

An Investigation of the Opinions of the Students of Physical Education and Sports on Vocational Education: The Cases of America and Turkey Universities

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Abstract This study aims to compare the opinions of students in the departments of sports management (SM) and coaching (COA) in the USA Bergen Community College and Esenyurt University on their department preferences and on education. Descriptive research model was employed in the study. A total of 300 students from Esenyurt University (SM; n=71, COA; n= 79) and USA Bergen Community University (SM; n= 67, COA; n= 83) were surveyed. Data were analyzed in SPSS 22.0 package program and number, percentage, means and standard deviation were used. The t-test was used to compare two independent groups. The relationship between group variables was tested at .05 significance level by chi-square analysis. When the means obtained from universities were examined, it can be seen that there is a significant difference between the two universities in terms of “awareness of department” ($t_{(300)}=-2.643$; $p=0.009<0.05$) and “adequacy of the academic education” ($t_{(300)}=2.624$; $p=0.009<0.05$) whereas a significant difference was found in favor of Bergen College in terms of “adequacy of employment-oriented education” ($t_{(300)}=-7.604$; $p=0.000<0.05$) ($x=4.024$). It was determined that university students surveyed have sufficient level of awareness/information about their department, they preferred their department willingly, and that they knew that the education they will receive will help them progress in the field of sports in the future. It was also found that the participants from both universities preferred the departments studied willingly and with sufficient information. This shows that they are willing to continue their career in the field of sports after having completed their education. Even though the participants were satisfied with their departments, they had concerns about finding a job for the future.

Keywords Coaching, Sports Management, Employment, Education, Academic Qualification

1. Introduction

Young individuals' problems related to their academic life, reasons for going to university, perceptions about success, education systems and problems related to communication-information within universities might differ in different geographies as well as in different universities [1]. When these philosophies are reduced to the practice of Physical Education, in the context of multidimensional movement education in modern education, child's multifaceted development, creativity skills, differences among students, reasoning ability, socio-cultural communication ability [2], as well as learn the preference reasons and expectations of students will require the planning of content and programs in a way that is appropriate for the full development of human personality. Considering the main reasons for the change in the expectations of students in general terms; students who start university in a different city suddenly find themselves in a different academic and social environment. This new life dimension differs from previous experiences in terms of educational experiences, human relations, and social life. Students are obliged to undertake all their individual life responsibilities on their own in this new social environment. Students must adapt to this foreign environment in which the support of family and close friends are lost as soon as possible and using their individual potentials at the highest level [3].

Faculties are educational institutions in which students spend a significant part of their educational life, covering a significant portion of the transition from adolescence to adulthood, and in this sense determine to a large extent whether they are successful individuals in later life. In other words, faculties have a function beyond being a teaching institution. In this sense, faculties are the scene of many different experiences and developments. Therefore, the investigation of the quality of faculty life is quite important in terms of both academic and personal

development of students. A human can make the most ideal system inoperable as well as produce qualified products in a system with the most adverse conditions. In this respect, increasing the quality and productivity in education must be the primary objective of all societies that want to obtain a competitive advantage [4]. Universities should aim to educate individuals who are beneficial to society and who are well trained in their profession because university students are the candidates to be the ones who will determine the future of their countries. Therefore, training of university students with multifaceted training programs that are not only vocationally adequate but also socially, physically and mentally adequate is important for the future of our country [5]. In recent years, it has become increasingly important to examine the total quality management practices in education [6].

Studies in both our country and abroad have revealed that one of the most important problems that Physical Education and Sports Junior College face when they graduate is the problem of employment. Universities in our country differ in many respects such as education and training opportunities, visions, missions, ways of being managed, research and development, communication, information and transportation facilities, data collection, processing, and information production capabilities and capacities. This may lead to differences in students' expectations about both university and future.

Psychological services units of universities need to examine the identity development and professional attitudes of university students more extensively and the resulting results should be better structured in terms of student personality services [7].

The differences between the expectations of the students who have just started his/her university education and the expectations of the students in their second, third etc. years in the university should be known and new regulations and new decisions to be taken and implemented in this respect are inevitable for universities to fulfill their functions in a better and realistic way.

Research to be conducted in this direction will support the efforts of university administrations [8].

2. Material and Method

This study, which aims to determine the thoughts of the students studying in Physical Education and Sports Junior Colleges in Turkey and abroad and to determine the adequacy of this education in the future working life, is a descriptive study. The universe of the research includes the USA Bergen Community College and Esenyurt University while the sample of the research includes 1st and 2nd-year students in the Sports Management and Coaching department in both universities. The sample was selected by random sampling method. A total of 300 students from Esenyurt University (SM; n = 71, COA; n = 79) and USA Bergen Community College (SM; n = 67, COA; n = 83) were surveyed. The researchers traveled to the Bergen College and obtained the necessary permits and applied the scale prepared in English. The survey was selected as the data collection tool. The survey consists of personal information form, a) a form for the awareness of the department, b) a form of employment-oriented teaching qualification, c) a form of the adequacy of academic education. Survey "Determination of opinions about the department" prepared by Prof. Dr. Faik Ardahan was conducted. The 40-item survey prepared in order to determine the extent to which students are employed in the field of sports management is in the form of five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree).

