

THE EFFECT OF EDUCATION POLICIES ON PHYSICAL EDUCATION, HEALTH AND SPORTS COURSE IN NORTH CYPRUS

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ABSTRACT

Physical education and sports courses enable students to become functional in developing their leadership and creative skills, as well as diligent, hardworking, self-discipline, productive, harmonious, tenacious, contestatory, cooperative, understanding, determined and respectful to each other. The aim of this study is to analyse the effect of educational policies on physical education, health and sports courses in North Cyprus. The population of this study comprised teachers and principals working in schools during the fall term of 2020–2021. In this context, the sample of this study was determined by using the ‘maximum variation sampling method’. Research data were collected via a semi-structured interview method. In the research data, the physical education, health and sports curriculum is inconsistent, not fully implemented and the law and curriculum do not comply with the Northern Cyprus education programme policy.

Keywords: Education Policy, Health and Sports Course, Physical Education

1. INTRODUCTION

The number of studies that directly address the problems related to education in the Turkish Republic of Northern Cyprus (TRNC) is limited. In one of these studies, Günsel (1994) stated that the problems related to education in the TRNC cannot be thought independently of the wars fought and the constant change of the society. The Turkish Cypriot community has undergone sociopolitical and cultural changes. It may be thought that the existing problems can be solved easier in small communities such as the Turkish Cypriot community, yet what has been experienced so far is quite the opposite. The most pressing problems are the lack of experts and no established system (Kurt et. al., 2018; Varmus et al., 2019).

Teaching of physical education lessons to children who have just started school are carried out through the use of educational games. It cannot be expected that all students will show the same skills and in-class performances as they have all different motor development levels (Winch, 2020). Hence, the teachers should teach the physical education lessons by taking into account the needs and interests of the children, as well as their spiritual and physical development levels (Erdag, 2004; Deniz, 2012). Physical education lessons should be aligned with the latest developments in the field of sports (Simoes, 2021). The modern tools and technology brought by the age should be utilised and incorporated into the education planning (Uzunboylu, 2013). Appropriate facilities, sufficient time, physical education and sports teachers, sufficient number of students, equipment and a relevant curriculum are needed in order to achieve the acquisitions set forth in the basic education curriculum with respect to the physical education, health and sports course. It is essential to always bear in mind, while making education

policies, that the intended population comprises humans (Rasouli et. al., 2018)

1.1. Definition and Characteristics of Education Policy

The field of education services, which plays a major role in preparing individuals for the future, is one of the main fields of activity either regulated or directly provided by the state. Societies are built upon well-educated individuals. Governments strive in good faith to provide high-quality education services (Uysal, 2018).

The education of future generations should be addressed, if a system of values is to be adopted by the society (Isik et. al., 2019). This set of values differs from society to society. For this reason, each country shall form its own system of values to be taught in its educational institutions. National culture plays a key role in the development and formation of national education. Culture is the sum of all values that an integrated society and nation is built upon.

The most important characteristic of a society that separates it from other societies is its unique culture, whereas the most important factor in the formation of this culture is national education (Adem, 1993; Özen et. al., 2007). In order to adopt national education in a country, it is necessary to determine the related goals/acquisitions, methods and principles. The successful functioning of national education primarily depends on the policies to be developed for its implementation. It is not possible for a national education programme to be successful without a specific education policy. *Education policy* is a concept that expresses the education–policy relationship and its integrity. Education policies set forth the methods/paths and principles to be followed and the goals/acquisitions to be targeted in the educational activities (Yılmaz, 2004; Savas et. al., 2019).

Özen et al. (2007) define education policy as setting forth

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the principles on which the educational activities will be based upon taking into consideration ideological, economic, social and cultural aspects. On the other hand, Trowler (2003) defines education policy as '*clarifying some of the rules and actions that are or should be followed in education in order to achieve the desired goals...*'. In this context, education policy is a document through which policymakers communicate the goals that are to be achieved by education as perceived by them to the practitioners, i.e., principals, teachers, students etc.

