

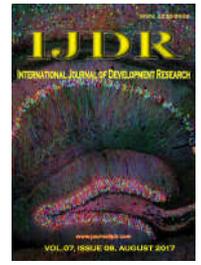


ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research
Vol. 07, Issue, 08, pp.14585-14588, August, 2017



ORIGINAL RESEARCH ARTICLE

Open Access

EVALUATION OF DEPARTMENT OF RECREATION AT THE LEVEL OF BACHELOR DEGREE AND ITS HISTORICAL DEVELOPMENT

*TAYFUN KARA

Istanbul Gelisim University, Vocational School, Sports Management

ARTICLE INFO

Article History:

Received 20th May, 2017
Received in revised form
17th June, 2017
Accepted 23rd July, 2017
Published online 30th August, 2017

Keywords:

Recreation, Spor,
Physical education.

*Corresponding author

Copyright ©2017, Tayfun Kara. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Tayfun Kara, 2017. "Evaluation of department of recreation at the level of bachelor degree and its historical development", *International Journal of Development Research*, 7, (08), 14585-14588.

ABSTRACT

In Europe, especially after the industrial revolution developed technology, spreading mechanization, depending on the robot technology development; the machines are faster than human strength and can meet more workload because of the need for Human labour force decreased. Also during this period, depending on their personal rights to employees during working hours drilled down on unnecessary and unfair editing work. The reduction of work hours of employees in their day to be of more free time and people free from stress, brought on by the negativity of the modern age in order to gain the Psychological and physical health of the free time have begun their reviews. People this is important when planning, directing, in the appropriate fields of study can be rolled back and the appropriate results from the professional level training for recreation leaders need. In our country, as in the world trained in this area, the needs of individuals and groups and taking into consideration the expectations of the experts and leaders that can make programs to make it Recreation sections of people.

INTRODUCTION

The term "recreation" is defined as the activities in which people that are adversely affected by intense works or environmental impacts engage of their own free will in their leisure time which is left of the time that is completely dedicated to work and obligatory needs in order to recuperate their physical and mental health, take pleasure and get satisfied regarding their personal needs and expectations (Hacıoğlu *et al.*, 2003: 30). The time which is not spent working, sleeping or meeting basic needs by people is considered as leisure time and every creative, cultural, voluntary and non-profit activity, which is carried out in leisure time and helps all kinds of people to renew, belongs to the "recreation" notion (Albayrak, 2012: 44; Sağlık *et al.*, 2014: 87). Turkish Language Association defines recreation as "activities in which people participate voluntarily in their leisure time for amusement and sports purposes" (Turkish Language Association, 2017). Recreation activities, which have been developing and carried

out since the first civilizations up till today, were realized believing that only eternal peace in spiritual realm can take away the exhaustion that people endure throughout their life by first civilizations. In later times, it was actualized in the form of resting in old age, seasonal or weekend vacationing, participating in recreation activities in people's leisure time which people had somehow every day. Much importance has been placed on recreation activities as a result of the fact that the increase in leisure time and correspondingly level of welfare brought along better living conditions (Kurar and Baltacı, 2014: 43). Recreation, which corresponds to activities performed in order to benefit from leisure time, has multiple benefits that can be categorized as physical, psychological, cognitive and social. Thus, recreation plays an important role in increasing the quality of life owing to its benefits. When these benefits are evaluated in general terms, it makes a contribution to the elimination of problems that both healthy and troubled individuals and societies may face with, sometimes even before these problems exist (Arslan, 2013: 25; Ceyhun, 2008: 326).