The data obtained from the study were analyzed by using SPSS (Statistical Package for Social Sciences) for Windows 22.0 program. Frequency, percentage, mean and standard deviation were employed as descriptive statistical methods in the evaluation of the data. The t-test was used to compare the quantitative data between two independent groups. The relationship between the variables was tested by chi-square analysis.

3. Findings

Table 1. Means of survey sub-dimensions by university

Sub-dimensions	Esenyurt University				t p	Bergen College				t p
	SM (n=71)		COA (n=79)			SM (n=67)		COA (n=83)		
	Mean	Sd	Mean	Sd		Mean	Sd	Mean	Sd	
Awareness of Department	2,681	0,32	2,745	0,38	-1,099 0,274	2,771	0,51	2,882	0,30	-1,635 0,124
Adequacy of Employment-Oriented Education	3,384	0,64	3,655	0,77	-2,315 0,022	3,937	0,35	4,094	0,30	-2,930 0,004
Adequacy of Academic Education	3,453	0,63	3,722	0,72	-2,397 0,018	3,408	0,30	3,459	0,18	-1,268 0,207

p<0.05 significance level

When the means obtained from universities are examined, it can be seen that there is an equal significant difference between two universities in terms of “awareness of department” ($t_{(300)} = -2.643$; $p = 0.009 < 0.05$) and “adequacy of the academic education” ($t_{(300)} = 2.624$; $p = 0.009 < 0.05$) whereas a significant difference was found in favor of Bergen College in terms of “adequacy of employment-oriented education” ($t_{(300)} = -7.604$; $p = 0.000 < 0.05$) ($x = 4.024$).

Table 2. Means of survey sub-dimensions by departments

Sub-dimensions	Esenyurt (n=150)		Bergen (n=150)		t	p
	Ort	Ss	Ort	Ss		
Awareness of Department	2,714	0,356	2,832	0,413	-2,643	0,009
Adequacy of Employment-Oriented Education	3,527	0,727	4,024	0,336	-7,604	0,000
Adequacy of Academic Education	3,594	0,696	3,436	0,248	2,624	0,009

$p < 0.05$ significance level

The mean scores of the students of Bergen College in the Coaching Department were higher than the scores of the students of Esenyurt University. In terms of average scores of Adequacy of Employment- Oriented Education; the difference between the group means was found to be statistically significant ($x = 4.094_{t(150)} = -2.930$; $p = 0.004 < 0.05$).

Table 3. Comparison of Opinions regarding Awareness of Department by Departments

Awareness of Department		Esenyurt University					Bergen College				
		SM		COA		P	SM		COA		P
		n	%	n	%		n	%	n	%	
Studying in this department was my choice	Disagree	1	%1,4	2	%2,5	$x = 2,930$ $X_2 = 4,766$ $p = 0,092$	3	%4,5	1	%1,2	$x = 2,930$ $X_2 = 1,561$ $p = 0,458$
	Partly	4	%5,6	0	%0,0		1	%1,5	1	%1,2	
	Agree	66	%93,0	77	%97,5		63	%94,0	81	%97,6	
I had information about this department when choosing it	Disagree	2	%2,8	5	%6,3	$x = 2,790$ $X_2 = 3,838$ $p = 0,147$	7	%10,4	2	%2,4	$x = 2,870$ $X_2 = 5,592$ $p = 0,061$
	Partly	12	%16,9	6	%7,6		1	%1,5	0	%0,0	
	Agree	57	%80,3	68	%86,1		59	%88,1	81	%97,6	
I was aware of its employment fields when I chose this department	Disagree	3	%4,2	5	%6,3	$x = 2,670$ $X_2 = 4,605$ $p = 0,100$	8	%11,9	2	%2,4	$x = 2,860$ $X_2 = 6,776$ $p = 0,034$
	Partly	21	%29,6	12	%15,2		1	%1,5	0	%0,0	
	Agree	47	%66,2	62	%78,5		58	%86,6	81	%97,6	
Studying in this department was my first choice	Disagree	3	%4,2	2	%2,5	$x = 2,880$ $X_2 = 0,633$ $p = 0,729$	8	%11,9	7	%8,4	$x = 2,800$ $X_2 = 0,507$ $p = 0,329$
	Partly	3	%4,2	5	%6,3		0	%0,0	0	%0,0	
	Agree	65	%91,5	72	%91,1		59	%88,1	76	%91,6	
The selection exam allows appropriate students to study at the department	Disagree	11	%15,5	11	%13,9	$x = 2,460$ $X_2 = 6,830$ $p = 0,033$	8	%11,9	7	%8,4	$x = 2,790$ $X_2 = 1,798$ $p = 0,407$
	Partly	24	%33,8	13	%16,5		1	%1,5	0	%0,0	
	Agree	36	%50,7	55	%69,6		58	%86,6	76	%91,6	
The school's success affects our careers positively	Disagree	5	%7,0	12	%15,2	$x = 2,550$ $X_2 = 7,584$ $p = 0,023$	10	%14,9	10	%12,0	$x = 2,730$ $X_2 = 0,266$ $p = 0,390$
	Partly	22	%31,0	11	%13,9		0	%0,0	0	%0,0	
	Agree	44	%62,0	56	%70,9		57	%85,1	73	%88,0	

