

DEVELOPMENT OF STANDARDS FOR A DOCTORAL DEGREE
IN PHYSICAL EDUCATION FOR THE
UNIVERSITIES IN TURKEY

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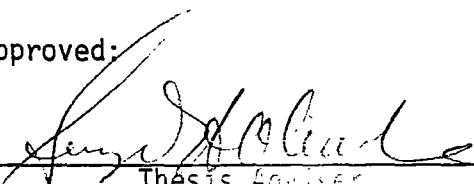
DEDICATION

I wish to dedicate this study and express my deepest gratitude, appreciation and love to my parents, Celalettin and Semiha Erdogan, for their encouragement, self-sacrifice, understanding and prayers during my years away from home, in the United States. They are my Love.

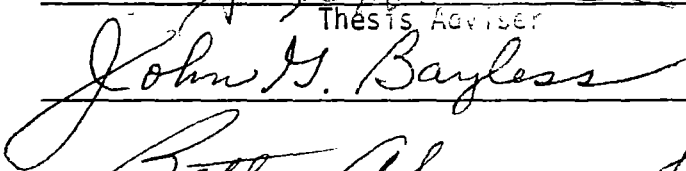


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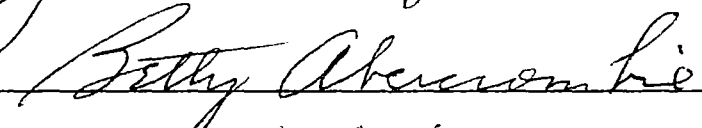
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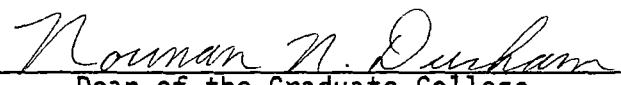
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CHAPTER I

INTRODUCTION

This investigator is one of the pioneer Turkish students to study physical education at the doctoral level. The investigator was offered a scholarship by the Turkish Ministry of Youth and Sports in 1974 to study physical education in the United States. It is because of the investigator's interest and concern for the future of physical education in higher education in Turkey, that this research was undertaken.

A look at the past aids in understanding the need for a quality graduate education in physical education in Turkey. To meet the need of providing qualified faculty members to the educational institutions offering physical education degrees, the Turkish Ministry of Youth and Sports has been awarding scholarships to study physical education and sports abroad since 1908 (Aslan). Upon completing their education and returning to Turkey, the students were appointed as faculty members to teach physical education at various physical education institutes. In 1975, the Turkish Ministry of Youth and Sports closed the physical education institutes and opened three Youth and Sports Academies in Ankara, Istanbul and Manisa, to improve the quality of education in physical education (official Newspaper, 1978). The faculty members at the physical education institutes were reappointed to teach at the Youth and Sports Academies.

Establishment of the Youth and Sports Academies did not accomplish

the objectives of the Turkish Ministry of Youth and Sports (Personal Communications [1], October, 1983). The Youth and Sports Academies has changed their administrative policies five times in seven years of their existence (a report written for the Turkish Higher Education Commission, 1982). In parallel to the administrative policy changes, approximately eighty different courses were taught. This suggests that the students at the Youth and Sports Academies were instructed with too many different subjects at a superficial level. To fulfill the number of instructors needed to teach, the administration of the Youth and Sports Academies recruited instructors from other disciplines, such as psychology, sociology, physiology and medicine. These instructors were not able to relate the relevant knowledge to the physical education students. Ineffective curriculum programs and insufficient number of qualified faculty members were combined factors for inadequate preparation of the students of the Youth and Sports Academies (report to the Turkish Higher Education Commission, 1982).

In 1982 when the higher education system in Turkey was reorganized, the Youth and Sports Academies were transferred to the existing universities, and each academy became a physical education department within a university. At the present time three universities (Dokuz Eylul University, Marmara University and Uludag University) offer a baccalaureate; two universities (Ankara Gazi University and the Middle East Technical University) offer a baccalaureate and a master of science; one university (Ege University) offers a master of science and a doctorate degree program in physical education. The masters and doctoral programs are limited to exercise physiology, sports

psychology, sports sociology and sports pedagogy. At the time of this study, there was only one faculty member (Dr. Kemal Tamer) with a Doctor of Education degree in Physical Education with a concentration in exercise physiology among the faculty members of the universities offering physical education degrees. The curricular program for the physical education departments offering baccalaureate degrees is prepared by the Turkish Higher Education Commission. The masters and doctoral degree curricular programs in physical education are prepared by the physical education departments and approved by the Turkish Higher Education Commission.

Development of quality undergraduate physical education programs has been one of the primary objectives of the Turkish Ministry of Youth and Sports in the last few decades. Therefore, graduate education in physical education has not been given the necessary attention (Personal Communication [2], November, 1983). The masters and doctoral degrees did not exist until 1979.

A quantitative, rather than a qualitative physical education program development approach brought no solution to the problem of establishing quality graduate physical education programs in Turkey, especially at the doctoral level (Armagan, 1983). A high quality set of standards needs to be established for a doctoral degree in physical education, in order to develop and implement an effective graduate physical education program which will provide leaders in the field of physical education in Turkey.

Statement of the Problem

The purpose of this study is to develop a set of standards for a doctoral program in physical education for universities in Turkey.

Significance of the Study

The country of Turkey needs to develop and maintain a high quality academic environment in the field of physical education. This could be accomplished through the establishment of standards involving both quantitative measures and qualitative judgments. Overall, the overriding concern is the achievement of a high quality doctoral program in physical education.

A doctorate program of high quality in physical education will enable Turkey to educate her own professionals in her own institutions. The costly practice of awarding scholarships to study abroad could be revised, and the funds could be utilized in development of the graduate programs in physical education.

Most importantly, a quality doctoral program will help answer the physical educational needs of Turkey.

Limitations

The following conditions are viewed as limitations of this study:

1. The subjects were not randomly selected, but were a select group.
2. Data were given orally through an interview process and the information provided was assumed to be accurate.
3. No standardized test instrument was used.

4. Comfort level of disclosure.

Delimitations

The following were considered delimitations for the study.

1. The interview group was delimited to administrators from the Turkish Ministry of National Education, and the Turkish Ministry of Youth and Sports.

2. This study was delimited to the five Turkish universities offering physical education degrees at the undergraduate, masters or doctoral level.

Definitions

Turkish Ministry of National Education: A government office which oversees all the educational programs in Turkey.

Turkish Ministry of Youth and Sports: A government office which oversees the amateur sports, professional sports and the education of physical educators in Turkey.

Turkish Higher Education Commission: A committee which makes the policies and approves the curriculum programs for the universities. The Commission also oversees the appointments of faculty members to the various educational committees.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of the literature on graduate education in physical education. Particular emphasis was given to graduate program which offer a doctoral degree in physical education.

The first organized course of instruction for physical educators in the United States was initiated at Normal Institute for Physical Education established by Dr. Dioletian Lewis in 1861 in Boston (Lockhart, 1972).

The first Ph.D. program in the United States was offered by Yale University in 1860 (Rosenberg, 1966); but, it was not until 1924 that both Columbia Teachers College and New York University established the first program leading to the Doctor of Philosophy with a concentration in physical education (Zeigler, 1975). Prior to this, Columbia University was credited with offering in 1901 the first major in physical education leading to the masters degree; followed closely by Oberlin College, which conferred its first such degree in 1904. But it was not until 1929 that programs were developed leading to the Doctor of Education degree, by Stanford University and by the University of Pittsburgh (Clark, 1935).

Singer (1972) indicated that the possibilities of improving man's life through physical activity are unlimited. Through teaching, coaching and research, the physical educator with an academic

background in many disciplines has an important contribution to make to man's meaningful existence. The heritage of physical education is rich with contributions from many disciplines.

Bucher (1979) emphasized that there must be a sound philosophy of physical education for the profession to survive. A philosophy of physical education: (1) is essential to professional education; (2) guides one's action; (3) provides the direction for the professional; (4) makes society aware that physical education contributes to its value; (5) aids in bringing the members of the profession together; (6) explains the relationship between physical education and general education (Bucher, 1979).

Webster (1965) in the book Philosophy of Physical Education teaches the foundation of physical education as love of wisdom means the desire to search for the real facts and values in life and the universe, and to evaluate and interpret these with an unbiased and unprejudiced mind. Meyerson (1974) has emphasized how the modern university with its responsibilities for graduate professional education and research is suited ideally for linkages with the "real world". Some diversity among institutions makes for richer educational experiences, which contributes to the thinkings of Webster (1965), Meyerson (1974), Singer (1972) and Frost (1973), that the need is for some teachers who are scholars, some researchers who can give intellectual leadership and for sound teaching practices which are based on the best knowledge currently available.

Quality graduate education is said to involve such things as scholarship, research, independent work and specialization, yet there are subtle differences in the interpretations given to these terms

(AAHPERD, 1967; Berelson, 1960; Carnegie Commission, 1974; Commission on Non-Traditional Study, 1974; Mortimer, 1972; Quest, 1976; Walters, 1967).

Although the demands now placed upon doctoral graduates to possess certain knowledge, competencies, and skills related to scholarly endeavors and research must of necessity be more stringent than ever before. In the 1950's no one was making any great claims for the quality of graduate study and research programs in physical education. But, there was a general feeling that programs were improving gradually. Thus, it was a distinct shock when Conant (1963) recommended that they should be abolished. A careful assessment of the present situation leads one to believe that most programs of graduate study need to be upgraded considerably (Zeigler, 1978). The structure of many college/university departments of health, physical education and recreation reflects a traditional organizational structure which is administrative, yet the department's primary reason for being is academic (Brightwell, 1982). Brightwell (1982) suggest that administrators should consider developing a structure that is appropriate to the academic functions of their departments.

Cooper (1978) has listed some of the factors involved in determining the quality of graduate education of a given institution. They are (1) the level of academic prowess of the graduate faculty; (2) the integrity of the faculty in regard to adherence to high standards; (3) the entrance qualification of the graduate students; (4) the mission and the purpose of the institution; (5) faculty peer influence for continued academic involvement; the existence of some independent

body to act as evaluator of the productive and scholarly output of the students and the faculty; and (6) the extent of involvement of the faculty and the students in the establishment of the standard to which they are expected to adhere.

The literature about graduate education focuses primarily on issues associated with the purposes of advanced study and current pressures to which institutions and their programs attend (Berelson, 1960; Mayhew, 1970; Cartter, 1976; Katz and Hartnett, 1976; Sidentop, 1976).

Assessing academic quality of colleges and universities particularly in the area of graduate study, has been a popular area of research (Hughes, 1934; Keniston, 1959; Berelson, 1960; Cartter, 1966; Rose and Anderson, 1970). The most noted recent and comprehensive professional literature focusing on pertinent issues and concerns of graduate study in physical education has been in short supply during the past decade or so (Crace, 1981). The following publications were most credited by professionals in the field of physical education; (1) Proceedings: Conference on Graduate Education, AAHPERD, 1967; (2) Graduate Study in Physical Education, *Quest* 25, 1979; (3) Quality Control in Graduate Education, *Journal of Physical Education and Recreation*, June 1978; and (4) various articles sponsored by the National Association for Sports and Physical Education, *College and University Council on Physical Education*, *JOPER*, March 1978, and *JOPER*, March 1980.

Due primarily to expanded knowledge and the attendant, increased need for specialization, there was a trend in universities toward the establishment of distinct and separate graduate programs of health,

physical education, and recreation either autonomous departments or, more frequently, in schools or colleges embracing all three areas (AAHPERD Conference on Graduate Education, 1967).

