; Yılmaz and Bulut, 2002).

In all this context, it is thought that physical education teachers working in schools with gymnasiums will provide some advantages over students, as well as the sportive and academic success advantages achieved by students who have the opportunity to do sports in indoor or outdoor sports fields (Şahan, 2007).

It is seen that the researches on the subject are not sufficient. The aim of this study is to examine the opinions of school administrators working in secondary schools about sports fields. For this purpose, answers to the following questions were sought.

School administrators;

- 1) What are the opinions about the sports fields of the school where he works?
- 2) What are their thoughts on the adequacy of the sports fields of the school where they work?
- 3) Does the school where he works need sports fields?
- 4) What are the suggestions about the sports fields of the school where he works?

METHOD

In the research, the interview method was used because examining the opinions, approaches and comments of the school administrators working in secondary education institutions about sports fields will be effective in obtaining more detailed and detailed information (Yıldırım and Şimşek, 2013:148).

Research Group

The prepared open-ended question form was applied to 10 school administrators. The data regarding the research group are given in Table 1.

Table 1: Personal Characteristics of the Participants (N=10)

Variables	Groups	n	%
Gender	Male	8	80
	Woman	2	20
Management Experience	5 years	1	10
	10 years	2	20
	15 years	3	30
	20 Years	2	20
	21 Years and above	2	20
Professional Seniority	6 – 10 Years	1	53.4
	11 – 15 Years	3	6.6
	16 – 20 Years	4	6.6
	21 – 30 Years	2	6.6
Mission	School principal	4	40
	Assistant director	6	60
Educational Status	Licence	7	70
	Graduate	3	30

FINDINGS AND COMMENT

Table 2: Distribution of school administrators' views on the sports fields of the school where they work.

Themes	n	%
Insufficient	7	70
Sufficient	2	20
Qualification level can be increased	1	10
Total	18	100

In Table 2, 70% of the participants fields were insufficient, while 20% stated that they were not sufficient. In addition, 1 school administrator the participants expressed as follows; adequacy level of sports fields in schools could be increased.

Table 3: Distribution of school administrators' opinions about the adequacy of the sports fields of the school where they work.

Themes	n	%
Not enough	7	35
Indoor gyms should be	6	30
Sports fields should be created in the school garden	5	25
Yeterli	2	10
Total	20	100

In Table 3, most 35% of the participants generally prefer places to do sports are not enough and 30% of them stated that there should be indoor sports halls. In addition, while 25% of the research group stated that sports halls should be created in the school garden, 2 participants expressed the opinion that sports fields are sufficient.

Table 4: Distribution of school administrators' opinions about whether their school needs sports fields.

Themes	N	%
Yes	7	36.9
There should be indoor and outdoor gyms.	6	31.6
There should be sports fields according to the individual differences of the students.	4	21
Hayır	2	10.5
Total	19	100

In Table 4, 36.9% it has come to the fore that the participants need sports fields and facilities in the schools they work in general terms. fields. In addition, 31.6% of the participants stated that there should be indoor and outdoor sports halls, 21% of them stated that there should be sports fields according to the individual differences of the students, and 10.5% of them stated that they do not need sports fields.

Table 5: Distribution of school administrators' opinions about their suggestions about sports fields in their schools.

Themes	N	%
Indoor and outdoor gyms should be built.	7	30.5
Sports fields should be more useful	6	26.1
Sports fields should be oriented towards more than one branch.	5	21.7
Sports fields should be suitable for student level	5	21.7
Total	23	100

In Table 5, 30.5% of the majority participants in general indoor and outdoor sports halls should be built, and 26.1% stated that sports fields should be more useful. In addition, it was seen that 21.7% of the participants suggested that the sports areas should be oriented to more than one branch and that the sports it was stated that the places should be oriented towards the level and situation of the students.

DISCUSSION AND CONCLUSION

When the opinions of the participants about the school's sports fields were examined, it was seen that the sports fields were insufficient. In addition, while it was stated that some school administrators considered the sports fields sufficient, it came to the fore that the sports fields could be more adequate. In this sense, it can be said that school administrators do not consider the sports fields in their schools sufficient. In the studies they carried out by Alıncak, Öztürk and Turak (2018), in primary schools; They concluded that sports and playgrounds are insufficient. In his research, Hotaman (2018) concluded that schools do not have sufficient equipment and equipment to support the physical education, music and nature intelligence fields, therefore they are insufficient in gaining the gains in these fields.

In different studies, it has been concluded that school administrators see the physical and social environment in their schools as inadequate (Tuzcu, 2021; Balyer, 2018; Akbaba and Turhan, 2016; Gedikoğlu, 2005).

When we look at the views of the participants on the level of proficiency of sports fields, it has come to the fore that the sports fields are not sufficient. In addition, school administrators regarding the adequacy of sports fields; He expressed the opinion that there should be indoor sports halls in schools and areas for sports in school gardens should be created. Therefore, it can be said that the administrators see the sports fields in the school as insufficient and that new facilities should be built. In the literature, it is stated that the areas in schools are insufficient for students (Karaburun et al., 2015; Karatekin and Çetinkaya, 2013). It is stated that there is no protection, fence area around the outdoor playgrounds observed in Aksoy (2011) research, and accordingly, necessary security measures are not taken. In the study of Çelik (2012), insufficient level of open sports facilities, problems with materials and unsafe areas pose a risk for children.

When the school administrators participating in the research are examined whether the school they work in needs sports fields, it is seen that the school where most of them work needs sports fields. In addition, the participants of the schools they work in; While it was stated that there was a need for indoor and outdoor sports halls, it was revealed that there should be sports fields according to the individual differences of the students. Research shows that space designs are important in the success of learning-teaching environments (Yenice, 2013, p.430). Baykal (1995) stated in his study that well-designed and modern school buildings and equipment are facilitating in the realization of achievements and that there are places (library, gym, laboratory, workshop, game-gym, dining hall, etc.) in school buildings to meet the needs of students, teachers and administrators. Claims that it increases the interest and belonging to the school

When we consider the suggestions made by the participants; The construction of new facilities and their usability came to the fore. In addition, the participants stated that the facilities to be built should appeal to more than one branch should be suitable for the level of the students. In the researches, it has been observed that if the sports facility and material conditions of the school are sufficient, the students exhibit a positive attitude towards physical education lessons (Sayın, 2014; Balyan, 2009).

As a result, school administrators stated that the sports fields of their schools were insufficient. In addition, school administrators regarding the adequacy of sports fields; He expressed the opinion construction of indoor sports facilities in schools and areas for sports in school gardens should be created. While it was stated that the schools where the participants work needed areas to do sports. fields, they expressed the opinion that they needed indoor and outdoor sports halls. In addition, it was concluded that the sports areas of the research group should be more useful, oriented to more than one sports branch, it was stated that sports and sports fields should be oriented towards the level and status of those who study at the school.

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