$p < 0.05$ significance level S.A: (Strongly Agree), S.D (Strongly Disagree)

It was found that both universities have high levels of “Awareness of Department”. A significant difference in favor of Esenyurt University was found in “The selection exam allows appropriate students to study at the department” [SM; 50.7% COA; 69.6%, ($X_2 = 6.830$, $p = 0.033 < 0.05$)] and “The school’s success affects our careers positively” [SM; 62.0%, COA; 70.9% ($X_2 = 67.584$, $p = 0.023 < 0.05$)]. A significant difference in favor of Bergen College in “I was aware of its employment fields when I chose this department” [SM; 86.6%, COA; 97.6% ($X_2 = 6.776$, $p = 0.034 < 0.05$)].

Table 4. Comparison of Opinions regarding Adequacy of Employment-Oriented Education by Departments

Adequacy of Employment-Oriented Education		Esenyurt University				p	Bergen College				p
		SM		COA			SM		COA		
		n	%	n	%		n	%	n	%	
I find the curriculum of my department adequate to make a career	Strongly Disagree	2	%2,8	5	%6,3	$\bar{x}=3,820$ $X_2=8,684$ $p=0,070$	0	%0,0	0	%0,0	$\bar{x}=3,970$ $X_2=1,802$ $p=0,406$
	Disagree	2	%2,8	1	%1,3		0	%0,0	0	%0,0	
	Neutral	25	%35,2	15	%19,0		9	%13,4	6	%7,2	
	Agree	29	%40,8	31	%39,2		53	%79,1	72	%86,7	
	Strongly Agree	13	%18,3	27	%34,2		5	%7,5	5	%6,0	
I believe I receive adequate vocational education in my department	Strongly Disagree	3	%4,2	3	%3,8	$\bar{x}=3,750$ $X_2=5,222$ $p=0,265$	0	%0,0	0	%0,0	$\bar{x}=4,020$ $X_2=8,144$ $p=0,017$
	Disagree	2	%2,8	4	%5,1		0	%0,0	0	%0,0	
	Neutral	24	%33,8	16	%20,3		12	%17,9	6	%7,2	
	Agree	31	%43,7	35	%44,3		42	%62,7	69	%83,1	
	Strongly Agree	11	%15,5	21	%26,6		13	%19,4	8	%9,6	
I believe the education I receive from my department will provide me with competencies necessary for the field	Strongly Disagree	1	%1,4	1	%1,3	$\bar{x}=3,850$ $X_2=9,049$ $p=0,060$	0	%0,0	0	%0,0	$\bar{x}=4,110$ $X_2=2,329$ $p=0,312$
	Disagree	1	%1,4	4	%5,1		0	%0,0	0	%0,0	
	Neutral	21	%29,6	15	%19,0		4	%6,0	11	%13,3	
	Agree	40	%56,3	37	%46,8		49	%73,1	54	%65,1	
	Strongly Agree	8	%11,3	22	%27,8		14	%20,9	18	%21,7	
I find the applied courses in my department adequate	Strongly Disagree	2	%2,8	7	%8,9	$\bar{x}=3,470$ $X_2=10,962$ $p=0,027$	0	%0,0	0	%0,0	$\bar{x}=4,010$ $X_2=3,050$ $p=0,384$
	Disagree	16	%22,5	6	%7,6		0	%0,0	2	%2,4	
	Neutral	16	%22,5	20	%25,3		12	%17,9	9	%10,8	
	Agree	28	%39,4	27	%34,2		43	%64,2	57	%68,7	
	Strongly Agree	9	%12,7	19	%24,1		12	%17,9	15	%18,1	
I believe the education I receive will provide me with the knowledge and skills necessary for Coaching/Sports Management	Strongly Disagree	3	%4,2	1	%1,3	$\bar{x}=3,750$ $X_2=5,835$ $p=0,212$	0	%0,0	0	%0,0	$\bar{x}=4,080$ $X_2=1,071$ $p=0,784$
	Disagree	3	%4,2	8	%10,1		1	%1,5	1	%1,5	
	Neutral	17	%23,9	15	%19,0		12	%17,9	10	%12,0	
	Agree	38	%53,5	36	%45,6		38	%56,7	50	%60,2	
	Strongly Agree	10	%14,1	19	%24,1		16	%23,9	22	%26,5	
There is sufficient communication between the students and the school	Strongly Disagree	3	%4,2	5	%6,3	$\bar{x}=3,750$ $X_2=2,200$ $p=0,699$	1	%1,5	0	%0,0	$\bar{x}=3,960$ $X_2=8,858$ $p=0,065$
	Disagree	3	%4,2	4	%5,1		1	%1,5	2	%2,4	
	Neutral	23	%32,4	21	%26,6		14	%20,9	9	%10,8	
	Agree	24	%33,8	22	%27,8		45	%67,2	52	%62,7	
	Strongly Agree	18	%25,4	27	%34,2		6	%9,0	20	%24,1	
My contact with the school will continue even after I have graduated	Strongly Disagree	4	%5,6	3	%3,8	$\bar{x}=3,540$ $X_2=12,126$ $p=0,016$	1	%1,5	0	%0,0	$\bar{x}=3,990$ $X_2=4,859$ $p=0,302$
	Disagree	8	%11,3	6	%7,6		2	%3,0	3	%3,6	
	Neutral	29	%40,8	17	%21,5		16	%23,9	11	%13,3	
	Agree	24	%33,8	33	%41,8		30	%44,8	48	%57,8	
	Strongly Agree	6	%8,5	20	%25,3		18	%26,9	21	%25,3	