Carmichael (1961) emphasized that:

" . . . no segment of higher education has so significant a role to play as the graduate school, the role of the graduate school in effecting fundamental changes in higher education, is unique. The responsibility of this segment of the university is therefore enormous". (p. 3)

On graduate education Frost (1975) continued by stating that:

" . . . our efforts should be to produce intellectual leaders who understand the importance of total, well-rounded integrated development and who will seek to assist and guide their students to that end. In so doing they will use a variety of means, methods, motivations and activities and improve both the individual and society". (p. 467)

Leaders in physical education have expressed concern over the issue of quality in graduate programs in their field since the mid 1960's. A number of publications and conferences have attempted to design guidelines to promote quality academic programs in physical education (AAHPERD 1967; Kroll, 1971; NAPECW 1976; AAHPERD 1978; Zeigler, 1972).

Mayhew's (1970) observation of developing and established institutions of higher learning concluded that the seventies will bring no cease in the headlong expansion of the graduate and professional sectors.

In a Professional Studies Program, Lawson (1976) has outlined five working assumptions that are salient to discussion of graduate education in physical education; (1) "professional preparation" undergraduate and graduate programs of physical education have fallen

short of the mark of true professionalism. Henry (1964) and Morford (1972) have observed the same assumption; (2) theory and practice of physical education exist in a dialectical relationship. Reissman (1972) and Locke (1969) seem to support the same assumption; (3) the "knowledge explosion" will continue to prompt chain reactions which pervade arenas of disciplinary and professional life. Locke (1972), Siedentop (1972) and Stadulis (1973) have earlier concluded that this wealth of information creates the need for ongoing mechanisms which link the practitioner with the available theory and research; (4) the training necessary for tradition-based occupational roles should not be subjects for formal coursework in a university, but should reside instead with localized clinical placements or field experiences; (5) graduate education cannot continue to substitute for the conspicuous absence of in-service education (or professional development in general) and supervision in the field.

McMurrin (1978) mentions two factors threatening the quality of graduate education; (1) rapidly increasing extension of education beyond the campus; and (2) the granting of academic credit for so-called "life experience". For a solution, McMurrin (1978) suggests that college and university credit should be granted only for competence in the achievement of the intellectual capabilities, creative work, and knowledge for which the institutions exist. There is no single best way to produce an M.A. or Ph.D. Each institution should be the master of its own long-range purposes and its own more immediate goals, and in the end, it must be the guardian of its own character (McMurrin, 1978).

The importance of a curriculum in a graduate program in physical education cannot be overemphasized. Annarino (1980) stated that the primary function of a graduate education curriculum is to translate educational philosophies and theories into a series of progressive, meaningful and guided experiences to attain long-range goals. Institutions should periodically examine the course offerings to meet the changing needs and interests of the students.

Browder, Atkins and Esin (1973) suggested that a program must (1) have knowledgeable designers; (2) lead to improved education; (3) recognize and accomodate diverse forms of participation; (4) train personnel before and during implementation; (5) fulfill the conditions of the accountability concept; (6) be politically attainable.

Lopez (1971) listed imperatives that should be considered for program design. A curriculum must: (1) pay attention to communication with all parties; (2) have an organizational philosophy or plan of action that has the allegiance of everyone; (3) be based on ethical principles and on policies that work; (4) be specific abouts its purpose; (5) improve the performance of all persons involved; (6) be sensitive to human needs; (7) have all persons touched by the program participate in its development from start through finish.

Mazur (1971) joins Lopez (1971) to point out that a program designer should avoid: (1) making unrealistic administrative demands; (2) forcing accountability programs on unwilling and uncomprehending staffs; (3) perceiving accountability as an end rather than a means; (4) moving forward with a shallow understanding of accountability policy and procedures; (5) having too great expectations from minimal

procedures and small resources; (6) placing too much faith in the reliability of accountability measures.

Perhaps more so than any other single factor, it is the graduate faculty which contributes to the quality or lack of quality of the program's graduates. Without a quality faculty, the chances of receiving a quality graduate education are remote. The important variable in quality control of graduate degree programs is matching the competencies of the graduate faculty members to the graduate program purposes (Corbin, 1978). Brassie (1980) raises the question "Do faculties in physical education possess the qualifications, experience, professional interest and productivity essential for the conduct of graduate programs in physical education?"

Linkert (1967) criticized that many large departments in academia tend to inhibit individual growth and self development, which lead to apathy and a waste of human abilities. Graduate faculty members must strive to maintain their academic quality by remaining actively involved in their disciplines (Berelson, 1960; Kerr, 1972).

Recommendations by Corbin (1978) suggested the following points in retaining quality control of graduate faculty in health, physical education and recreation: (1) we must recognize the diversity of our fields and our programs; (2) we must police ourselves; (3) we must allow evaluation of faculty and programs by our colleagues; (4) we must do research as an integral part of the function of graduate faculty in academic areas.

As the saying goes, "Education is a journey, not a destination."

and the journey can only be made possible with a high quality of graduate education. McMurrin (1978) realistically indicated that "Only those of genuinely high quality deserve to survive, and in many places they may be the only programs which will survive." The author further pointed out that the day of easy and rapid expansion is over; the day of entrenchment is upon us. Any department that is not now engaged in honestly and rigorously assessing its own quality and seriously working on improvement, with a willingness to eliminate whatever does not meet high standards, may well be caught sleeping at the switch. According to McMurrin (1978) this is a responsibility that rests squarely upon the faculty itself. The achievement and maintenance of quality is difficult and involves many factors. Chief among these, of course, is a quality faculty (McMurrin, 1978; Corbin, 1978; Berelson; 1960; Kerr, 1972).

Massengale (1983) investigated a possible relationship between AAHPERD outlets (Research Quarterly for Exercise and Sports; AAHPERD Abstracts and the advertising brochures and catalogs of textbook publishing companies that regularly advertise in the Journal of Physical Education, Recreations and Dance) used as measures of professional productivity and the perceived quality of physical education graduate faculty. Among the 58 institutions researched, only eight institutions managed to appear in the top 20 in every instance. They were California (Berkeley), Florida State University, Indiana University, Maryland University, Massachusetts University, Michigan University, Pen State University and Wisconsin University.

McMurrin (1978) suggested that a regular review of graduate

degree programs usually spaced five to seven years apart, is a technique for evaluating proposals for new degrees and degree programs and passing careful judgment on existing degrees and programs. This is proving to be a powerful instrument for determining what programs are effective, what programs need improvement, and what programs should be eliminated.

According to Forker and Fraleigh (1980), in general two different approaches have been used to improve graduate study in physical education. One is national level conferences which have published recommendations for the guidance of graduate study in physical education. A second is accreditation programs carried out by agencies such as the National Council for the Accreditation of Teacher Education and North Central or the Middle States Association, and the National Association for Sports and Physical Education which has established a set of standards for accrediting graduate programs in physical education (JOPER, 1984).

Forker and Fraleigh (1980) listed six recommendations for continuous improvement of graduate study in physical education: (1) official recognition by the profession of high quality programs; (2) evaluative processes and services to institutions which emphasize positive improvements; (3) professionally determined standards of quality which recognize legitimate diversity in the aims of graduate programs but assure the kind of quality appropriate to diverse aims; (4) ongoing evaluation and modification of accreditation standards to recognize change and to capitalize on our growing maturity; (5) provision of information for college administrators about our professional hallmarks of quality; (6) preparation of information for potential

graduate students and their advisors to aid in the selection of a graduate institution.

Berlin (1978) mentioned the five premises accepted as "given" in the matter of quality graduate education, concerning quality student admission and retention: (1) students entering advanced programs of study assume some risk for judging the appropriateness of the programs to their own orientations and goals; (2) continuance of a student in the program is consciously determined. Such continuance represents an endorsement of the student's potential to meet the criteria; (3) policy-makers and administrators of graduate programs have as much responsibility for specifically delineating retention criteria as they do for making known the standards for admission; (4) in a high quality graduate program, exit criteria are consistent with both retention standards and declared goals for the program; (5) the academic abilities of students enrolled in a given program serve as an index of the caliber of the program. Along with the five premises, the author suggested the following factors that need to be weighted: (1) status quo; (2) entry considerations; (3) retention - the checkpoint; and (4) responsible actions. Admission and retention policies need to be examined periodically in the light of changing curricula, differing demands and supplies of professional physical educators, shifting costs of providing graduate education, pressures for selective admission, and specific factors within individual institutions (Berlin, 1978). Mayhew and Ford (1974) in calling for reform in graduate education, suggested that changes in curriculum and structure are not enough. "New options will succeed only if better methods are developed for

identifying appropriate candidates." Cooper (1978) indicated that most good graduate physical education schools have some form of selective admission based on various criteria, yet there must be room for flexibility in admission standards to provide for special or unusual cases. Creation of hurdles (steps) for each student to overcome helps to assure the continuance of good students and the elimination of poor ones. Crace (1981) indicates that quality control of graduate education must also be assured by upgrading or maintaining one existing quality of admission and retention practices.

Zeigler (1978) said quality of students can be elevated by sharpening and broadening graduate admission requirements through the assessment of sensitivity and commitment to social responsibility, the ability to express oneself in a variety of ways, the ability to adapt to new situations, and a strong attitude about the need for scholarly work in the field of physical education.

Lawson (1976) suggested ten objectives in physical education which should be accomplished by the graduate professional students, in his Professional Studies Program: (1) to depict economic, political and social factors which have influenced the roles and goals of the graduate programs; (2) to identify the need for and develop competencies in performing alternative role behaviors; (3) to analyze the available applied research and identify its uses, misuses and limitations; (4) to identify factors which have retarded or precluded change in roles, role behaviors and role settings; (5) to provide alternative program models which require new roles and role behaviors; (6) to depict ideal and real relationships between and among physical

education programs, other physical and logic activity programs and other school and social service programs; (7) to provide graduate students with analytical and evaluative procedures which can be utilized in practice; (8) to further assist students with clarification of their own and their profession's values; (9) to identify mechanisms which enhance one's ability to introduce change into existing role settings; and (10) to acquaint students with the ongoing character of the Professional Studies Program.

Doctoral Degree Programs

In the first major AAHPERD Conference on graduate education in 1967, it was recommended that research, creativity and scholarship are the primary purposes of doctoral study. The doctoral student should concentrate in a particular specialization in health, physical education, recreation, safety and dance. The degree requires a mastery of the area as demonstrated by scholarship and proficiency. Flexibility is necessary within the degree program in order to accommodate the student's varied interests and provide adequate qualification for desired professional goals.

Cullum (1972) indicated in the study of an investigation of selected aspects of the doctoral degree in physical education that surveyed institutions ranked the training of college teachers as the most important goal for all doctoral degrees in physical education. The author's conclusions were that practices and policies of doctoral programs in physical education are not consistent with recommendations made by the panel of experts in the field.

In a study of specialization in physical education doctoral programs as it relates to the actual professional vocational responsibilities of doctoral graduates, Knight (1974) indicated that though many institutions offered both the Ph.D. and the Ed.D. there was little indication that certain types of degree corresponded with disciplinary or professional study. Generally, graduates' comments reflected needs for flexibility and individualization of doctoral study, close working relationships with advisors, and more practical experiences in doctoral programs.

Zeigler (1978) argues that far too many of doctoral programs in physical education are inadequately staffed to be offering so many different subdisciplinary and so-called professional tracks. Zeigler (1978) ask:

"How can we ever become a respected profession with concurrent disciplinary impact if we have to continue to rely so heavily on related disciplines to do so much of 'our' work for us in both scholarly research and the preparation of our doctoral candidates?" (p. 209)

There were fifty-one institutes that claimed graduates from their health, physical education, recreation and dance doctoral programs in 1971 (Crace, 1971). In 1979 the Directory of Graduate Physical Education Programs have failed to give complete listings of institutions offering graduate study at either the masters or doctoral level (NASPE, 1979). A recent study by Baker (1979) identified sixty institutions which offered doctoral study in physical education. Also Massengale (1981) identified fifty-eight institutions that had granted ten or more doctorate degrees in physical education from 1959 through 1979. In 1981, Crace (1981) estimated that the number of doctoral degree granting institutions in health, physical education,

recreation and dance ranged between sixty-five and seventy-five. The Digest of Educational Statistics (1982) reported that in 1982, two hundred and sixty-two doctoral degrees in physical education were granted, but it failed to report how many institutions did offer a doctoral degree program in physical education.