The fundamental questions that need to be answered within the scope of an education policy are as follows: 'What are the characteristics of an ideal individual targeted to be achieved with education?', 'What are the characteristics of an ideal teacher aimed to achieve this target?', 'What are the characteristics of an ideal curriculum aimed to achieve this target?', 'What are the methods that can be used to decorate the students with the desired characteristics?', 'How will be the relevant works carried out measured and assessed?' and 'What are the characteristics of an ideal environment aimed to achieve this target?'

Making changes to the existing education policy without waiting for the expected results to shape is one of the commonly made mistakes in the history of our education system. Political concerns should never be the major criteria in determining the education policy of a country. It is essential that a determined education policy is made and based on scientific criteria. Accordingly, first, the bodies effective in the formation of education policies shall be determined, and second, the applicability of the education policies formed based on the existing conditions shall be determined (Karakütük 1996 as cited in Özen et. al., 2007). It should never be forgotten that the intended population in education policies are humans. From this point of view, the individual dimension comes before the institutional dimension. The qualities and characteristics of education policies are not independent of the characteristics of general policies. In this context, the characteristics of education policies can be summarised as follows (Chomsky, 1997; Özen et. al., 2007):

- Educational changes shall have a legal basis.
- The principles set forth for the identification of the sensory, psychomotor and cognitive behaviours to be acquired by individuals should be continuous, legitimate, conciliatory and universal.
- The principles determined by educators or educational organisations should be clear and understandable by individuals.
- Education policy should be consistent and comprehensive.
- It should be ensured that all employees are involved in the decision-making process aimed at making the changes related to education and determining the relevant principles.
- Social context, in other words, national and international characteristics should be taken into account in making the education policy.

1.2. Historical Trends in the Physical Education Policy of TRNC

The National Education and Sports Policy of TRNC (2003) is the first document that has explicitly emphasized the importance of physical education. The National Education and Sports Policy was enacted with a vision for 2020, envisaging raising the level of physical fitness from among students in order to achieve a better quality of life and to bolster youth's capacity to serve society by achieving economic development targets.

In April 2010, Professor Dr. Ali Kemal Çetin, President Emeritus of METU (Middle East Technical University) at Ankara, Turkey delivered a lecture on Physical Education Policies in Schools at the University Of Northern Cyprus' Faculty Of Physical Education And Sport Sciences Campus Centers during his recent visit.

The Physical Education Policies of TRNC is the most recent document. This document was enacted in 2012 and has made a noteworthy contribution to the physical education course.

Physical education is a field of study that focuses on physical activity, considering its positive effects on human health and sports performance. Physical education plays an important role in the life of a youth for many reasons: being active, having fun and being fit are just some of these reasons. Although achieving good health through physical activity cannot be reached without having prior knowledge, it is still a very important factor which enables to achieve good health.

The physical education policies of TRNC was based on the following recommendations: (1) The importance of physical activity in youth life; (2) the need to coordinate sport and education goals; (3) the importance of a well-organized program in the school; and (4) that planning, preparation, implementation and evaluation processes must be coordinated. The Physical Education Policies aim to make the most optimal use of physical education with regard to national development objectives. There is a need for making sure that young people receive their access to education with full attention, according to their educational level, ability and interest. The main aim of this policy is to raise physical fitness from students in order to achieve country' goals.

The document also tackles important issues such as: (1) physical fitness in school settings and its importance; (2) the need to create a synergy between the public schools, other public institutions, clubs and sports clubs; (3) the responsibility of all stakeholders working in the field of physical education; and (4) creating a higher awareness on the issue.

(2.) The necessity of co-operation between different stakeholders involved in Physical Education underlines that political leadership, professional authority and sports associations, teachers all have a mutual interest in functioning well for an effective development for Physical Education.

According to this policy [15], education systems in various countries derive from their tradition, culture, religion and values. Physical Education is an important aspect of this

system and it is the duty of the whole society to integrate Physical Education in their daily lives.

In TRNC, the effective implementation of this policy requires the following stages:

a) Establishing a national unit within the Ministry of Education that has a status that includes physical education as part of its work. This will make sure that all ministries, sports associations, professional authorities and all other stakeholders implementing Physical Education join together as a unified team in order to reach maximum success in physical education.

b) The creation of a national entity for Physical Education known as TRNC-SPORTS where responsibility will be given to teaching staff who have some training on this field.