I believe there is sufficient communication between the school and the sector	Strongly Disagree	3	%4,2	3	%3,8	$\bar{x}=3,570$ $X_2=8,071$ $p=0,089$	0	%0,0	0	%0,0	$\bar{x}=4,020$ $X_2=6,567$ $p=0,087$
	Disagree	10	%14,1	8	%10,1		2	%3,0	0	%0,0	
	Neutral	25	%35,2	14	%17,7		14	%20,9	9	%10,8	
	Agree	23	%32,4	36	%45,6		41	%61,2	54	%65,1	
	Strongly Agree	10	%14,1	18	%22,8		10	%14,9	20	%24,1	
I believe the school has a successful marketing strategy and supports the employment of its graduates	Strongly Disagree	3	%4,2	5	%6,3	$\bar{x}=3,490$ $X_2=4,270$ $p=0,371$	1	%1,5	0	%0,0	$\bar{x}=4,070$ $X_2=9,118$ $p=0,058$
	Disagree	10	%14,1	13	%16,5		1	%1,5	1	%1,5	
	Neutral	21	%29,6	15	%19,0		11	%16,4	5	%6,0	
	Agree	27	%38,0	27	%34,2		45	%67,2	53	%63,9	
	Strongly Agree	10	%14,1	19	%24,1		9	%13,4	24	%28,9	
I may have difficulty in finding a job after I have graduated	Strongly Disagree	6	%8,5	8	%10,1	$\bar{x}=3,170$ $X_2=4,110$ $p=0,391$	1	%1,5	3	%3,6	$\bar{x}=3,620$ $X_2=5,706$ $p=0,222$
	Disagree	20	%28,2	16	%20,3		16	%23,9	13	%15,7	
	Neutral	18	%25,4	20	%25,3		9	%13,4	5	%6,0	
	Agree	18	%25,4	16	%20,3		32	%47,8	44	%53,0	
	Strongly Agree	9	%12,7	19	%24,1		9	%13,4	18	%21,7	
I am happy with being a graduate of the Physical Education Department	Strongly Disagree	0	%0,0	0	%0,9	$\bar{x}=4,580$ $X_2=4,067$ $p=0,254$	1	%1,5	0	%0,0	$\bar{x}=3,950$ $X_2=12,147$ $p=0,016$
	Disagree	3	%4,2	1	%1,3		1	%1,5	1	%1,5	
	Neutral	3	%4,2	1	%1,3		20	%29,9	12	%14,5	
	Agree	23	%32,4	20	%25,3		38	%56,7	45	%54,2	
	Strongly Agree	42	%59,2	57	%72,2		7	%10,4	25	%30,1	
The curriculum provided practical and functional gains that we can use in our careers	Strongly Disagree	1	%1,4	2	%2,5	$\bar{x}=4,010$ $X_2=10,212$ $p=0,037$	1	%1,5	0	%0,0	$\bar{x}=4,110$ $X_2=16,319$ $p=0,003$
	Disagree	1	%1,4	2	%2,5		1	%1,5	0	%0,0	
	Neutral	17	%23,9	17	%21,5		13	%19,4	3	%3,6	
	Agree	36	%50,7	23	%29,1		42	%62,7	52	%62,7	
	Strongly Agree	16	%22,5	35	%44,3		10	%14,9	28	%33,7	
Sports management/coaching concepts are valued enough in our country	Strongly Disagree	19	%26,8	18	%22,8	$\bar{x}=2,930$ $X_2=7,007$ $p=0,136$	1	%1,5	0	%0,0	$\bar{x}=3,970$ $X_2=6,776$ $p=0,148$
	Disagree	12	%16,9	7	%8,9		3	%4,5	1	%1,5	
	Neutral	20	%28,2	16	%20,3		17	%25,4	12	%14,5	
	Agree	11	%15,5	22	%27,8		34	%50,7	47	%56,6	
	Strongly Agree	9	%12,7	16	%20,3		12	%17,9	23	%27,7	
The school provides adequate foreign language education	Strongly Disagree	35	%49,3	27	%34,2	$\bar{x}=2,380$ $X_2=7,717$ $p=0,102$	2	%3,0	0	%0,0	$\bar{x}=3,970$ $X_2=3,274$ $p=0,513$
	Disagree	15	%21,1	13	%16,5		1	%1,5	1	%1,5	
	Neutral	8	%11,3	10	%12,7		7	%10,4	12	%14,5	
	Agree	9	%12,7	16	%20,3		47	%70,1	55	%66,3	
	Strongly Agree	4	%5,6	13	%16,5		10	%14,9	15	%18,1	

$p < 0.05$ significance level S.A (Strongly Agree), S.D (Strongly Disagree)

Comparison of opinions about “Adequacy of Employment-Oriented Education” by the departments was found to be in favor of Bergen College SM and COA departments. The highest mean ($\bar{x}=4.580$) for “I am happy with being a graduate of Physical Education Department” was found to be in favor of Esenyurt University COA department while the mean for “The curriculum provided practical and functional gains that we can use in our careers” was found to be in favor of SM and COA departments in both universities [EU; ($\bar{x}=4.010$ $X_2=10.212$, $p=0.037 < .05$), BC; ($\bar{x}=4.110$ $X_2=16.319$ $p=0.003 < .05$)].