Recreation Education

Recreation education signifies a functional domain that takes place within the scope of general education which also includes environment, citizenship and health education; however it has different practice and objective attaining methods (Karaküçük, 2008: 124). Recreation activities have some personal benefits such as providing healthy physical development and good mental health, ensuring personal skill development, socializing, advancing productivity and work efficiency and making people happy; and some social benefits such as securing social solidarity and integration and enabling the creation of democratic societies (Karaküçük, 2008:95-102). Recreation comprises a wide range of activities. The need for trained personnel, who know the society's wishes, interests and expectations; have a command of recreation-related philosophies, notions and objectives; and who can plan and organize different various programs, guide individuals through these activities and also ensure the supervision of these activities, augments day after day (Tütüncü, 2008: 100). If recreation activities are directed by trained personnel, these activities will become more beneficial; provide psychological, social and physical benefits to individuals at every stage of their life; and make them gain experience. Thus, recreation appears as a prominent education subject in order to eliminate the lack of trained personnel who will provide recreation service (Balçı and İlhan, 2006: 12; Kement, 2014: 116-118).

It is thought that recreation education is necessary in order to ensure that leisure time is spent so positively that it brings along personal and social benefits, to manage recreation activities, to guide individuals through these activities and to train qualified individuals in recreation domain and that this lack of qualified personnel can only be eliminated by recreation education. Recreation education aims to teach individuals how to spend their leisure time constructively and enables them to choose recreation activities carefully (Ağaoğlu and Boyacı, 2013: 21; Karaküçük, 2008: 123; Kızanlıklı, 2014: 49).

Means (1973) explains the main reasons behind the emphasis on leisure education as follows:

- Universities train leaders and architects of tomorrow,
- The number of people who have leisure time increases according to circumstances,
- Positive or negative use of leisure time has serious consequences on societies.

It is very essential to train prospective leaders of the society and provide them with skills. Thus, universities should undertake the responsibility of students' interests and habits by linking recreation and leisure time closely. Accordingly, each student should participate in numerous activities and these opportunities should be multiplied and renewed constantly. Augmentation of these opportunities will be beneficial for the individual to have a more successful period of education (Means, 1973; Ağaoğlu, 2002:28; Ekinci, 2014). Opening of the first departments of recreation and leisure time dates back to middle 1920s in the USA. US National Recreation and Park Association (NRPA) developed an education program in order to train professional recreation, park and leisure managers (Metin, 2012:151). On the other hand; while leisure, recreation and park management were paid attention only as an academic department in 1940s; universities in Northern United States

started to offer leisure courses in their curriculum (Godbey *et al.*, 2005). US Recreation Department Vocational Education Unit started to do research on recreation and park education in universities and colleges towards the end of 1950s (Stein, 1984:338). Vocational programs in the field of recreation in higher education entered into the process of intense development between the years of 1965 and 1975 (Grant, 1984). Universities in many countries such as the USA, Canada and the UK provide recreation education within their Faculty of Tourism in an effort to train leaders who will manage recreative activities and guide tourist through these activities. Certificate programs are carried out in universities that provide park and recreation education and these programs help student to specialize in specific fields (Tal, 2005. Yayla, 2012:22). Northern Arizona, Indiana, California Sacramento State, Frostburg State, Missouri, Utah, Arkansas Tech, California Polytechnic State, San Francisco State universities in the USA and Lincoln University in the UK can be cited regarding the park and recreation education in the world. Liverpool John Moores, Liverpool Community College, Edge Hill universities in the UK and Brock University in Canada also can set an example respecting tourism and leisure education; whereas Illinois, Bowling Green State universities in the USA and Cardiff Metropolitan University in the UK may be considered as the examples of sports and tourism education.