There is no record of Turkish Cypriots' participation in organised sports events during the Ottoman rule between 1571 and 1878, when there was a dense Turkish Cypriot population on the island. Sports activities based on strength, such as tug of war and wrestling, were held during holidays and weddings, and an exciting sports activity, which is known with the name pillow play today, was held during the weddings. Later, under the British administration's rule, which started in 1878, Turkish Cypriots first met with equestrian sports, followed by football, which is the most popular sports today in the TRNC, and athletics (Fevzioğlu et al., 2003). The javelin sport was also among the most popular sports competitions of the time. In the later period, Turkish Cypriot athletes got many rewards in athletics competitions. There are four major schools that played an important role in the development of sports in the island in the early 1900s. These schools are:

- English school (1900),
- Larnaka American Academy (1908),
- Cimnasiyum (Greek school),
- Melkonyan (Armenian okulu).

Among the above-mentioned schools, Larnaca American Academy and English school have made significant contributions to the promotion of not only football but also 'tennis' and 'field hockey' throughout the island of Cyprus (Fevzioğlu & Atun, 2003).

During the period between 1919 and 1930, many football clubs were established one after another, and football became very popular across the island. Later, the traditional Turkish sports, i.e., wrestling, also regained popularity alongside with field hockey and tennis.

1.2.1. Physical Education and Sports Policy within the scope of Basic Education

As it can be inferred from the debates in the field of education policy, the regulatory interventions and interest of governments around the world on the physical education courses and school sports in recent years have been reshaped, also taking into consideration the social interests, including social life and health, as well as education (Savasan and et all, 2017). Low achievement rates in the fulfilment of physical education and sports course acquisitions, sports-centred goals, holistic school goals concerning school

attendance, behaviour and success and in adopting an academic approach in performing and studying sports are seen as the reason for the increase in the said interest (Tınaz, 2015; Dobrescu, 2018).

The development of physical education curricula within the scope of basic education shall be based on three important pillars. First, it is aimed to expand the scope of physical education course. Second, the reciprocal relationship between physical education and sports, which has a long history, is scrutinised within a more supervised and supported sports scope. Third, physical education curricula are prepared by the actors of the basic education programmes in detail within the scope of sports policy (Tekin et al., 2018; Tukaiev et al., 2019).

1.2.2. The Importance of Physical Education and Sports Course

All behaviours and functions necessary for human beings to survive in the best way come to life inside the body. There is a close connection between human behaviour and physical development. Stress, imbalances and disorders in physical development adversely affect human behaviour (Aslanargun et al., 2013). Sense organs stimulate thoughts and perceptions which then stimulate the muscles. Thus, it can also be said that muscles are affected by thoughts and senses, and psychological structures are affected by muscles. This interaction continues throughout the life cycle. Children's movements and development of their ability to do sports ensure the continuation of their general development in a healthy way (Keske, 2007; Khodabakhsh et al., 2019). Physical education and sports courses are essential also in terms of sensory and social development in addition to contributing to the healthy development of children. Physical education and sports courses enable students to become functional in developing their leadership and creative skills, as well as diligent, hardworking, self-discipline, productive, harmonious, tenacious, contestatory, cooperative, understanding, determined and respectful to each other. Basic principles underlying the physical education as a discipline are as follows (Ozcinar, 2011; Alp et al., 2018):

- Philosophy of body and mind constitutes the integrity of education.
- Physical education is an integral part of general education. The aims of general education and the aims of physical education are compatible with each other.
- Physical education activities are essential for growth and development.
- Physical education lessons are important in making use of free time.
- Creativity and self-expression are provided through physical education classes.
- Physical education courses contribute to cultural development.
- Physical education makes an important contribution to controlling emotions.
- Physical education courses play an important role in personality and character development.

- Physical education classes contribute to physical fitness.
- Physical education courses help develop psychomotor skills.
- Physical education contributes to adopting preventive health habits.
- Physical education contributes to the mental development of children.

Physical education and sports courses enable students to become functional in developing their leadership and creative skills, as well as diligent, hardworking, self-discipline, productive, harmonious, tenacious, contestatory, cooperative, understanding, determined and respectful to each other. For these reasons, sports education should be researched continuously. Sports education in Northern Cyprus has basic problems as in other countries. The main one of these problems, the effect of changing sports policies on the education and training process, should be considered as a research gap and it should be seen as a necessity.