Table 5. Comparison of Opinions regarding Adequacy of Academic Education by Departments

Adequacy of Academic Education		Esenyurt University				p	Bergen College				p
		SM		COA			SM		COA		
		n	%	n	%		n	%	n	%	
Our curriculum had clear targets	Strongly Disagree	4	%5,6	0	%0,0	x=3,810 X ₂ =21,185 p=0,000	1	%1,5	0	%0,0	x=3,650 X ₂ =1,799 p=0,773
	Disagree	2	%2,8	10	%12,7		1	%1,5	1	%1,5	
	Neutral	17	%23,9	7	%8,9		22	%32,8	28	%33,7	
	Agree	40	%56,3	38	%48,1		40	%59,7	52	%62,7	
	Strongly Agree	8	%11,3	24	%30,4		3	%4,5	2	%2,4	
Our curriculum included theoretically sufficient courses	Strongly Disagree	3	%4,2	0	%0,0	x=3,850 X ₂ =6,435 p=0,169	0	%0,0	2	%2,4	x=3,460 X ₂ =4,382 p=0,357
	Disagree	5	%7,0	7	%8,9		2	%3,0	1	%1,5	
	Neutral	13	%18,3	12	%15,2		34	%50,7	36	%43,4	
	Agree	38	%53,5	37	%46,8		30	%44,8	44	%53,0	
	Strongly Agree	12	%16,9	23	%29,1		1	%1,5	0	%0,0	
Our curriculum included courses sufficient in terms of application	Strongly Disagree	3	%4,2	4	%5,1	x=3,490 X ₂ =8,265 p=0,082	0	%0,0	0	%0,0	x=3,450 X ₂ =0,338 p=0,953
	Disagree	15	%21,1	8	%10,1		2	%3,0	2	%2,4	
	Neutral	18	%25,4	23	%29,1		36	%53,7	42	%50,6	
	Agree	26	%36,6	22	%27,8		28	%41,8	37	%44,6	
	Strongly Agree	9	%12,7	22	%27,8		1	%1,5	2	%2,4	
The courses were taught according to a pre-determined plan	Strongly Disagree	3	%4,2	2	%2,5	x=3,900 X ₂ =6,580 p=0,160	1	%1,5	0	%0,0	x=3,460 X ₂ =2,538 p=0,638
	Disagree	3	%4,2	0	%0,0		2	%3,0	6	%7,2	
	Neutral	11	%15,5	15	%19,0		29	%43,3	35	%42,2	
	Agree	43	%60,6	41	%51,9		34	%50,7	41	%49,4	
	Strongly Agree	11	%15,5	21	%26,6		1	%1,5	1	%1,5	
The instructional technology was employed effectively during the courses	Strongly Disagree	2	%2,8	0	%0,0	x=3,820 X ₂ =5,685 p=0,224	0	%0,0	3	%3,6	x=3,290 X ₂ =3,055 p=0,549
	Disagree	7	%9,9	7	%8,9		4	%6,0	5	%6,0	
	Neutral	17	%23,9	14	%17,7		38	%56,7	45	%54,2	
	Agree	32	%45,1	33	%41,8		23	%34,3	29	%34,9	
	Strongly Agree	13	%18,3	25	%31,6		2	%3,0	1	%1,5	
A course plan indicating the objectives of the courses was given to	Strongly Disagree	0	%0,0	5	%6,3	x=3,730 X ₂ =11,218	1	%1,5	0	%0,0	x=3,440 X ₂ =3,105 p=0,535
	Disagree	7	%9,9	11	%13,9		2	%3,0	3	%3,6	