Along with the growth of doctoral degree programs, many questions have emerged. Are competent faculty directing these programs? Have meaningful goals been clearly articulated? Are numerous and diverse specializations necessary and/or desirable within physical education (Crace, 1981)? In a critical analysis of graduate education at the master's level, Berlin (1976) stated:

"Physical education master's degree programs have been more like a Chinese restaurant menu than a carefully designed and integrated sequence of experiences geared to provide the foundation for advanced or continuous independent study." (p. 51)

This same confusion may be evident at the doctoral level as a result of continually adding more courses and specialized tracts (Crace, 1981). Zeigler (1978) suggests that the addition of further doctoral programs should come only after making a very careful analysis of the need for graduates and then only in highly specialized areas where fully adequate and competent faculty are available. We must devise approaches whereby graduate students will obtain the required knowledge, competencies, skills and attitudes to fulfill the function specified for graduates of a particular degree pattern.

The real test of quality of any graduate program is the quality of students who complete the program (Corbin, 1978). The quality of the graduate students to a great extent determines the quality of

the program (Cooper, 1978; Berlin, 1978; AAHPERD, 1967; Zeigler, 1978; Crace, 1981).

What is a doctoral degree in physical education? The American Alliance for Health, Physical Education, Recreation and Dance (1967) described the doctoral degree's primary purposes as research, creativity and scholarship. The doctoral student should concentrate on physical education specialization and the degree requires mastery of the area of physical education by scholarship and proficiency. Flexibility is necessary within the degree program in order to accommodate the student's varied interests and provide adequate qualification for desired professional goals.

There are several studies in the area of graduate education in physical education which investigated various aspects (curriculum, students, faculty, admission, thesis, research, evaluation of programs and standards) of doctoral degree programs (Cullum, 1972; Piper, 1969; Sutton, 1979; Fallon, 1969; Knight, 1974). But it was surprising that only one study (Baker, 1980) specifically assessing the quality and ranking of doctoral degree programs in physical education has been published before 1980.

Drawing upon five recent studies (Baker, 1979; Baker, 1980; Massengale, 1981; Kroll, 1982; Hasbrook and Loy, 1982) Hasbrook and Loy, 1983 provided a summary analysis of the assessment of academic quality of doctoral degree programs in physical education. The twelve rankings of doctoral programs in physical education provided by five studies were analyzed in terms of three methodological issues: (1) subjective versus objective measures of program quality; (2)

quantity versus quality of graduate faculty productivity; and (3) a single versus multiple measure of academic quality. The authors concluded that an ideal academic quality ranking of doctoral programs in physical education has yet to be constructed; and given the many manifest and latent goals of such programs, it is questionable whether an ideal ranking will ever be developed. It was recommended that (1) the truly outstanding programs are probably excellent in most areas; (2) many good programs are likely to be excellent in some areas; (3) the criteria and measures used to assess academic quality of doctoral programs in physical education represents a very small sample of worthy factors that need to be considered.

Baker and King (1983) evaluated physical education programs which members of the profession considered to be of high quality over six criteria: (1) quality of graduates; (2) education and research facilities; (3) comprehensiveness of specialized curriculum areas; (4) scholarship and teaching competence of faculty; (5) internal and external financial support; and (6) administrative leadership in the department. The results indicated a strong consistency of the rankings which suggested agreement about which doctoral programs contained superior features. The common characteristics of leading physical education doctoral programs were: (1) graduate faculty and faculty policies; (2) instructional and research resources; (3) the doctoral student; (4) program requirements; and (5) instructional organizational patterns. Each of the leading physical education doctoral programs was consistently ranked high in each one of the characteristics reported by the authors in the study.

A continuing effort to improve the quality of the education programs which prepare people to enter that profession is one of the characteristics of any real profession. Forker and Fraleigh (1980) indicated that:

"Those professions which have the higher levels of status are also those which have enormous influence upon the kind and quality of college and university educational programs which prepare the new professional. Such high status professions normally impact upon the kind and quality of preparatory college programs by an accreditation process developed and implemented by voluntary associations of practicing professionals." (p. 45)

The authors defined accreditation as:

"A procedure undertaken to evaluate the quality of an institutional educational program in reference to a set of qualifications and standards which have been developed and approved by qualified professionals in the field of study." (p. 45)

Forker and Fraleigh (1980) considered a well-conceived accreditation process, using standards developed independently by professional physical educators, as a means of improving the quality of graduate education in physical education at the doctoral level.

AAHPERD sponsored a Conference on Graduate Education in 1967. Its aim was to establish guidelines and standards at the master's and doctorate levels in the areas of health education, physical education, recreational education, safety education and dance. The recommendations were focused on: (1) institutional graduate patterns and organization; (2) faculty and staff, the graduate student; (3) instructional methodology; (4) instructional and research resources; and (5) programs of study in the five areas.

According to Crace (1981) graduate programs in physical education have been allowed to grow and expand without any significant controls

imposed by NASPE, AAHPERD, or NAPEHE. The profession of physical education has not until recently demonstrated a course of action for becoming actively involved in the education of graduate programs in physical education. Academics representing graduate physical education must insist on higher standards and quality. As McMurrin (1978) has stated, "We must pass judgment on ourselves or someone from the outside will move in and do it for us." As Forker and Fraleigh have observed, "One of the characteristics of any real profession is its continuing effort to improve the quality of the educational programs which prepare people to enter that profession."

Quality control of graduate physical education has been the sole responsibility of educational institutions offering such programs. Regional and national accrediting bodies have also guaranteed some standardization of programs. But graduate study in the broad dimensions of health, physical education, recreation and dance has received limited attention by professional organizations during the past several years (Crace, 1981).

Physical educators have not yet assumed the fullest possible responsibility to assure the quality of graduate study in physical education. Forker and Fraleigh (1980) supported their view by pointing out that a specialized accreditation process conceived, developed and supported by physical education professionals appears to be the vehicle by which we can fulfill our responsibility. Crace (1981) indicated that there is a need for graduate program assessment in physical education. Graduate schools in physical education in America have proliferated enormously since 1945. With this growth and

expansion, academic offerings have become so diverse as to defy standardization or any kind of national analysis (Bennett, 1978).

A workable accreditation program within graduate physical education would also be a logical means of determining the strength of various subdisciplines. Such a vehicle would not only ensure some control and stability for those areas, it would also provide direction for future growth. Some programs at the neophyte stage appear to be academically unhealthy and in need of immediate surgery. Certainly, it is obvious that only quality graduate programs should be allowed to prosper and that new ones should not emerge without a clearly demonstrated need (Crace, 1981).

In 1978, NASPE's College and University Council on Physical Education formed two task forces to thoroughly study the concept of accreditation of all graduate programs in physical education. One task force developed budgetary procedures for an accreditation agency and established means of implementing the accreditation process. The second task force developed accreditation standards and interpretations of the standards for both master's and doctoral degree level programs. Information about all these procedures was shared in regular features of JOPER and the Alliance UPDATE as well as during the AAHPERD conventions (Crace, 1981; JOPERD, 1984).

Some critics claim that accreditation, for the most part, does very little in the form of making quality distinctions (Troutt, 1979). Young (1975) questioned whether accreditation stimulates innovative ideas and practices or merely impedes them. Others claim that accreditation is a political process more concerned with matters of control

and power than with quality maintenance (Hemanowicz, 1978).

Accreditation does attempt to guarantee both educational quality, defined and interpreted within specific institutions or academic programs, and institutional integrity, i.e., that an institution or program is what it says it is or does (Crace, 1981).

Accreditation is intended to foster excellence in education, to encourage continuous improvement through self-study procedures, and to ensure the customer (student, educational community, general public and agencies) that an institution or program has both clearly defined and appropriate objectives and maintains conditions under which their achievement can reasonably be expected (Young, 1979). Krathwohl (1978) has defined accreditation as a two-edged device, "It serves to protect the public. . . it serves as a means for the profession to improve itself."

During 1980, NASPE's task force on accreditation standards has functioned by revising and updating standards following the Detroit (1979) Workshop and more recent input from conferees attending the fall 1980 Chicago Professional Conference (Crace, 1981). Accreditation standards on graduate physical education were further scrutinized in Boston during the 1981 AAHPERD convention as participants examined and critiqued the fourth draft. After two periods of field testing of the standards during 1981, NASPE made a major presentation on the subject of accreditation during January 1982's NASPHE convention. The accreditation standards were approved/accepted by AAHPERD during the 1982 AAHPERD convention in Houston (Crace, 1981; JOPER, 1984).

Hasbrook and Loy (Quest, 1983) indicated that: (1) because most

quality assessment studies have focused on faculty rather than program effectiveness, it was suggested that more attention be given to program effectiveness; (2) in assessing graduate programs, doctoral studies should not be stressed to the point that master's work is overlooked; (3) quality assessment should be conducted periodically in order to identify rapidly developing "star" departments; (4) because physical education is multidisciplinary in nature and embraces many subfields or areas of specialization at the doctoral level, future quality assessment studies should strive to identify the outstanding institutions for given areas of specialization.

Peterson (1980) studied ninety sets of evaluative standards used by fifty-two agencies that it recognizes to accredit institutions and programs. The study was a comparative analysis of the major areas of emphasis, commonality and differences. The study indicated that with some exceptions, accrediting standards and guidelines are more qualitative than quantitative, more general than specific, more flexible than rigid, and more up-to-date than outdated.

McMurrin (1978) indicated that practice of regular reviews of graduate programs are being established at increasing numbers of American universities. The reviews are usually spaced five to seven years apart and typically involve the services of experts from outside the field as well as internal committees from other departments and colleges. According to McMurrin (1978) the occasional review represents a technique for evaluating proposals for new degrees and degree programs while passing careful judgment on existing degrees and academic programs.

Graduate Programs in Turkey

When the office of the General Director of Physical Education of Turkey was established on July 16, 1938, one of its objectives was to develop institutions of higher education to train physical educators, coaches and athletic trainers for the military, Ministry of Education and for the office itself (Fisek, 1983). But this was not accomplished until the opening of the Youth and Sports Academy in Ankara in 1974. This was followed by the establishment of two more Youth and Sports Academies in 1974 (Fisek, 1983).

The academies were troubled with inadequate and unqualified staff and facilities, and did not perform up to the desired standards. The policies, administration and the curriculum programs of the academies were frequently changed. Uncertainty and inconsistency within the academies contributed to poor education of their students. The critics (Fisek, 1979) argued that the organization and administration of the Youth and Sports Academies were wrong and irresponsible, and blamed the Turkish Ministry of Youth and Sports for its ineffective decisions.

Under the influence of variables discussed, graduate education in physical education was not established until the late 1970's. The first graduate program in Turkey, leading to a Master of Science degree has been offered by the Middle East Technical University in 1979 (METU, 1982). The same year, a graduate program, leading to a Master of Science and a doctorate degree in related fields to physical education (exercise physiology, sports psychology, sports sociology and sports pedagogy) has been developed (Ege University, 1983).

Ankara Gazi University offered its first Master of Science degree in 1982 (Appendix E).

Turkish literature on graduate education in physical education is almost nonexistent in Turkey. The notion of writing for the purpose of sharing professional knowledge and information seems to be unattractive to most of the professionals in the field of physical education. There are very few professionals who criticize or raise an issue through publication. Unavailability of literature hinders the efforts of the researcher and does not contribute effectively to the success of a research project.

Summary

A review of the literature indicated that a set of standards is necessary to develop and maintain an academic environment of high quality. These standards may be used by institutions to evaluate their current graduate programs and guide them in curricula revision or new program development in physical education.

Development of such standards have been a long process in the United States. Through the efforts of NASPE, a set of standards have been developed and the standards were accepted by AAHPERD in 1982. More recent research has identified the need for a system of assessment and accreditation process through standards to maintain a high quality academic environment in physical education. The literature also indicated that a high quality academic environment can only be created through the harmony of quality faculty and students guided by effective leaders.