1.3. Purpose of the study

The aim of this study is to analyse the effect of educational policies on physical education, health and sports courses in North Cyprus.

2. METHODOLOGY

2.1. Study population

Qualitative research is defined by Creswell (2013) as the process in which the desired information is obtained from individuals' daily lives by using special methods in a social environment. The population of this study comprised teachers and principals working in schools affiliated to the Turkish Republic of Northern Cyprus (TRNC), Ministry of National Education Primary Education Department, in the spring term of 2020–2021, Atatürk Teachers Academy academic staff, Education Union officials as well as the Minister of Education, Undersecretary of Ministry of Education, Director of Education and Training, Director of Primary Education Department, Director of Education Joint Services Department and inspectors affiliated to TRNC Ministry of National Education.

The reason for the choice of the semi-structured interview method as the data collection tool was that it is a method used to determine participants' views about certain events and phenomena, participants' experiences, emotional backgrounds, perceptions and values. In qualitative research, the sampling method that best reflects the characteristics of the population and provides the researcher with the most effective and efficient data is selected. In this context, in this study, the sample was determined using the 'maximum variation sampling method'.

The aim of the maximum variation sampling method is to create a relatively small sample that reflects the diversity of individuals who may be a party to the research problem being studied at the maximum level (Yildirim et. al., 2008; Aslanargun et. al., 2013).

2.2. Data collection tool

In this study, the evaluation of the TRNC physical

education, health and sports policy practices were examined in two ways: in the context of education policies and the future physical education, health and sports education. In this study, while analysing the transformations in the educational system at the national level, the 35th and 36th government programmes, emergency action plan, the new curriculum, the EU Basic Education Support Programme (TDEP), EU Progress Reports, World Bank Basic Education Projects (TEP), Education Sector study, OECD Basic Education Report, statistics and indicators prepared by the Ministry of National Education (MEB) are considered as policy documents. In addition, in order to evaluate the TRNC physical education, health and sports policy practices in the context of education policies, the decisions of the National Education Council, development plans and government programmes were also used as data sources by conducting a document analysis. In the second part of the study, data were collected by using the interview method, one of the qualitative research methods, on the current status of physical education, health and sports education and their views on how it will be in the future.

Within the scope of the semi-structured interviews, policymakers were asked questions about the physical education, health and sports course curriculum; school principals were asked their views on the physical education, health and sports course policy; teachers were asked questions about the content of the physical education, health and sports course curriculum; targeted acquisitions in relation to physical education, health and sports course; number of students in a physical education, health and sports class; and their views on the applicability and up-to-dateness of the physical education, health and sports course curriculum; and officials of the Education Union were asked questions about the making of the physical education, health and sports course policy.

Research data were collected via a semi-structured interview method. Semi-structured interview method is used to collect in-depth information from the individuals participating in a study (Yıldırım & Şimşek, 2016).

2.3. Analysis of Qualitative Data

The content analysis technique was used to analyse the qualitative data on how the stakeholders of the research problem, i.e., the study participants, evaluate the policy implementations. In content analysis, the research data which are found to be related and comparable are brought together and interpreted within the framework of certain themes and concepts. The main goal in content analysis is to determine the concepts and relationships that can explain the collected data. In order to make sense of the large data set obtained as a result of the qualitative research, first of all, the data sets should be reduced/narrowed to meaningful pieces. This process is called 'coding'. Accordingly, in this study, first, a temporary code set was used. Afterwards, the transcribed texts were read several times to identify the important messages and themes that could be used to determine the final code set.