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students at the beginning of the academic year	Neutral	7	%9,9	15	%19,0	p=0,024	32	%47,8	43	%51,8	
	Agree	43	%60,6	30	%38,0		30	%44,8	35	%42,2	
	Strongly Agree	14	%19,7	18	%22,8		2	%3,0	2	%2,4	
Methods and techniques that ensured our participation was used in the courses	Strongly Disagree	2	%2,8	5	%6,3	x=3,650 X ₂ =7,123 p=0,130	0	%0,0	1	%1,5	x=3,410 X ₂ =4,922 p=0,295
	Disagree	6	%8,5	4	%5,1		6	%9,0	4	%4,8	
	Neutral	17	%23,9	21	%26,6		31	%46,3	36	%43,4	
	Agree	38	%53,5	30	%38,0		28	%41,8	42	%50,6	
	Strongly Agree	8	%11,3	19	%24,1		2	%3,0	0	%0,0	
There was an effective communication between students and instructors	Strongly Disagree	2	%2,8	2	%2,5	x=3,770 X ₂ =8,516 p=0,074	1	%1,5	0	%0,0	x=3,440 X ₂ =8,879 p=0,064
	Disagree	10	%14,1	5	%6,3		3	%4,5	11	%13,3	
	Neutral	14	%19,7	21	%26,6		25	%37,3	32	%38,6	
	Agree	31	%43,7	23	%29,1		38	%56,7	36	%43,4	
	Strongly Agree	14	%19,7	28	%35,4		0	%0,0	4	%4,8	
Instructors made effective use of course durations	Strongly Disagree	1	%1,4	1	%1,3	x=3,970 X ₂ =12,130 p=0,016	1	%1,5	0	%0,0	x=3,330 X ₂ =2,813 p=0,421
	Disagree	2	%2,8	4	%5,1		5	%7,5	10	%12,0	
	Neutral	11	%15,5	18	%22,8		28	%41,8	39	%47,0	
	Agree	44	%62,0	27	%34,2		33	%49,3	34	%41,0	
	Strongly Agree	13	%18,3	29	%36,7		0	%0,0	0	%0,0	
We had sufficient printed and visual materials such as books, lecture notes	Strongly Disagree	8	%11,3	2	%2,5	x=3,770 X ₂ =10,909 p=0,028	1	%1,5	2	%2,4	x=3,330 X ₂ =0,235 p=0,972
	Disagree	5	%7,0	3	%3,8		4	%6,0	5	%6,0	
	Neutral	12	%16,9	15	%19,0		32	%47,8	41	%49,4	
	Agree	35	%49,3	32	%40,5		30	%44,8	35	%42,2	
	Strongly Agree	11	%15,5	27	%34,2		0	%0,0	0	%0,0	
Applications in which students participated were in line with the course objectives	Strongly Disagree	1	%1,4	2	%2,5	x=3,850 X ₂ =4,080 p=0,395	1	%1,5	0	%0,0	x=3,610 X ₂ =5,575 p=0,233
	Disagree	3	%4,2	6	%7,6		4	%6,0	1	%1,5	
	Neutral	16	%22,5	15	%19,0		22	%32,8	26	%31,3	
	Agree	38	%53,5	33	%41,8		40	%59,7	54	%65,1	
	Strongly Agree	13	%18,3	23	%29,1		0	%0,0	2	%2,4	
The assignments contributed to our learning	Strongly Disagree	10	%14,1	5	%6,3	x=3,530 X ₂ =8,524 p=0,074	1	%1,5	0	%0,0	x=3,570 X ₂ =7,820 p=0,098
	Disagree	5	%7,0	3	%3,8		6	%9,0	1	%1,5	
	Neutral	23	%32,4	16	%20,3		24	%35,8	25	%30,1	
	Agree	22	%31,0	37	%46,8		35	%52,2	56	%67,5	

	Strongly	11	%15,5	18	%22,8		1	%1,5	1	%1,5	
	Agree										
The school provided us with sufficient computer education	Strongly Disagree	25	%35,2	5	%6,3	x=3,110 X ₂ =22,295 p=0,000	1	%1,5	0	%0,0	x=3,470 X ₂ =3,745 p=0,442
	Disagree	10	%14,1	12	%15,2		8	%11,9	5	%6,0	
	Neutral	11	%15,5	17	%21,5		22	%32,8	32	%38,6	
	Agree	18	%25,4	24	%30,4		34	%50,7	45	%54,2	
	Strongly Agree	7	%9,9	21	%26,6		2	%3,0	1	%1,5	
The school provided us with sufficient internship opportunities	Strongly Disagree	7	%9,9	9	%11,4	x=3,230 X ₂ =14,048 p=0,007	0	%0,0	2	%2,4	x=3,400 X ₂ =2,178 p=0,703
	Disagree	6	%8,5	10	%12,7		8	%11,9	7	%8,4	
	Neutral	36	%50,7	24	%30,4		25	%37,3	33	%39,8	
	Agree	18	%25,4	16	%20,3		32	%47,8	39	%47,0	
	Strongly Agree	4	%5,6	20	%25,3		2	%3,0	2	%2,4	
Students received sufficient feedback after each examination	Strongly Disagree	13	%18,3	6	%7,6	x=3,410 X ₂ =10,642 p=0,031	0	%0,0	1	%1,5	x=3,370 X ₂ =3,349 p=0,501
	Disagree	12	%16,9	8	%10,1		7	%10,4	6	%7,2	
	Neutral	13	%18,3	10	%12,7		32	%47,8	35	%42,2	
	Agree	24	%33,8	32	%40,5		28	%41,8	39	%47,0	
	Strongly Agree	9	%12,7	23	%29,1		0	%0,0	2	%2,4	
Instructors were fair in measurement and evaluation	Strongly Disagree	6	%8,5	8	%10,1	x=3,670 X ₂ =3,503 p=0,477	0	%0,0	1	%1,5	x=3,390 X ₂ =3,468 p=0,483
	Disagree	0	%0,0	2	%2,5		7	%10,4	7	%8,4	
	Neutral	20	%28,2	21	%26,6		32	%47,8	30	%36,1	
	Agree	30	%42,3	26	%32,9		27	%40,3	44	%53,0	
	Strongly Agree	15	%21,1	22	%27,8		1	%1,5	1	%1,5	
The school management was sensitive to the problems and propositions of students	Strongly Disagree	8	%11,3	8	%10,1	x=3,490 X ₂ =12,555 p=0,014	0	%0,0	0	%0,0	x=3,370 X ₂ =10,40 p=0,015
	Disagree	5	%7,0	4	%5,1		14	%20,9	4	%4,8	
	Neutral	25	%35,2	10	%12,7		25	%37,3	36	%43,4	
	Agree	24	%33,8	41	%51,9		28	%41,8	41	%49,4	
	Strongly Agree	9	%12,7	16	%20,3		0	%0,0	2	%2,4	
There were sufficient sports events during my term	Strongly Disagree	9	%12,7	12	%15,2	x=3,180 X ₂ =12,689 p=0,013	0	%0,0	0	%0,0	x=3,380 X ₂ =4,222 p=0,238
	Disagree	14	%19,7	14	%17,7		9	%13,4	7	%8,4	
	Neutral	21	%29,6	12	%15,2		30	%44,8	35	%42,2	
	Agree	21	%29,6	18	%22,8		28	%41,8	37	%44,6	
	Strongly Agree	6	%8,5	23	%29,1		0	%0,0	4	%4,8	