CHAPTER III

METHODOLOGY

The purpose of this study was to develop a set of standards for a doctoral program in physical education for the universities in Turkey. The technique employed was the personal interview, with most of the data being descriptive in nature. A study of the status of current physical education curricular programs in the physical education departments of selected Turkish Universities were investigated. The study was extended over a period of eleven weeks in Turkey.

No formal hypothesis was stated. Emphasis was placed on the description of present conditions and factors related to the development of standards for a doctoral program in physical education.

Tone of the Times

To assist the reader in clarification of where some of the information in this study was obtained, the investigator must present the following observation.

In addition to the formal interviews, the investigator had opportunities to collect more information through personal communications which were not recorded, but some personal notes were taken by the investigator during the conversations.

The investigator found that, interviewees were more relaxed, and revealed more information during informal conversations. They raised

more issues and stated more personal opinions during the personal communications. Some interviewees insisted they remain anonymous. These conversations will be referred to as "Personal Communications" in this study. The information given during the personal communication was not possible to reference, but are believed by the investigator to be correct and accurate.

Perhaps through this study, the investigator can stress the importance of sharing information, stating ideas and raising issues, in order to develop a quality doctoral program in physical education.

The responsibilities of the Ministry of National Education and the Ministry of Youth and Sports were combined under the new Ministry of National Education and Sports in January 1984.

Collection of Data

Study Population

The subjects of this study were former and present administrators, faculty members, students who were associated with the Turkish Ministry of Youth and Sport, the Turkish Ministry of National Education, Ankara Gazi University, Dokuz Eylul University, Ege University, Marmara University and the Middle East Technical University. They were selected on the basis of: (a) their responsibilities within the government agencies involved in development of physical education programs and policies; (b) their responsibilities in the administration and instruction of physical education programs in selected universities; (c) their involvement as students of physical education programs implemented in the selected universities in Turkey.

The subjects who are administrators were selected according to their responsibilities within the Turkish Ministry of Youth and Sport, the Turkish Ministry of National Education, and from selected Turkish universities offering physical education degrees. The responsibilities of the subjects within the Ministries were related to the establishment of policies, procedures and programs for physical education and sport in Turkey. The responsibilities of the subjects who are administrators in the universities were to implement and direct the physical education programs.

The subjects who are faculty members and students were selected from universities offering physical education degrees based on their availability. The researcher attempted to select faculty members with various experience and students who were upperclassmen in physical education programs.

Personal Interviews

Formal personal interviews were conducted by the investigator with the following individuals:

1. Five administrators from the Turkish Ministry of Youth and Sport;
2. The former General Director of Education of the Turkish Ministry of Youth and Sport;
3. Three administrators from the Turkish Ministry of National Education;
4. The President, Assistant Vice-President of Academics, Marmara University. The Assistant Director, three faculty members, five upperclassmen students from the Department of Physical Education, Marmara University, Istanbul;

5. The former Vice-President and Department Head of Physical Education and Recreation, former Department Head, present Department Head, two faculty members and three graduate students from the Department of Physical Education and Recreation, Middle East Technical University, Ankara;
6. The Assistant Department Head, three faculty members and five students from the Department of Physical Education, Gazi University, Ankara;
7. The Department Head, Assistant Department Head, three faculty members and five upperclassmen students from the Department of Physical Education and Sport, Dokuz Eylül University, Manisa;
8. The Director of Physical Education Graduate Programs, one faculty member and five graduate students from the School of Physical Education and Sport, Ege University, Izmir.

The formal personal interviews were conducted privately, generally taking from forty-five minutes to two hours. Several informal interviews were held with some of the individuals who had been formally interviewed during the eleven week period. All interviews were conducted by the same investigator. To allow the interviewer freedom to concentrate on the interview process, all the data were recorded on a portable tape recorder, with the respondents' permission.

After giving personal information about the investigator and the investigator's background, the interviewer began by explaining the purpose of the interview to collect information to develop standards for a doctoral level program in physical education for the universities in Turkey. Four general areas were covered by the interview:

First, to ensure the credibility of the respondent, background information in education and occupation of the person was obtained; Second, information about undergraduate physical education programs; Third, information about masters programs in physical education; and Fourth, information about doctoral programs in physical education in Turkish universities was explored. The interviews attempted to gain information about the respondents' knowledge, attitudes, ideas and views toward undergraduate and graduate physical education programs in Turkey.

Although time consuming, the formal personal interview was used because it provided comprehensive and accurate information and allowed for the discussion and clarification of details when necessary. The investigator did not offer any opinions, views or criticism during the interview sessions, in order to allow complete freedom of response to the interviewees.

In addition to the scheduled formal personal interviews, the investigator had informal personal interviews with four retired physical education instructors, eight physical education instructors teaching at middle schools and high schools. The investigator also had thirty-nine informal personal interviews with physical education major students at various universities. The interviews were conducted informally about the same general areas covered in formal personal interviews, but no interview guide was used.

Reporting of Data

Information was recorded on cassette tapes and translated from

Turkish to English by the investigator. An English-Turkish and Turkish-English dictionary was used to ensure the accuracy of the translation. No outline of data translation was used. Translations of taped-recorded data were recorded on paper, compiled and presented in the same format as the interview guide. This data was analyzed and presented as follows:

1. Demographic information related to the administrators and the faculty members.
2. Demographic information related to the students.
3. Information related to the undergraduate physical education programs.
4. Information related to the masters physical education programs.
5. Information related to the doctorate physical education programs.

In Chapter IV, some of the data were reported in percentages when it was possible to quantify the responses. Questions number 12, 13, 17, 18, 19, 22, 23, 26, 27, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, and 46, in the interview guide were designed to receive indepth information from the subjects. The data collected from these questions were not quantifiable, and were reported as indicational responses.

Interview Guide

The interview guide was developed by the researcher with the approval of the researcher's advisory committee (Dr. Betty Abercrombie, Dr. John Bayless, Dr. Robert Kamm and Dr. George Oberle). The interview guide was used to collect information to develop standards

for a doctoral level program in physical education in universities in Turkey (Appendix A).

The interview guide contained forty-six questions which covered four general areas: (1) respondent's educational background; (2) occupational background; (3) undergraduate physical education programs; and (4) masters and doctoral graduate programs in physical education in Turkey. Eleven demographic questions in nature and sixteen status questions that relate to undergraduate and graduate programs were asked to assist the researcher in understanding the perceptions the respondent had for the undergraduate and graduate physical education programs. Nineteen questions were related to the establishment of standards for a doctoral degree in physical education. To test the reliability of the research instrument, the interview guide was used to interview five Turkish doctoral students in Health, Physical Education and Recreation at Oklahoma State University, by the researcher before the formal personal interviews were conducted. The subjects were familiar with the present conditions in Turkey and agreed that the questions were relevant to the study. They also indicated that the research instrument would be reliable in collecting the data.

CHAPTER IV

FINDINGS

The primary purpose of this investigation was to develop a set of standards for a doctoral program in Physical Education for the universities in Turkey. The information collected was gathered and presented in the same format as the interview guide.

The study was descriptive in nature. The findings are based upon the information gleaned from personal interviews with the administrators of the Turkish Ministry of National Education, Turkish Ministry of Youth and Sport, and with Department Heads, Assistant Department Heads, faculty members and students of the Turkish universities offering Physical Education degrees. The distribution of interviews among the subjects were as shown in Table I.

TABLE I
DISTRIBUTION OF INTERVIEWS

Groups of Subjects	Number of Subjects
Administrators	19
Faculty	12
Students	23
TOTAL SUBJECTS	54

Informational Data

Demographic Information Related to the Administrators and the Faculty Members

1. The administrators and faculty members interviewed possessed a university degree or its equivalent. There were seven administrators/faculty members with a masters degree in sports psychology (2), physiology of exercise (2), sports sociology (1), sports pedagogy (1) and sport administration (1). There was one faculty member with a Doctor of Education Degree in Physical Education, one with a Doctor of Philosophy Degree in Physical Education, one administrator/faculty member with a Doctor of Medicine Degree, one administrator with a Doctor of Philosophy Degree in Psychology and one faculty member with a Doctor of Philosophy Degree in Sociology, Economics and Law.

2. The length of time the administrators have been at their present positions ranged from six months to five years. The faculty members have been at their present positions from three months to six years.

3. Before their present positions, the administrators had other administrative positions within the Ministry of Youth and Sport, Ministry of National Education, the Former Youth and Sport Academies, and the former Physical Education Institutions. Some of the faculty had administrative positions; and, some administrators were former faculty members at various institutions.

4. The responsibilities of the administrators were: budgeting, establishment of policies and procedures, personnel development, and

interpretation and implementation of policies written by the Turkish Ministry of Youth and Sport, the Turkish Ministry of National Education and the Turkish Higher Education Commission.

5. The following courses were taught by the faculty members:

- Advance Methods in Modern Basketball
- Advance Topics in Training Theory
- Badminton
- Biomechanics
- Coaching Practice
- Functional Anatomy
- Fundamentals of Modern Basketball
- Individual Sports I-II
- Kinesiology
- Methods of Individual Sports
- Methods of Team Sports
- Organization and Administration in P.E. and Sports
- Physiology of Exercise I-II
- Readings in P.E. and Sports
- Research Methods in P.E. and Sports
- Research Problems in Sport Sociology
- Sociological Theories
- Sport Physiology
- Sport Psychology
- Sport Sociology
- Team Sports I-II

6. The faculty responsibilities other than teaching were:

administration, advisement of students, research (only two faculty members were involved in research), and coaching (two of the faculty members were coaching the national men's team-handball and national men's and women's gymnastic teams).

Demographic Information Related To The Students

1. Sixty-five per cent of the students interviewed were high school graduates. Thirty-five per cent of the students interviewed were teacher training school graduates.

2. The students who were high school graduates found their physical education programs somewhat weak, due to insufficient facilities and equipment. The graduates of teacher training schools indicated that their physical education programs were better than the high school programs. This was due to the availability of at least two physical education instructors, one indoor gymnasium, and more equipment for each of the teacher training schools.

3. Seventy-eight per cent of the students found the competencies of their physical education instructors at high schools or teacher training schools adequate. The students indicated that if more facilities and equipment were available, the physical education instructors would have been able to employ their competencies more effectively.

4. The students indicated the following reasons for choosing their present university over other universities:

- a. National University Entrance Exam score (69% of students)
- b. It was close to home (17% of the students)
- c. I don't know (13% of the students).

5. Eighty-five per cent of the undergraduate students indicated interest in pursuing a graduate degree in physical education. Seventy-five per cent of those indicated that they would like to attend a Turkish university if a quality graduate program in physical education were available. Twenty-five per cent indicated that they would like to go abroad to study.

Information Related to the Undergraduate

Physical Education Programs

1. Among the numerous responses given, the majority of the subjects described physical education as a part of the total education through physical activity. Many of the subjects indicated that physical education is a part of the total education that all members of a society should have; an education that develops the ability of people to interact more effectively. Many of the subjects also described physical education as the most important part of education.

2. A majority of subjects revealed the reason they majored in physical education was because they liked physical education and sports. Many of the students indicated that with their National University Entrance Test score, they could only be accepted to physical education programs. Some of the subjects indicated that majoring in physical education was an easy way of obtaining a university diploma.

3. The current professional preparation programs in physical education at the undergraduate level were viewed as weak by eighty per cent of the faculty and students. Sixty per cent of the administrators at the universities felt that the present programs were adequate. Seventy-seven per cent of the administrators of the Ministry of Youth and Sport and the Ministry of National Education indicated that the present physical education programs at the undergraduate level were strong enough to meet the objectives.

4. Thirty-one per cent of the administrators felt that undergraduate physical education programs in Turkish universities prepare

the students for a graduate program. Sixty-eight per cent of the administrators indicated that with some improvement, the physical education programs could prepare the students for a graduate program.

Eighty-three per cent of the faculty members indicated that the current physical education programs do not adequately prepare the students for a graduate program in physical education. Seventeen per cent of the faculty felt that the current physical education programs were adequate.