3. RESULTS

This section includes the findings obtained as a result of the analysis of the answers provided by the study participants, i.e., policy makers, principals, teachers and education union officials to the research questions. These findings include

Table 1

Participants' views on the physical education, health and sports curriculum

THEME		n	%
Did you have the opportunity to review the physical education, health and sports curriculum put into practice?	Yes	2	20
	No	4	40
What can you tell us about the physical education, health and sports curriculum in general?	It is inconsistent.	1	10
	It is incomplete, it lacks the teaching methods.	1	10
Do you think that the physical education, health and sports curriculum was prepared in accordance with the physical education and sports policy of the TRNC?	No, I do not.	3	30
	I did not have the opportunity to review the physical education, health and sports curriculum just yet.	1	10
	Yes, I do.	1	10
What do you think about the applicability of the physical education, health and sports curriculum given the country's conditions?	It is not applicable.	3	30
	It is not up-to-date.	1	10
	I did not have the opportunity to review the physical education, health and sports curriculum just yet, so I do not have an idea.	1	10
	It is applicable.	1	10
Do you have any suggestions about the physical education, health and sports course curriculum? Can you please elaborate?	The physical education, health and sports course curriculum needs to be updated	2	20
	Planning and implementation of the physical education, health and sports course curriculum should be in accordance with the available material.	2	20
	The importance of the physical education, health and sports course should be raised.	1	10
	A council should be convened to discuss the physical education, health and sports course curriculum.	1	10

As can be seen in Table 1, participants stated that the physical education, health and sports curriculum was drafted and put into practice. Two participants stated that they reviewed the physical education, health and sports curriculum, whereas four participants stated that they have not. One participant stated that there is no consistency in the physical education, health and sports curriculum, and another participant stated that the physical education, health and sports curriculum lacks teaching methods. One participant stated that the physical education, health and sports curriculum is in conformity with the physical education and sports policy of the TRNC. Three participants stated that the physical education, health and sports curriculum is not in conformity with the physical education and sports policy of the TRNC, and another participant stated that he/she did not have the opportunity to review the physical education, health and sports curriculum just yet.

As for the applicability of the physical education, health and sports curriculum given the country's conditions, three participants stated that it is not applicable, one participant stated that it is applicable, another participant stated that it needs to be updated and one participant stated that he/she

the respective evaluations of the study participants, the research data created based on the answers provided by the study participants and the set of themes and sub-themes identified while determining the research questions.

does not have an idea since he/she did not have the opportunity to review the physical education, health and sports curriculum just yet. Lastly, two participants suggested that the physical education, health and sports curriculum should be updated, another two participants suggested that the planning and implementation of the physical education, health and sports course curriculum should be in accordance with the available material, one participant suggested that the importance of the physical education, health and sports course should be raised and another participant suggested that a council should be convened to discuss the physical education, health and sports course curriculum.

The views of the participants on the research questions about the physical education, health and sports curriculum are given below.

'...I think that the curriculum is insufficient in terms of learning acquisitions because the objectives and the learning outcomes of the programme were not planned taking into consideration the differences between the village and city schools'. P1

'I think that the curriculum is insufficient, because it was not planned to take into account the differences between

the branches, while in fact each branch has different technical tactics and teaching methods'. P2

Table 2

Participants' views on the physical education, health and sports policy

THEME		n	%
Is there an education policy followed in physical education and sports?	Yes	1	10
	No	5	50
What kind of an education policy is being followed do you think?	The education policy is asked at discovering new talents.	1	10
What do you think about the effectiveness of this policy?	It is insufficient.		
What could be the reasons for not having an education policy on physical education and sports in place? Could you please elaborate?	The fact that the Ministry of National Education does not provide sufficient support.	3	30
	The fact that the Ministry of Sports enters each election under a different ministry.	1	10
	Lack of competition among youth.	1	10

As can be seen in Table 2, one participant argued that there is a physical education and sports education policy in place, whereas the other five participants argued the opposite. The views of the participants on the research questions about the physical education, health and sports policy are given below.

'I have been active in the education system for many years and frankly, school sports are regressing day by day, that is, it has become almost impossible to actually carry out physical education and sports as a discipline in education. The fact that there has been a pandemic for the last two

years made it even worse and nothing has been done to stop this regression. In conclusion, there is no physical education, health and sports policy, and if there is, it is clearly not sufficient to make a difference'. M7

'There is no problem in the functioning of the policy in popularising sports; but when it comes to discovering gifted children, the ministry has no initiative in this regard; there is no separate office or department in charge of gifted and talented children. In order for the policy to work effectively, first of all, village and city schools should be at comparable levels in terms of facilities, fields and materials'. M2

Table 3

Participants' views on the content, objectives, applicability and up-to-dateness of the physical education, health and sports curriculum