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There were sufficient cultural events during my term	Strongly Disagree	11	%15,5	12	%15,2	x=3,050 X ₂ =7,451 p=0,114	1	%1,5	0	%0,0	x=3,390 X ₂ =4,406 p=0,221
	Disagree	17	%23,9	14	%17,7		9	%13,4	5	%6,0	
	Neutral	19	%26,8	14	%17,7		23	%34,3	37	%44,6	
	Agree	19	%26,8	22	%27,8		34	%50,7	41	%49,4	
	Strongly Agree	5	%7,0	17	%21,5		0	%0,0	0	%0,0	
Sports managers and coaches who steer sports should receive such an education	Strongly Disagree	6	%8,5	9	%11,4	x=3,620 X ₂ =6,307 p=0,177	1	%1,5	1	%1,5	x=3,500 X ₂ =2,280 p=0,684
	Disagree	1	%1,4	6	%7,6		7	%10,4	5	%6,0	
	Neutral	24	%33,8	16	%20,3		18	%26,9	30	%36,1	
	Agree	22	%31,0	24	%30,4		40	%59,7	45	%54,2	
	Strongly Agree	18	%25,4	24	%30,4		1	%1,5	2	%2,4	

$p < 0.05$ significance level S.A (Strongly Agree), S.D (Strongly Disagree)

Comparison of opinions about “Adequacy of Academic Education” by the departments was found to be in favor of Esenyurt University SM and COA departments. “Our curriculum had clear targets”; ($x=3.810$ $X_2=21.185$ $p=0.000<.05$), “Our curriculum included theoretically sufficient courses”; ($x=3.850$), “The courses were taught according to a pre-determined plan”; ($x=3.900$), “Instructional technology was employed effectively during the courses”; ($x=3.820$), “Instructors made effective use of course durations”; ($x=3.970$), “Applications in which students participated were in line with the course objectives”; ($x=3.850$) were found to be in favor of the students of COA department.

4. Discussion

Coaching and sports management are new areas in the development of the content of sports training. Coaching has been a field that has been followed with interest for many years; however, with the development of its qualifications, individuals' viewpoints have also changed. It is possible to say that the expectations of the individuals receiving education in this field have undergone a serious change along with what the department offers. For, being a coach now requires not only the technical knowledge and equipment but also follow-up of the fast-changing face of the sports. At this point, it is necessary to follow the change in the viewpoints of individuals [9].

Looking at the results of the study, the **university averages** showed significantly high and positive results. Accordingly, the participants showed that they were closely interested in the subject and the managerial aspect of sports. “Awareness of Department” ($t_{(300)}=-2.643$; $p=0.009<.05$) and “Adequacy of Academic Education” ($t_{(300)}=2.624$; $p=0.009<.05$) showed quite close values in both universities, however a significant difference was found between groups; a significant difference at a higher level was found in favor of the mean of Bergen College ($x=4.024$) in terms of “Adequacy of Employment-Oriented Education” ($t_{(300)}=-7.604$; $p=0.000<.05$) (Table 1).

According to the means of departments, the mean scores of the students of Bergen College in the Coaching Department were higher than the scores of the students of Esenyurt University. The mean scores of “Adequacy of Employment-Oriented Education” was found to be $x=4.094$; the difference between the highest mean and the group means was found to be statistically significant ($t_{(150)}=-2.930$; $p=0.004<.05$) (Table 2).

It was found that the “Awareness of Department” levels of both universities were high and close. While “The selection exam allows appropriate students to study at the department” [SM; 50.7% COA; 69.6%, ($X_2=6.830$, $p=0.033<.05$)] and “The school's success affects our careers positively” [SM; 62.0%, COA; 70.9% ($X_2=67.584$, $p=$

$0.023<.05$)] were found to show a significant difference in favor of Esenyurt University, “I was aware of its employment fields when I chose this department” [SM; 86.6%, COA; 97.6% ($X_2=6.776$, $p=0.034<.05$)] found to show a significant difference in favor of Bergen College (Table 3).