Eighty-six per cent of the students indicated that the undergraduate physical education programs do not prepare the students for a graduate program.

Fourteen per cent of the students did not have any opinion on the question.

5. Thirty-one per cent of the administrators felt that the current undergraduate physical education programs in Turkish universities did not need changes, but could be improved. Sixty-eight per cent of the administrators indicated that the current physical education programs need changes and improvements.

One hundred per cent of the faculty members and the students indicated that the current physical education programs need changes and improvements.

6. Among the changes and improvements suggested by the subjects for the current undergraduate physical education programs were the need for more qualified faculty and the increase in literature availability. Another frequently mentioned change was the need for curriculum development. Many subjects suggested that new specialized tracks

within the undergraduate physical education programs should be created. Other frequently suggested changes or improvements were admission and program standards and emphasis on pedagogy, rather than sports and play.

7. The data suggested that the best way to implement changes in the undergraduate physical education programs was to have the universities develop and establish their own curricula.

Most of the subjects felt that other ways of implementing changes would be the establishment of an effective philosophy for undergraduate physical education programs and reduction of the number of departments offering undergraduate degrees. A group of subjects suggested that the Higher Education Commission should not be involved in developing physical education programs for the universities.

Information Related to the Masters

Physical Education Programs

1. Ninety-six per cent of the administrators were aware of the Turkish universities that offer a masters degree in physical education. Four per cent of the administrators were not aware of the universities that offered a masters degree.

One hundred per cent of the faculty and eighty per cent of the students were aware of the Turkish universities that offered a masters degree in physical education.

2. The admission requirements for a masters degree in physical education are:

- a. A successful completion of a bachelors degree
- b. At least sixty-five per cent success in masters degree entrance exam.

3. The graduation requirements for a masters degree in physical education are:

- a. At least sixty-five per cent success in each of the courses taken within the physical education department.
- b. At least sixty-five per cent success in year-end final examinations.
- c. Successful completion of a thesis.

4. On the subject of evaluation of current physical education masters programs, many of the administrators at the Turkish Ministry of Youth and Sport and the Turkish Ministry of National Education indicated that they were not aware of any methods or procedures used for evaluation of the programs.

The majority of administrators, faculty, and students in the universities indicated that grades obtained in courses, performance of the students in the year-end final examinations, and theses written by the students were used for evaluation of the masters programs and achievement of the objectives.

Numerous comments from students revealed that obtaining a good grade would accomplish the program objectives and provide a good evaluation of the masters program. Many other students also indicated that the masters programs were evaluated on the basis of the number of students successfully completing the programs.

5. In assessing the current physical education masters programs in Turkey all of the subjects felt that development of the masters programs was a positive step and it created a lot of enthusiasm for the future of physical education and sport in Turkey.

All of the administrators at the Turkish Ministry of Youth and Sport and the Ministry of National Education felt that the physical

education graduate programs were the best Turkey has to offer and they would improve in time. All of the administrators and faculty at the universities indicated that the masters degree programs were better compared to the undergraduate programs, because there were faculty members in other disciplines such as psychology, sociology and pedegogy, who were interested in physical education and contributed to the masters degree programs through teaching and advising of the graduate students.

The majority of the students assessed the physical education programs as average. Some of the students felt that the masters programs were good. A few students indicated the programs as no good.

6. Only one administrator/faculty member felt that a physical education masters degree program at one of the three universities offering masters degrees is good enough to prepare its students for a doctoral degree.

Seventy-two per cent of the subjects felt that the current physical education masters degree programs were not preparing the students for a doctoral study in physical education, because of ineffective curriculum, insufficient number of qualified faculty and staff, and unavailability of related literature in physical education.

Twenty-eight per cent of the subjects indicated that they do not have any knowledge of what is required for a doctoral degree in physical education, therefore, they could not assess the masters degree programs in physical education.

7. One hundred per cent of the subjects agreed that the current physical education masters degree programs need changes or

improvements because the programs are not meeting the objectives.

8. The two most important changes suggested by the majority of the subjects were that an increase in the number of qualified faculty and a curriculum design which would assist in accomplishing the general objectives of the masters degree programs in physical education.

Most of the subjects also suggested the need for the development of a philosophy that would be in accord with the mission of Turkey in physical education and sport, and the necessity of qualified faculty members from foreign countries.

9. The suggestion made by all of the subjects was that more qualified faculty members in physical education must be recruited to implement the changes and improve the physical education masters degree programs in Turkish universities. A majority of the subjects indicated the need for the establishment of a continuing lecture and seminar program by visiting foreign scholars in physical education. Most of the subjects generally agreed that the masters programs must be reorganized, developed, and implemented by the universities, rather than the Higher Education Commission. A few of the subjects suggested, although seemingly significant, that a commission be created which would be responsible for translating and distributing foreign literature to the institutions offering masters degrees in physical education.

Information Related to the Doctorate

Physical Education Programs

1. Ninety per cent of the subjects were aware of the existence of a physical education doctoral program in a Turkish university.

Ten per cent of the subjects were not aware of a physical education doctoral program.

Forty-four per cent of the subjects were familiar with the content and administration of the physical education doctoral degree.

2. One hundred per cent of the subjects agreed that Turkey needs a doctoral program in physical education. Ninety-two per cent of the subjects felt that without a doctoral program in physical education, Turkey will not have the manpower to implement a quality physical education and sports programs.

3. Twenty-two per cent of the subjects indicated that Turkey does have the necessary financial strength, manpower, and facilities to implement a doctoral degree program in physical education.

Forty per cent of the subjects indicated that Turkey does have the financial strength, but does not have the manpower and facilities to implement a doctoral degree program in physical education.

Twenty-one per cent of the subjects indicated that Turkey does not have the necessary financial strength, manpower, and facilities.

Seventeen per cent of the subjects did not have any opinions on the question.

4. A majority of the subjects agreed that an effective philosophy, a science based curriculum, sufficient number of qualified faculty, and a strong commitment from the government would be the basis of an acceptable doctoral program in physical education.

5. All of the subjects agreed that the goal of a doctoral degree program in physical education should be to educate qualified personnel who would be able to implement physical education and sports programs based on the needs of Turkey.

6. A majority of the subjects indicated that the understanding of physical education and sports as an educational science must be established, in order to achieve goals or objectives of any doctoral program in physical education.

7. Most of the subjects generally agreed that the doctoral degree program in physical education must be designed and implemented in accordance with the physical education and sports needs of Turkey. Many of the subjects also indicated that, it must be the type of program which will bring solutions to long term problems in physical education and sports in Turkey.

8. The subjects mentioned the following theoretical courses that should be included in the physical education doctoral degree program:

- Curriculum Development in P.E. and Sports
- Foundation of P.E. and Sports
- Health Science
- History of Physical Education
- Organization and Administration of P.E. and Sports
- Recreation
- Research Methods
- Teaching Methods in P.E. and Sports
- Test and Measurements in P.E. and Sports

9. There were no practical courses suggested by the subjects. A majority of the subjects indicated that practical application of the theoretical courses in laboratory settings should be emphasized. A period of practical experience (six months to one year) should be made available for the students prior to completion of the doctoral degree.

10. All the subjects suggested the following facilities necessary to teach courses:

- Classrooms
- Library
- Laboratories

11. The subjects did not name any specific equipment but indicated that equipment necessary to teach and conduct research must be made available.

12. All of the subjects indicated that they would include courses from other disciplines besides physical education. The following disciplines were mentioned by the subjects:

- Bio-Chemistry
- Biology
- Biomechanics
- Business Administration
- Computer Science
- Economics
- Law
- Mathematics
- Medicine
- Pedegogy
- Philosophy
- Physiology
- Political Science
- Sociology

13. All of the subjects indicated that they would recruit students from the doctoral degree program from Turkish universities. Some of the subjects indicated that they would accept foreign students, but would not actively recruit.

14. All of the subjects indicated that they would recruit the faculty for the doctoral degree program from Turkish universities and foreign countries.

15. All of the subjects indicated that a successful completion of a masters degree must be one of the admission requirements for the doctoral degree. It was generally agreed by the majority of the subjects that the applicant should have at least a sixty-five per cent score on the doctoral entrance examination, recommendations from at

Least three qualified sources, and proficiency in English or the German language, for admittance to the doctoral program.

16. All of the subjects agreed that, in order to successfully complete a doctoral program in physical education, the students should have at least seventy-five per cent success in each of the required courses, successfully completed the departmental comprehensive examination(s), and demonstrate the ability to conduct research through successful completion of a dissertation. Most of the subjects also indicated that the students should successfully complete six months to one year practicums in the student's area of study.

17. The majority of the subjects suggested that an annual evaluation of administration, faculty, and the curriculum would ensure the achievement of the general objectives of the doctoral program. Most of the subjects also agreed that obtaining feedback from the present and former doctoral students and from the employers of the graduates of the doctoral program would be effective in evaluating the doctoral program in physical education.

18. Eighty-one per cent of the subjects indicated that they would implement a doctoral degree program in physical education at the Middle East Technical University. The reasons were:

- a. The goal of the doctoral program would be in accord with the mission of the institution.
- b. There is more educational freedom.
- c. The language of teaching is English.
- d. It has the most facilities and equipment needed to implement a doctoral degree program in physical education.

- e. Nine per cent of the students indicated that they would implement a doctoral degree program in physical education at the Ege University. The reason was that there was a doctoral program in physical education and sports already established, and it would be more efficient to improve the existing program than establishing a new doctoral program at another university.
- f. Ten per cent of the subjects indicated that it would make no difference in which of the universities the doctoral program was established.

19. All of the subjects commented that current programs for undergraduate and graduate degrees should be revised, and availability of related literature in the area of physical education and research must be increased in order to improve the quality of current programs in Turkey. All of the subjects also agreed that the recruitment of qualified faculty members and administrators in physical education is an important factor in the development of a quality doctoral program in physical education.

A few of the subjects indicated that the physical educators in Turkey do not promote their profession as an educational science.

One subject reported that a study (Armagan, 1983) indicated that seventy per cent of the faculty members in Turkish higher education systems do not believe that physical education and sports is a science. In the same study, it was indicated that ninety per cent of freshmen in physical education programs do not believe that physical education and sports is a science. At the end of four years, ninety per cent of the seniors do believe that physical education and sports is a science.

One subject indicated that the main reason for not having a quality doctoral program in physical education in Turkey is the ignorance of the previous administrators in the Ministry of National Education.

This was demonstrated with a statement made to him by a key administrator in response to a statement of his desire to obtain a doctoral degree, "Why don't you get a masters degree rather than a doctorate? It is better for you".

Most of the subjects commented that there is a potential for development of a quality doctoral program in physical education, but that has to be developed and implemented by qualified professionals in the field of physical education and sports.

CHAPTER V
SUMMARY, CONCLUSIONS, STANDARDS
AND RECOMMENDATIONS

Summary

The purpose of this study was to develop standards for a doctoral degree program in physical education for the universities in Turkey. The investigator, utilizing an interview format, had personal interviews with administrators of the Turkish Ministry of Youth and Sport, the Turkish Ministry of Education, and with the Department Heads, Assistant Department Heads, faculty members and students of the Turkish universities offering physical education degrees.

As previously noted in the review of literature, a set of standards is necessary to develop and maintain a quality doctoral program in physical education. The development of such standards has been a long process in the United States. Through the efforts of the National Association for Sport and Physical Education, a set of standards have been developed, which have been accepted by the American Alliance for Health, Physical Education, Recreation and Dance.

The results of this study indicated that Turkey has long been in need of establishing a quality doctoral program in physical education. Numerous comments of the subjects revealed that attempts at developing quality graduate programs in physical education have not been

very effective, due to the inconsistencies of the educational policies implemented by the Turkish Ministry of National Education, the Turkish Ministry of Youth and Sport and the Higher Education Commission. It was generally agreed upon by the subjects that ineffective administration, inadequate and unqualified staff and facilities, and the unavailability of related literature have hindered the establishment of a quality doctoral program in physical education.