THEME		n	%
Is the content of the physical education, health and sports curriculum consistent with the objectives thereof and the current level of students?	It is consistent.	10	
	It is inconsistent.	3	30
Is the physical education, health and sports curriculum applicable?	It is applicable.	6	60
	It is not applicable.	7	70
Is the physical education, health and sports curriculum up to date?	It is up to date.	1	10
	It is not up to date.	12	

As can be seen in Table 3, 10 participants stated that the content of the physical education, health and sports curriculum is consistent with the objectives thereof and the current level of students, whereas 3 participants stated the opposite. Additionally, six participants stated that the physical education, health and sports curriculum is applicable, whereas seven participants stated the opposite. Lastly, 1 participant stated that the physical education, health and sports curriculum is up-to-date and 12 participants stated that it is not. The views of the participants on the research questions about the characteristics of the physical education, health and sports curriculum are given below.

'The physical education, health and sports curriculum is not applicable, that is, there is no connection between the objectives and the learning outcomes. Hence it is impossible to take the curriculum as a reference when measuring the students' levels. In other words, the current situation gives us the impression that this course will soon be removed from the basic education curriculum'. Ö1

'...It has been six years since the last physical education, health and sports curriculum was enacted. We had a pandemic during this period. For example, as per the current curriculum, we are supposed to instruct the students to hold the ball, while in the circular sent by the ministry in 2021 we are supposed to instruct the students not to hold the ball due to pandemic measures'. Ö4

Table 4

Participants' suggestions about the making of physical education, health and sports policy

THEME	n	%
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What approach should be adopted in creating a physical education, health and sports education policy in the TRNC?	A department/office in charge of sports education should be created.	1	10
	The physical education, health and sports education policy should be created by the right people.	1	10
	A committee of experts should be established which will have a say in the creation of the physical education, health and sports education policy	1	1
Who should have a say in the making of physical education, health and sports education policy?	Sports federations, primary education and secondary education departments	1	10
	Union officials, physical education teachers and experts in the Ministry of National Education	2	20

As can be seen in Table 4, about the approach to be adopted in creating a physical education, health and sports education policy in the TRNC, one participant from the union stated that a department/office in charge of sports education should be created, one participant from the union stated that the physical education, health and sports education policy should be created by the right people and another participant from the union stated that a committee of experts should be established which will have a say in the creation of the physical education, health and sports education policy.

Additionally, about the parties who should have a say in the making of physical education, health and sports education policy, one participant from the union stated that sports federations and primary and secondary education departments should have a say in the making of physical education, health and sports education policy, whereas the two other participants from the union stated that union officials, physical education teachers and experts in the Ministry of National Education should have a say in the making of physical education, health and sports education policy. The suggestions of the participants about the making of physical education, health and sports policy are given below.

'In making the physical education, health and sports education policy, the federations, teachers and most importantly the Primary and Secondary Education Departments of the Ministry of National Education have a great responsibility. With the development and updating of the Sports Department to be established within the Ministry of National Education, the problems experienced in schools in relation to the physical education, health and sports education will be overcome'. S1

'First of all, there should be physical education teachers in the Union and the Ministry of National Education should deal with this issue with correct and knowledgeable people'. S2

4. DISCUSSION

In this section, the themes that emerged as a result of the interviews as well as the findings related to the education policy and the importance and development of the physical education, health and sports course are discussed.

As seen in Table 1, the programme put into practice in basic education was examined by two participants; however, four participants did not; they stated that there was no consistency in the programme and there were deficiencies in

the teaching method. They also stated that the programme was not prepared in accordance with the physical education and sports policy and the programme could not be implemented according to the conditions of the country. When we look at the opinions, it is seen that those who have the opportunity to examine the programme believe that the programme is not prepared according to the island's conditions and that the education programme implemented in Turkey is also tried to be implemented in the country; therefore, the system cannot be efficient in this way. This ensures that the Turkish Cypriot community cannot move forward by staying at the same point in the field of education, even though it is experiencing cultural changes. As Günsel (1994) stated in his study titled 'Contemporary Structuring Methods in Preschool Education in the Turkish Republic of Northern Cyprus'; he states that many problems were encountered, such as insufficient buildings, lack of expert personnel and, most importantly, that the system was not settled down properly.