From this data, we can conclude that participants generally had information about their departments; they chose to study at these departments willingly, which is an indicator of the fact that they are willing to have a career in this field in the future. The study revealed that the students in both universities had a sufficient level of awareness of the fact that their departments were only towards this field and the quality of the education they receive will contribute to their careers in the future.

The results of this study do not support the results of the study carried out by [10], on the students of Physical Education and Sports Junior College at Ankara University. 74% of the students who participated in the study chose their department as the first preference and were pleased with their department while 23% chose the Physical Education and Sports Teaching Department as the first preference but were placed in another department because they could not win that department. On the other hand, the results of this study comply with the results of the study of [11]. According to the study, 83% of the students of the Sports Management Department preferred the department to “be a Sports Manager”. In order to make an appropriate career choice decision, the person needs to know what he wants and what he can do well. The choice of profession in the university education consciously means knowing the profession and knowing the fields of employment of the profession. This means that the career starts with university education. This will in turn positively affect personal success in professional life [12], reported that due to the insufficient knowledge of the graduates of the department, people did not have sufficient information about Sports Management Department, that people used to choose to study at this department because “they could not obtain the chance to study at other departments”, and that this idea has changed over time. In addition, the increasing demand in the market in recent years pushes individuals into the conscious choice. Choosing a profession means choosing a way of life.

Comparison of the opinions about “Adequacy of Employment-Oriented Education” according to the universities and departments revealed a significant difference with “Agree” and “Strongly Agree” responses in favor of Bergen College COA department. The highest mean was that of “I am happy with being a graduate of Physical Education Department” ($x=4.580$) in favor of Esenyurt University COA department; the mean scores of “The curriculum provided practical and functional gains that we can use in our careers” EU; ($x=4.010$ $X_2=10.212$, $p=0.037<.05$), BC; ($x=4.110$ $X_2=16.319$ $p=0.003<.05$) were found to be high and significant in

favor of both universities SM and COA departments. One thing that is noteworthy in terms of the responses from the participants of both universities is that they both affirmed the statement "I may have difficulty in finding a job after I have graduated". Accordingly, although participants are satisfied with their departments, they feel significantly anxious about finding a job in the future (Table 4).

Comparison of opinions about "Adequacy of Academic Education" according to universities and departments revealed high means in favor of Esenyurt University SM and COA departments. "Our curriculum had clear targets"; ($x=3.810$ $X_2=21,185$ $p=0.000<.05$), "Our curriculum included theoretically sufficient courses"; ($x=3.850$), "The courses were taught according to a pre-determined plan"; ($x=3.900$), "Instructional technology was employed effectively during the courses"; ($x=3.820$) "Instructors made effective use of course durations"; ($x=3.970$), "Applications in which students participated were in line with the course objectives"; ($x=3.850$) were found to be in favor of the students of COA department in Esenyurt University with quite high means.

In their study, which was carried out with 150 first grade students enrolled in different departments in Eskişehir Osmangazi University Faculty of Economics and Administrative Sciences, and which investigated these students' satisfaction with their departments and tendencies to change their departments [13], reported differences between the students who think of changing their departments and who do not. In a study conducted by [14], on the reasons why the students of Muğla University Faculty of Economics and

Administrative Sciences preferred their faculties, it was determined that most of the students preferred this faculty because of low university entrance examination scores. As a result of his work on the determinants and effects of university department preferences [15], found that the "expected gain" affects students' departmental choices and that "the likelihood of receiving job offers" and the "expected gain" is positively related to making a choice of department at a selected university. In his study based on career theory and higher education literature to test the conceptual framework of departmental choices of 4th grade students in social departments, technology, engineering and mathematics departments [16], found that white students have more positive thoughts about these departments than the students of minority races and that the aim of entrance in the department is directly affected by the students' achievements in high school mathematics, academic communication, financial support, and individual beliefs. In their study carried out with the senior students of Sakarya University Business Administration Department to find out about in which sector they want to be employed in the future and which business unit

(marketing, human resources, accounting, etc.) they feel the most appropriate for them in their working life [17], found that male students were more willing to build their own business than female students, and that when compared to female students, male students were more inclined to think that sales/marketing, production, and accounting units were more appropriate for them. In the study of [18], undergraduate and graduate students at the departments of Bülent Ecevit University Faculty of Economics and Administrative Sciences evaluated the many criteria considered in the choice of profession. According to the results of the survey, "Employment Security", "Profession Gains" and "Career Opportunity" are determined as the most important criteria when choosing a profession. In addition, it was observed that male students placed more emphasis on "Profession Gains" criteria while female students on "Employment Security" criteria.

According to [19], research, both the graduate students and the students who are studying at Akdeniz University Physical Education and Sports Junior College Sports Management Department stated that they want to work in the private sector. It was determined that the concept of sports management is known more by the students continuing their education, that both the graduate students and the students who are studying stated that they did not choose to study in this department willingly and that because they could not be placed in the departments in which they wished to study, they chose to study in the Sports Management Department. They also think that the school does not/will not support their employment. Students, who underline the lack of communication between the school and the sector, stated that each school should have a marketing strategy [20], determined the variables that most determined the expectations of students as follows: the student's idea of a happy life after graduation, the need for a social- scientific development in university life and self-employment after graduation if necessary financial means are provided.

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