Conclusions

This study was conducted to develop a set of standards for a doctoral program in physical education for the universities in Turkey. The findings of this study indicated to the researcher that Turkey does need a quality doctoral degree in physical education.

It appears that the mission, goals, and objectives of a doctoral degree in physical education should be developed in accordance with the needs of Turkey. The study revealed that the goal of a quality doctoral program in physical education should be to provide an opportunity and education for scholarly activities and to develop scholars in physical education.

It was apparent to the researcher from the suggestions of the subjects that the doctoral program should be developed and implemented within the university by qualified personnel in physical education and sports. It was generally agreed by the subjects that the Turkish Higher Education Commission should leave the task of developing doctoral programs to the individual universities.

It was also apparent from the findings of this study that Turkey

does not have sufficient numbers of qualified personnel for the existing three masters programs and one doctoral program in physical education. It was felt by the subjects that there should be one doctoral and one masters program available. This will bring the available qualified faculty and administrators together in order to provide the quality programs needed in Turkey.

Standards

The establishment of standards for a doctoral program in physical education for the universities in Turkey is supported by the findings of this study. The results suggested that a set of standards should be established in the areas necessary for the development of a quality doctoral program. It was apparent to the researcher that a philosophy, goals and objectives should be defined. Based on the objectives, a curriculum should be developed, and it should be implemented and directed by qualified administrators in the universities. The results of the study revealed that the resources (faculty, facilities, literature, finances) needed to establish a quality doctoral program in physical education should be made available. It was also apparent that there was a need for the establishment of standards in the areas of student recruitment, admission and retention.

Based on the findings of this study, the following standards were adapted from the "Accreditation Standards and Interpretation of Standards for the Doctoral Program Level", developed by the National Association for Sport and Physical Education of the American Alliance for Health, Physical Education, Recreation and Dance (United States).

Some of the standards developed by NASPE are not applicable to this study due to the organizational structure of higher education in Turkey.

Objective of the Program

The primary objectives of the program should be: (1) to provide a scholarly approach to the academic subject matter content and, (2) to develop scholars in physical education. The Department of Physical Education should clearly state its objectives within the mission of the institution and the Turkish Higher Education Commission.

Administrative Structure

Program Director. A senior member of the graduate faculty, who is a recognized scholar in an area of specialization in physical education, should be designed to administer the graduate program. It is desirable that this individual be a Turkish native in order to communicate effectively with the Turkish Higher Education Commission, which makes the final decisions in higher educational matters.

Graduate Committee. The Graduate Committee should be comprised of junior and senior graduate faculty, and graduate students representing the areas of specialization. This committee should serve in an advisory capacity and recommend policies and procedures to the program director.

Financial Resources

The operational budget should be sufficient to support the

instructional program and research. The operational budget should include financial support for attendance at professional meetings, faculty development, and the purchase and maintenance of supplies and equipment.

Financial resources should be made available for instructional and research activities which are necessary for quality graduate programs (including research exploration, help in developing research proposals, and for pilot studies to encourage research and other activities).

The personnel budget should be sufficient to support the instructional program and research (the salaries for the faculty will be determined by the government).

Curriculum

Doctoral programs in physical education should require the following:

1. Attainment of scholarship in an area of specialization, along with the ability to conduct individual research, study, teaching and administration. An area of specialization (major) should consist of a minimum of five graduate courses in the subject matter area taken within the physical education unit.
2. Competency in an area within the department to support the areas of research interest. An area of support (minor) should consist of a minimum of three graduate courses in a second subject matter area.
3. Competency in related studies outside the department. Such is essential to the attainment of high scholarship in the chosen areas

of specialization. The area of specialization should be integrated with the related graduate courses from outside the physical education unit.

4. Competency in evaluating and conducting scientific and scholarly investigations culminating in the doctoral dissertation. The competency in research should include demonstrating an understanding of: (A) the research process in physical education; (B) the quantitative and qualitative methods of analysis employed in physical education research; and (C) the principles underlying the statistical aspects of experimental and non-experimental designs employed in physical education research.

The majority of work in the area of specialization and support area should be taken at the institution granting the doctoral degree. A critical analysis of credit transferred to the doctoral program from other institutions should be made prior to matriculation. The quality of content and the scope of each graduate course should be appropriate for the doctoral level.

The physical education unit should establish and maintain a residency requirement for the doctoral degree for its doctoral students.

Personnel

The Department of Physical Education should have adequate academic and non-academic personnel resources, as measured by both qualitative and quantitative considerations.

Full-Time Personnel

A. Graduate Faculty: The graduate faculty in physical education

must meet the criteria established by the institution and by the Turkish Higher Education Commission. Primary responsibilities of graduate faculty should consist of graduate instruction, research, and/or academic administration. Appointment of full-time faculty will be recommended by the institution and approved by the Turkish Higher Education Commission.

The graduate faculty should possess the qualifications, experience, professional interest, and scholarly productivity essential for the successful conduct of a doctoral program in physical education. Emphasis should be placed on the qualifications and responsibilities of the graduate faculty as a whole. The qualities of the graduate faculty are demonstrated by:

1. The educational and professional backgrounds relating to depth and breadth of graduate education and experience.
 2. Academic attainment of the terminal degree in the discipline from an institution which meets the Turkish Higher Education Commission and the Department of Higher Education of Turkish Ministry of National Education and Sports accreditation standards in physical education.
 3. The extent of engagement in innovative curricula development, experimentation in teaching methods, updating course content, effective student counseling to improve the instructional program.
 4. The qualitative level of research, writing and publication.
 5. The extent of active involvement in professional organizations, and in university, community, national and international service which contributes to professional development.
 6. The existence of plans and policies which encourage and provide a framework for continuing professional development and increasing productivity.
- B. Supportive and Service Personnel: Personnel associated with

the direction and operation of such units as the office of the administrative head, library, computing centers, and research laboratories. Academic rank appointments of the personnel should be based on the personnel needs of the physical education department.

- C. Technical, Secretarial and Clerical Personnel: Personnel that perform the office and laboratory functions within the department, should be sufficient to enable the department to attain its stated objectives.

The full-time equivalent graduate faculty should meet the following criteria:

- A. Overall Adequacy: The full-time equivalent graduate faculty should be adequate to meet the commitments of the physical education department. The ratio of graduate faculty to the graduate students should enable the physical education department to fulfill its total commitment. In general, the graduate faculty should not be less than five when one specialized area is offered in the discipline. For every additional area of specialization, a minimum of two additional graduate faculty actively engaged in graduate related duties in that specialization should be required. Of the two graduate faculty for every area of specialization, at least one should be a recognized scholar in the area.
- B. Full-Time Graduate Faculty: A graduate faculty composed largely of full-time personnel is the very heart of a quality doctoral program in physical education. It is upon

the full-time faculty that the major responsibility rests for the planning and implementing of the physical education program. The per cent of graduate faculty employed on a full-time basis should not be less than eighty per cent. One hundred per cent of the full-time equivalent graduate faculty should possess the terminal degree in their respective disciplines.

- C. Distribution of Graduate Faculty: The number of qualifications of graduate faculty and their distribution among ranks, fields and programs should be adequate to provide effective academic performance in all areas of physical education.

Distribution of graduate faculty among academic ranks, subject fields, and day and evening programs should be such that each student or group of students has reasonable opportunity to study with faculty members who meet the qualifications that the standards require. Qualifications of graduate faculty should be appropriate to the specific subject areas in which their teaching, research and service responsibilities lie.

- D. Availability of Graduate Faculty in Related Disciplines: The number and qualification of graduate faculty in related disciplines such as physiology, medicine, psychology, sociology, and education, should be adequate to support the areas of specialization offered in physical education. A minimum of one graduate faculty member who is a recognized scholar in a related discipline should be available for support in each area of specialization.

E. Total Responsibilities of Graduate Faculty Members: In judging the academic load, consideration should be given to the total responsibilities borne by each member of the graduate faculty. Judgment concerning teaching, research and administrative loads of the academic faculty should be based upon the average for the entire academic year rather than the experience of a single term only. Members of the graduate faculty should not teach courses in excess of six-semester hours per term. The remainder of the work load would consist of research direction, dissertation/thesis supervision, and other major scholarly responsibilities.

Part-Time Personnel. This category includes personnel with classroom responsibilities who are employed on a part-time basis, such as adjunct professors who meet criteria for graduate faculty status established by the university and by the Turkish Higher Education Commission. Research assistants, graduate teaching assistants, laboratory technicians and persons performing office and laboratory functions on a part-time basis are included in the part-time personnel category. Appointment of part-time personnel will be made by the department, and does not require the approval of the Higher Education Commission. The full-time equivalent graduate faculty shall meet certain minimum criteria.

Students

A. Recruitment: The physical education department should actively recruit quality students. Graduate assistantships should be

awarded only to those students showing the highest academic profiles and exceptional promise based on objective and subjective criteria.

B. Admission: Admission to the doctoral program is based upon completion of a masters degree in physical education or its equivalent. Specific content should represent the scope and depth of the discipline.

The students desiring to enter the doctoral program in physical education without a prior degree in the field, will remove the deficiencies by completing sequential undergraduate and graduate courses or by demonstration of necessary competencies as needed.

The ultimate decision on student admission should not rest exclusively with one person. A committee should be established to screen and admit applicants for the doctoral program in physical education. Attempts should be made to admit qualified students from foreign countries and other disciplines with quality masters degree programs.

Admission should be granted only to students showing high promise of success in postgraduate study in physical education. Indicators of "high promise" from the following categories should be employed in the admission process:

1. Test results of candidate's performance on the university entrance examination.
2. Previous Schooling - candidate's overall grade point average prior to doctoral admission, and any other relevant measure of scholastic performance.
3. Recommendations - indication of candidate's potential for doctoral study from qualified sources.
4. Interviews - candidate's potential for graduate study is assessed by interviews with individuals and/or groups representing the graduate faculty.

The admission of students who have not met the indicators of high promise must be identified, and justified, and procedures for ongoing review must be specified in writing.

C. Program Advisement: There should be an organized advisement program for all doctoral students. A graduate faculty member in the student's area of specialization should be assigned as the major advisor. This advisor should chair the student's doctoral committee and direct the dissertation.

A written program of study should be developed early in the student's program and approved by an appropriate committee. An evaluation procedure should be established for informing the student of his/her progress.

D. Evaluation and Retention: Procedures should be established to measure academic performance. Systematic procedures utilizing indicators such as grade point average, qualifying examinations, written and oral comprehensive examinations should be utilized for periodic evaluation for retention. The procedure for student evaluation and retention should be written and given to each student admitted to the program.

E. Placement: A placement center should be available to graduate students as a liaison service between the potential employers and the graduate students.

Product Evaluation

Studies on a planned basis must be a part of the evaluation

process of a graduate program. The assessments should be consistent with stated program objectives.

There should be an ongoing process of assessment of program effectiveness on performance of current students. Procedures should be established to provide evidence that students are progressing toward meeting the objectives of the doctoral program in physical education.

Assessment of graduates of the program should provide follow-up evaluation of the program and suggestions for revision. Interviews with graduates of the program, interviews with employers, questionnaires, evaluation by correspondence, and informal discussion at professional meetings could be used in this assessment.

Facilities

The physical facilities, including buildings, equipment and the library, should be suitable to serve the stated doctoral program objectives. Distribution of physical facilities and resources available to areas of specialization should be such that students and faculty have reasonable access to them.

Offices. The offices should provide sufficient privacy and space to allow the faculty to conduct their responsibilities.

Classrooms. General and specific purpose classrooms should be appropriate in size and design to the courses offered.

Laboratory Space and Equipment. Laboratory space and equipment should be appropriate in size, design and quantity for the courses

offered and for specialized activities associated with faculty and student research.

The mission and objectives of the program should dictate the types of offices, classrooms, laboratories, and specialized equipment required.