As seen in Table 2; participants emphasise that there is no policy on physical education and sports policy and, therefore, it is insufficient and the reason for not being an effective policy is the lack of support from the Ministry of National Education. In line with the results obtained in the interviews, it is not possible to create a sports policy because the physical structure is insufficient; there is a gap among rural and urban schools, and most importantly, the experts do not have sufficient perspective and planning for the formation of sports education policies. In study, 'How much do educational outcomes matter in OECD countries?,' a long-term perspective is needed in order to catch up with the policy in education.

As seen in Table 3; the content of the programme is consistent and applicable with its objectives and the level in theory; however, it is striking that it is not up-to-date in the opinions among teachers regarding the applicability of the programme. In his study named 'Evaluation of the realisation level of physical education lesson goals in primary schools according to student opinions' argues that due to the rapid progress in modern technology, opportunities have to be provided to students in education to meet the needs and he advocates the view that the provision of opportunities can affect the realisation of the physical education, health and sports course objectives.

According to the views of the participants, no differences were found in the answers given to the question of 'How should a policy be followed in order to create a policy for sports education' in Table 4. It is known that the field of

education first gained qualification with globalisation. It is a modern and developing field according to today's conditions. While the sports policy is being formed, the Ministry of National Education is the first responsible actor, followed by the unions, federations and experts in this field. In his study titled 'European Union and Sports' argues that sports policy includes issues that dealt with sports for everyone and emphasised that sports should be included in the fields of health, education and culture and should be supported as a basic policy.

The TRNC needs to prepare a strategic plan in accordance with the standards of the developed countries, and restructure and update its physical education, health and sports curriculum to include more social interactions and physical exercises. None of the current physical education, health and sports curriculum, current physical education, health and sports policy, and the current management structure is likely to be of any help in developing the sports in schools (Alonso et al., 2018; Durmuscelebi & Kusucuran, 2018; Cemaloğlu et al., 2019). For this reason, the Ministry of National Education should cooperate with experts, who are competent and have proven themselves in their fields and volunteers or organisations that put sincere efforts in this field, in order to update and quickly implement the physical education, health and sports curriculum, and a strong management structure should supervise the implementation of this physical education, health and sports curriculum (Atabek, 2020; Tasdugen et al., 2020; Salakhova et al., 2021).

In addition to updating the physical education, health and sports curriculum, the physical education law should also be updated, and the existing sports federations should be united under the Ministry of Education if deemed necessary or the federations with an autonomous structure should be audited by the experts of the field. As a reason, just as student development in schools is achieved under the responsibility of the Ministry of National Education through curricula and legislation, it is necessary for the federations to develop a joint sports education model.

5. CONCLUSION

In conclusion, it has been determined that current physical education, health and sports curriculum and the current physical education, health and sports policy are incomplete,

and are not applicable in today's conditions. Further studies are needed on this subject. The results of these should be discussed in a council and a joint document should be produced as a result. Additionally, Ministry of National Education should increase its efforts on this subject, and draft and put into practice a truly applicable physical education, health and sports curriculum.

Accordingly, in order for the physical education, health and sports classes to be implemented in a healthy way, the related law should be updated and harmonised with the physical education, health and sports curriculum. The physical education, health and sports policy should be sustainable, applicable and meet the future needs as well. The last education council was convened 7 years ago. Hence, the shortcomings of the current physical education, health and sports curriculum have not been discussed jointly in an official setting since then. In this context, the education council should be held at least once every 2 years. Additionally, physical education teachers should be obliged to participate in the in-service training programme organised by the Ministry of National Education, and sanctions should be applied to those who do not participate. Physical education, health and sports course hours should be arranged like other courses to include both theoretical and practical sessions and incorporated into the schedule as such. Physical education workshop should be held every year with the participation of physical education teachers, and the representatives of the union and the Ministry of National Education.

6. RECOMMENDATIONS

- The programmes aimed at quality sports education should be planned according to today's conditions by the Ministry of National Education in order for children and young people to develop their special abilities and interests better throughout the island.
- Objective and educational sports programmes should be organised for all age groups and promoted in the social media, and the importance of sports should be communicated to the young people.
- The Ministry of National Education should organise workshops every year and work in cooperation with institutions and organisations related to the sports policies.

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