Library

The library should be viewed as an information laboratory having the function of aiding the communication and advancement of knowledge by providing for the acquisition and utilization of information resources. The library should be organized and staffed to provide effective access, selection, user education and retrieval services. There should be communication between the library staff and the physical education students and faculty on a regular basis. The library staff should have the ability and opportunity to educate faculty and students to handle information effectively.

Educational Innovation and Changes

The administration and graduate faculty should examine contemporary learning approaches and technologies and adapt them, as may be appropriate, to serve their educational objectives. The faculty should be encouraged to develop and test new learning approaches and technologies, and to disseminate their results.

Marked or significant changes in objectives, including proposed experimental changes which may bear on adherence to standards, should be reported at the time they are implemented within the program. All

new doctoral programs, whether additions to, or major revisions of existing programs, should be reported prior to implementation.

Proposals for experimental doctoral programs, that may involve departures from standards, are to include a full description (including the design of the experiment and the plan for evaluating and reporting results).

Recommendations for Further Research

Further study of the graduate programs in the universities should be pursued to determine if the physical education graduate programs are effective and meet the needs of Turkey.

Research could be conducted on what effect the insufficient number of qualified faculty has on the quality of the graduate program.

Also, research could be conducted on the effect that policies and procedures of the Turkish Higher Education Commission has on the quality of the doctoral program. This could be extended over a period of several years using one university.

Replications of this study could be conducted to determine if the significant changes have occurred since 1983 in the physical education graduate programs in Turkey.

Research could be conducted on the development of an evaluation program for the viability of the standards.

Also, research could be conducted to evaluate the effectiveness and the quality of the doctoral programs in physical education established by the standards developed in this study.

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APPENDICES

APPENDIX A

INTERVIEW GUIDE

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The Interview Guide was used to interview the Administrators of the Turkish Ministry of Youth and Sport, Turkish Ministry of National Education, and for the Department Heads, Assistant Department Heads, faculty members and students of the Turkish universities offering Physical Education degrees.

Demographic Questions

For Administrators and Faculty

1. What is your educational background?
 Secondary School? Where?
 College? Where? Major?
 Graduate Study? Where? Major?
 Others?
2. How long have you been at your present position?
3. What other positions did you have before your present position?
4. As an administrator what kind of responsibilities does your position require? Any other responsibilities other than administration?
5. As a faculty member what courses do you teach?
6. As a faculty member what responsibilities do you have other than teaching?
 Administration?
 Coaching? What Sports?
 Advising? Whom?
 Research? What Kind?
 Others?

For Students

7. Are you a graduate of a high school or a teacher training school?
8. Did you find the physical education program at the institution where you graduated to be a strong or weak program? Why or why not?

9. Did you find the competencies of your physical education instructor to be strong or weak? Why or why not?
10. Why did you choose this university over other universities?
11. When you graduate from this university, are you planning to pursue a graduate degree in physical education in this country? Another country? Which one, and why?

Interview Questions For All The Respondents

12. What does physical education mean to you?
13. What are your reasons for majoring in physical education?
14. What is your assessment of current professional preparation programs leading to an undergraduate degree in physical education in Turkish universities. Strong? Weak? Elaborate.
15. Do you think the undergraduate physical education program in Turkish universities prepares the students for a graduate program in physical education? Yes, how? No, why not?
16. Do you think the current undergraduate physical education programs in Turkish universities needs changes or improvements? Yes, why? No, why not?
17. What changes or improvements would you suggest for the current undergraduate physical education programs in Turkish universities?
18. What would be the best way to implement these changes or improvements you have suggested for the current physical education undergraduate programs in Turkish universities.
19. Are you aware of the Turkish universities that offer a graduate program in physical education leading to a masters degree? Which ones?
20. What are the admission requirements for a masters degree in physical education in the Turkish universities.
21. What are the graduation requirements for a masters degree in physical education in the Turkish universities.
22. How are the current physical education masters programs in Turkish universities evaluated, in order to determine whether or not the general objective of the programs were achieved?

23. What is your assessment of current professional preparation programs leading to a masters degree in physical education in Turkish universities?
24. Do you think the physical education masters programs in Turkish universities prepares the students for a doctoral degree in physical education? Yes, how? No, why not?
25. Do the current physical education masters programs in Turkish universities need changes or improvements? Yes, why? No, why not?
26. What changes or improvements would you suggest for the current physical education masters program in Turkish universities?
27. What would be the best way to implement these changes or improvements you have suggested for the current physical education masters programs in Turkish universities?
28. Are you aware of any Turkish universities that offer a graduate program in physical education leading to a doctoral degree in physical education? If so, which ones?
29. Do the Turkish universities need a doctoral program in physical education? If yes, why and if no, why not?
30. If you think Turkey needs a doctoral program in physical education, do you think Turkey has the necessary financial strength, manpower and facilities to implement such a program in the Turkish universities?
31. What do you think are the components of an acceptable doctoral program in physical education for the Turkish universities?
32. What should the aim or goal of a doctoral program in physical education be for the Turkish universities?
33. To obtain the goals you have mentioned, what objectives must be accomplished by an acceptable doctoral program in physical education in Turkish universities?
34. What kind of a doctoral program in physical education do the Turkish universities need to accomplish the objectives you have mentioned?
35. What kind of theoretical courses in physical education should be included in the doctoral program? Why.
36. What kind of practical courses in physical education should be included in the doctoral program? Why?

37. What kind of facilities are necessary to teach these courses in the physical education doctoral program?
38. What kind of equipment is necessary to teach these courses in the physical education doctoral program?
39. Would you include courses from other disciplines besides physical education? What courses and why?
40. If there was a physical education doctoral program developed for the Turkish universities, where would you recruit the students for the program?
41. If there was a physical education doctoral program developed for the Turkish universities where would you recruit the faculty for the program?
42. What would be the admissions requirements for a doctoral degree in physical education?
43. What would be the graduation requirements for a doctoral degree in physical education?
44. How would you evaluate the doctoral program in physical education in order to determine whether or not the general objectives of the program were achieved?
45. If you were to develop a doctoral program in physical education, in which of the universities in Turkey, would you develop such a program? Why?
46. Do you have any other suggestions or comments about developing a model doctoral graduate study program in physical education for the universities in Turkey?

APPENDIX B

UNDERGRADUATE PHYSICAL EDUCATION COURSES

OFFERED IN TURKISH UNIVERSITIES

(1983-1984)

UNDERGRADUATE PHYSICAL EDUCATION COURSES

OFFERED IN TURKISH UNIVERSITIES

(1983-1984)

Introduction to Physical Education and Sports

Basic philosophical, physiological, psychological, sociological and kinesiological principles related to physical education and sports.

Individual Sports I-II

A study of rules, techniques, fundamentals, organizational procedures and improving the playing and understanding abilities of students in individual sports.

Team Sports I-II

A study of rules, techniques, fundamentals, organizational procedures and improving the playing and understanding abilities of students in team sports.

Functional Anatomy I-II

A study of the structure and function of nervous, skeletal, musculature and circulatory systems.

General Physical Conditioning (Elective)

Instruction in basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility and cardiorespiratory endurance. Designed for students without prior knowledge of conditioning methods.

Fundamentals of Modern Basketball (Elective)

Information about the game of basketball; the coach and the player; coaching philosophy, essentials of practice organization, individual defense, individual offense, team defense, scouting, simple drills for practice.

Advanced Methods in Modern Basketball (Elective)

Coaching strategies, advanced tactical drills, scouting methods, specific strategies in offense, defense and the fast break.

Beginning Volleyball (Elective)

General information about the game of volleyball. The rules; general knowledge about the game; certain offense and defensive strategies, simple drills.

Advanced Methods in Modern Volleyball (Elective)

Coaching strategies, advanced tactical drills, scouting methods, specific strategies in offense and defense.

First Aid (Elective)

Lecture and demonstration of first aid for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning and poisons with skill training in all procedures.

Beginning Track and Field (Elective)

Procedures in training for track and field. Basic understanding of each event's coaching strategy. Meet organization and management.

Educational Games

The teaching of basic activity games of various nature, the teaching of fundamental motor skills, the theory of game construction, and the modification of games. Opportunities are given to teach games under directed supervision.

Beginning Tennis (Elective)

Offered to those students who do not have previous tennis experience. Course involves the teaching of rules, basic techniques and strategies of the game which could be played life long.

Methods of Individual Sports

A study of the rules, techniques, fundamentals, organization and teaching and coaching methods in individual sports.

Methods of Team Sports

A study of the rules, techniques, fundamentals, organization and teaching and coaching methods in team sports.

Music and Rhythm Education

Instruction and practice in rhythmic activities accompanied by music for physical education.

Turkish Folk Dances

A study of origins and characteristics of Turkish folk dances from different local customs.

Physiology of Exercise I-II

A study of certain physiological factors and their relationship to exercise and work. It provides a basis for athletic training.

Motor Development

Analysis of sequential progression of fundamental motor skills - study physical growth patterns as related to motor performance. Application of learning theories and principles to the acquisition of motor skill learning; factors affecting skill acquisition.

Research Methods in Physical Education and Sports

Application of research knowledge and methodology to problems in physical education and sports.

Badminton (Elective)

Beginning instruction in basic skills and techniques of badminton for singles, doubles and mixed doubles play. Emphasis on basic skill development, rules and strategy.

Philosophy of Physical Education and Sports (Elective)Mountaineering (Elective)

Basic concepts of mountain climbing techniques. Safety, first-aid and other aspects of climbing will be considered. Some actual climbing may be required of the students.

Physical Education for Handicapped (Elective)

The prevalence of the handicapping conditions, history of the development of adapted physical education and the relationship of physical education to the other fields in educating the handicapped.

Modern Dance (Elective)

Elementary modern dance techniques with particular emphasis on movement and rhythm as a form of creative personal expression and communication.

Aerobic Dance (Elective)

Methods of aerobic exercises performed with music. Students are taught the techniques of progressive physical fitness development with musical assistance.

Introduction to Nutrition in Sports (Elective)

Some aspects of athletes nutrition, aims and results of dietary surveys on athletes, study of energy expenditures, protein, lipids, vitamins, mineral, water needs of athletes, ergogenuards myths and truths of athletes nutrition, how to gain and loss bodyweight. Example of high calorie diets.

Sports Massage (Elective)

Basic techniques in sports massaging. Emphasis put on various techniques of massaging especially used in athletic situations. Some practicum is required for the student.

Specialization Area in Sports I-II

A specialization in one sport discipline both in teaching and coaching. Better understanding and realization of various teaching and coaching skills.

Prevention of Athletic Injuries and First Aid

Injuries occurring as a result of participating in athletics and physical education activities; procedures and techniques in the prevention and care of injuries, lecture and demonstration on first-aid measures.

History and Philosophy of Physical Education and Sports

Physical education in ancient societies, the middle ages, modern Europe and Turkey; ancient, medieval and modern philosophies: An analysis of the research literature related to the historical foundations of physical education and sports.

Organization and Administration in Physical Education and Sports

Organization of physical education classes, school athletics with reference to national and local control. Staff, programs, budget, health and safety, facilities and other phases of administration.

Kinesiology

Applications of facts and principles of anatomy physiology, neuro-physiology, and mechanics to problems of teaching physical education skills and activities.

Biomechanics

A study of certain fundamental laws of motion in physical education and sports forming a general background in the analysis of basic sports techniques.

Training Theory

A study of fundamental principles involved in training and its relation to physical fitness and sports.

Sports Psychology (Elective)

Analysis of psychological factors and principles with special reference to motor performance, learning motor skills, perception and emotion in sports situations, review of literature and independent projects.

Sports Sociology (Elective)

The study of sport as a social institution, its value orientations, major concerns, modes of interaction and structural relationships with other social institutions.

Philosophical Foundations of Leisure, Play and Recreation

Theories of leisure, play and recreation; concepts of work and leisure. The role of recreation in modern society.

Sports Facilities Planning and Management

Design principles of indoor and outdoor facilities, sports equipment usage, and managerial outlook to staff and facilities organization.

Recreational Leadership

Theories, principles, practices and dynamics of leadership and scouting, their relationship to techniques and methods of working with individuals and groups in recreation settings.

Teaching in Physical Education and Sports

Introduction to teaching process including goals, objectives, contents, strategy, methods, materials and evaluation in physical education and sports.

Practice Teaching in Physical Education and Sports

Field experience and teaching practice including class observations, adjusting to the classroom conditions, planning preparation for teaching and guided teaching practices.

Coaching Practice

Field experience and coaching practice including observation, adjusting to the field conditions, planning, preparation for coaching and guided coaching in special sport areas.

APPENDIX C

MASTER OF SCIENCE PHYSICAL EDUCATION COURSES
OFFERED AT MIDDLE EAST TECHNICAL
UNIVERSITY
1983-1984

MASTER OF SCIENCE PHYSICAL EDUCATION COURSES
OFFERED AT MIDDLE EAST TECHNICAL
UNIVERSITY
1983-1984

The program leading to the degree of Master of Science in Physical Education and Sports is offered in each of the following areas of specialization (the programs followed by an asterik [*] are to be developed in the future):

Administration of Sport
Bio-Mechanics in Sports*
History and Philosophy of Physical Education and Sports*
Performance Assessment
Physiology of Exercise
Psychology of Sports
Sociology of Sports*
Recreation*

Required Courses

Regardless of the area of specialization the following courses are required of all master's degree candidates:

Research Methods
Philosophy of Science and Social Sciences
Fundamentals of Curriculum Development
Social Theory as Applied to Education
Prothesis Seminar

Foundations of Physical Education, Sports and
Recreation

M.S. Thesis

Elective Courses in the Area of Specialization

Administration of Sports

Turkish Sport Administration

Issues and Problems in Sports Administration

Studies in Curriculum Construction in Physical
Education

Comparative Systems in Physical Education and
Sports

Readings in Physical Education and Sports

Performance Assessment

Test and Measurement in Physical Education and
Sports

Physical Fitness Appraisal

Statistical Methods in Physical Education and
Sports

Statistical Techniques of Research in Physical
Education and Sports

Exercise Physiology

Readings in Physical Education and Sports

Physiology of Exercise

Nutrition in Sports

Physical Fitness Appraisal

Exercise Physiology

Advanced Topics in Exercise Physiology

Advanced Topics in Training Theory

Readings in Physical Education and Sports

Psychology of Sports

Psychological Foundations of Physical
Education and Sports

Integrated Development

Growth and Motor Development

Social Psychology of Sports

Theory and Meaning of Play

Readings in Physical Education and Sport

Description of Graduate Courses

Prothesis Seminar

Independent work in selection of thesis topic under the supervision of an advisor and the discussion among departmental staff. A written thesis proposal is required at the end.

Foundations of Physical Education, Sports and Recreation

Scientific basis of physiological, psychological, sociological and kinesiological principles related to physical education, sports and recreation. Emphasis placed on educational philosophies underlying modern physical education programs.

Nutrition in Sports

Food requirements for sportsmen. Aspects of nutrition for sportsmen before and during competition. How to control weight in sports. Ergogenic aids and muscular performance.

Test and Measurement in Physical Education and Sports

Theory of measurement in health and physical education, selection, administration and critical study of appropriate tests and measurements available in physical education; methods of constructing and evaluating new tests, interpretation of results by statistical procedures.

Physical Fitness Appraisal

The basic components of physical fitness, how it can be measured, and how it can be developed.

Statistical Methods in Physical Education and Sports

Hypothesis testing, simple and multiple regression analysis of variance, design of experiments, sampling theory and non-parametric techniques.

Statistical Techniques of Research in Physical Education and Sports

Theory of advanced statistical techniques; practical applications with actual data.

Sports Administration and Management

Historical contemporary administrative issues in Turkish sports. Current developments, including seminars by the leading authorities in the field of sports. Administrative structures in sports organization, leadership and management techniques.

Issues and Problems in Sports Administration

A study of operational problems of schools, university sports departments and governmental sports institutions. Scientific basis and practicality of administrative theories are examined.

Studies in Curriculum Construction in Physical Education

Curriculum models existing at the elementary, secondary and collegiate levels are reviewed with special consideration of innovative approaches and current trends. Developing a course of study in physical education for chosen situations.

Comparative Physical Education and Sports

The study of physical education and sports, the organization, administration and application, in different societies and countries.

Exercise Physiology

Structures and functionings of the human body as applied to physical activity. Energy liberation and transfer; muscle contractions; neuro muscular function; physical work capacity; energy cost of various activities; factors affecting performance.

Advanced Topics in Exercise Physiology

Physiological adaptations of human organism to exercise and environmental stress aerobic and anaerobic capacity. Techniques of diagnostic and functional exercise testing.

Advanced Topics in Training Theory

Basic concepts in enhancing performance of different characteristics. Planning and programming training schedules for various activities and sports.

Psychological Foundations of Physical Education and Sports

Study of man's psychological involvement and behavior in sport and physical activity. Perception, motivation, learning and emotion as factors in physical activity; reaction time and coordination; the psychology of competition.

Integrated Development

An analysis of the literature dealing with the relationships between physical activity and physical development, emotional development, social development, motor learning and intellectual achievement.

Growth and Motor Development

A study of growth and motor development of children from infancy through adolescence, emphasis is placed on observing and analyzing characteristics movement behavior and motor performance of children with application to developmentally appropriate movement experiences.

Social Psychology of Sports

Theory and research concerning the social psychological basis for understanding social interaction and performance in team and individual sports settings.

Theory and Meaning of Play

Theoretical issues in the field of play; characteristics of play at various ages and the overall role of play in promoting optimal child development are covered. Workshop experiences with various play media are included and are oriented toward increasing the students awareness of their meaning to children and of how to stimulate and enhance play behavior.

Readings in Physical Education and Sports

Directed readings and comprehensive review of literature of the discipline of physical education.

APPENDIX D

CURRICULUM PROGRAMS FOR MASTERS AND DOCTORATE
DEGREES IN PHYSICAL EDUCATION AND
SPORTS AT EGE UNIVERSITY
(1983-1984)

CURRICULUM PROGRAMS FOR MASTERS AND DOCTORATE
DEGREES IN PHYSICAL EDUCATION AND
SPORTS AT EGE UNIVERSITY
(1983-1984)

Prerequisite Courses

<u>Course</u>	<u>Credits</u>
Sports Physiology	2
Bio-Chemistry	2
Sports Psychology	3
Sports Sociology	2
Statistics	2

Curriculum Program for Master of Science Degrees

Sports Physiology

<u>Course</u>	<u>Credits</u>
<u>First Semester</u>	
Systems Physiology	3
Functional Anatomy	2
Bio-Chemistry	2
Bio-Physics	1
Seminar	3
<u>Second Semester</u>	
Physiology	3
Exercise Physiology	1
Functional Anatomy	2
Bio-Mechanics	1
<u>Third Semester</u>	
Sports Physiology	3
Seminar	3
Thesis	8
	32

Physical Education and Sports Pedegogy

<u>Course</u>	<u>Credit</u>
<u>First Semester</u>	
Philosophy of Education	3
Sports Physiology	2
Seminar	3
<u>Second Semester</u>	
Pedagogical and Anthropological Foundations of Physical Education and Sports	3
Scientific Research Methods	3
Developmental Psychology	3
<u>Third Semester</u>	
Principles of Education and Teaching in Physical Education and Sports	4
Seminar	3
Thesis	8
	<hr/> 32

Sports Anthropology

<u>Course</u>	<u>Credit</u>
<u>First Semester</u>	
Introduction to Sports Anthropology	3
Sports Physiology	2
Seminar	3
<u>Second Semester</u>	
History of Sports Anthropology and Theories	3
Ethnography	2
Intercultural Comparison	2
Scientific Research Methods	3
<u>Third Semester</u>	
Anthropological Expedition Techniques	3
Seminar	3
Thesis	8
	<hr/> 32

Sports Psychology

<u>Course</u>	<u>Credits</u>
<u>First Semester</u>	
Sports Psychology	3
Sports Physiology	2
Neuro-Physiology	1
Seminar	3
<u>Second Semester</u>	
Developmental Psychology	3
Sports Sociology	3
Scientific Research Methods	3
<u>Third Semester</u>	
Psychological Behaviors and Research Problems in Sports	3
Seminar	3
Thesis	8
	<hr/> 32

Sports Sociology

<u>Course</u>	<u>Credits</u>
<u>First Semester</u>	
Sociological Theories	3
Sports Psychology	3
Sports Physiology	2
<u>Second Semester</u>	
Problems in Sports Sociology	3
Seminar	3
Scientific Research Methods	3
<u>Third Semester</u>	
Research Problems in Sports Sociology	4
Seminar	3
Thesis	8
	<hr/> 32

Curriculum Programs for Doctoral Degrees

Exercise Physiology

<u>Course</u>	<u>Credits</u>
<u>First Semester</u>	
Exercise Physiology I (Theory)	3
Exercise Physiology I (Practicum)	3
<u>Second Semester</u>	
Exercise Physiology II (Theory)	3
Exercise Physiology II (Practicum)	3
Seminar	3
<u>Third Semester</u>	
Exercise Physiology III (Theory)	3
Exercise Physiology III (Practicum)	3
Seminar	3
<u>Fourth Semester</u>	
Exercise Physiology IV (Theory)	3
Exercise Physiology IV (Practicum)	3
Thesis	<u>12</u>
	42

Sports Psychology

<u>Course</u>	<u>Credits</u>
<u>First Semester</u>	
Research Methods	3
Sociological Theories	3
Individual Studies in Sports Psychology	3
<u>Second Semester</u>	
Adaptation Problems in Sports Psychology	3
Conceptual Psychology and Sports Movements	3
<u>Third Semester</u>	
Research Techniques in Sports Psychology	3
Seminar	3
Social Psychology and Sports Relations	3
Test and Measurement Instruments in Sports Psychology	3

Fourth Semester

Seminar	3
Thesis	<u>12</u>
	42

Sports Sociology

<u>Course</u>	<u>Credits</u>
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First Semester

Sociological Structure of Turkey and Sports	3
Educational Sociology and Sports Education in Turkey	3
Sociological Thought Movements	3

Second Semester

Conceptual Psychology and Sports Movements	3
Adaptive Psychology and Sports Movements	3
Social Science and Sports Movements	3
Seminar I	

Third Semester

Organizational Sociology and Sports Administration In Turkey	3
Social Psychology and Sports Relations	3
Empirical Research Methods	3
Seminar II	

Fourth Semester

Data Collection and its Relation to Sports	3
Thesis	<u>12</u>
	42

APPENDIX E

TURKISH UNIVERSITIES OFFERING MASTERS AND
DOCTORATE DEGREES IN PHYSICAL
EDUCATION AND SPORT

TURKISH UNIVERSITIES OFFERING MASTERS AND
DOCTORATE DEGREES IN PHYSICAL
EDUCATION AND SPORT

University	Degree* Offered	First Year of Program	Number of Majors	Number of Graduates
Ankara Gazi University	M.S.	1982	55	None
Ege University	M.S. Doc.	1979 1979	3 10	7 None
Middle East Technical University	M.S.	1979	3	None

*Master of Science - M.S.
Doctor of Education and Philosophy - Doc.

VITA 1

Samil Erdogan

Candidate for the Degree of
Doctor of Education

Thesis: DEVELOPMENT OF STANDARDS FOR A DOCTORAL DEGREE IN PHYSICAL
EDUCATION FOR THE UNIVERSITIES IN TURKEY

Major Field: Higher Education

Minor Field: Health, Physical Education and Recreation

Biographical:

Personal Data: Born in Duzce, Turkey, December 1, 1954, the
son of Celalettin and Semiha Erdogan.

Education: Graduated from Bolu Men's Elementary Teacher Training
School, Bolu, Turkey, in 1972; received Bachelor of Science
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ments for the Doctor of Education degree at Oklahoma State
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Professional Experience: Graduate Teaching Assistant, Oklahoma
State University, from 1978-1983; Administrative Assistant,
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State University, 1984.