Recreation education was included in development plans and their importance was discussed on occasion. For instance, the objective of recreation education was discussed under the title of leisure-related principles and policies in the 6th Five-year Development Plan (1990-1994) stating "Department of recreation will be opened in the Faculties of Physical Education and Sports with intent to train qualified personnel who can conduct education and organization activities regarding making well use of leisure time." Furthermore, it was declared that it was the main principle to make the productive use of leisure time a part of life and Department of Recreation would be established in universities in order to train labor force which would conduct the leisure-related education and organization activities in the 7th Five-year Development Plan (1996-2000) (www.kalkinma.gov.tr). The increase in the tendency towards recreation, which now occupies more place in people's life and gains more importance, leads to openings of recreation departments in universities. It is necessary to plan curricula of recreation education provided within the Departments of Recreation in the Faculties of Tourism and Schools of Physical Education and Sports in such a manner that they train qualified personnel who can provide recreation services in Turkey (Tütüncü, 2008: 100). Development of recreation in universities goes back many years. First recreation courses were offered in METU, Marmara and Gazi Universities. Prof. Dr. Suat Karaküçük wrote the first book in the domain of recreation. The tourism-recreation relationship came up after the term of recreation had started to be talked about in universities. It was agreed in the panel discussion which was organized in collaboration with Muğla University, Ministry of Youth and Sports of Turkey and Ministry of Tourism of Turkey in May 23rd, 1997 to open a Department of Recreation owing to the initiatives of Prof. Dr. Erdal Zorba, who is also the principle in the School of Physical Education and Sports at Muğla University, which allowed recreation marketing to be accepted by primarily touristic regions. A study group meeting was held with the participation of Ministry of Tourism, university

representatives, representatives of the sector, Association of Turkish Travel Agencies and National Olympic Committee Representatives and with the contributions of Dr. Ethem Ruhi Fırlalı, the principle of the School of Physical Education and Sports Prof. Dr. Erdal Zorba and head of Department of Sports Services at the time Prof. Dr. Gazanfer Doğu in Marmaris. Department of Recreation curriculum, course content and employment of graduates were discussed and planned in this study group meeting. Study group final report revealed that it was agreed on the recommendation of the opening of a Department of Recreation within the School of Physical Education and Sports at Muğla University.

MATERIALS AND METHODS

This research was conducted in an attempt to assert the structure and present state of recreation education provided in higher education institutions in Turkey. In order to achieve this objective, faculties and schools which provide education at the level of bachelor degree and the universities under which they function were analyzed. Literature review method was adopted as the data collection tool of this research. Web sites of universities' relevant departments and thesis center of Council of Higher Education were included in the literature review with intent to secure the reliability of the information.

Table 1. Universities with the Department of Recreation

Adnan Menderes Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Afyon Kocatepe Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Akdeniz Üniversitesi	Spor Bilimleri Fakültesi
Alanya Alaattin Keykubat Üniversitesi	Spor Bilimleri Fakültesi
Anadolu Üniversitesi	Spor Bilimleri Fakültesi
Atatürk Üniversitesi	Spor Bilimleri Fakültesi
Bartın Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Batman Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Bülent Ecevit Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Celal Bayar Üniversitesi	Spor Bilimleri Fakültesi
Çanakkale 18 Mart Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Dokuz Eylül Üniversitesi	Spor Bilimleri ve Teknolojisi Yüksekokulu
Dumlupınar Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Erciyes Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Fırat Üniversitesi	Spor Bilimleri Fakültesi
Gazi Üniversitesi	Spor Bilimleri Fakültesi
Giresun Üniversitesi	Spor Bilimleri Fakültesi
Girne Amerikan Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Gümüşhane Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Hacettepe Üniversitesi	Spor Bilimleri Fakültesi
Haliç Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Harran Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Iğdır Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
İstanbul Esenyurt Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
İstanbul Gelişim Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Karedeniz Teknik Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Kırıkkale Üniversitesi	Spor Bilimleri Fakültesi
Kocaeli Üniversitesi	Spor Bilimleri Fakültesi
Muğla Sıtkı Koçman Üniversitesi	Spor Bilimleri Fakültesi
Mustafa Kemal Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Muş Alparslan Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Nevşehir Hacı Bektaş'ı Veli Üniversitesi	Spor Bilimleri ve Teknolojisi Yüksekokulu
Niğantaşı Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Ondokuz Mayıs Üniversitesi	Spor Bilimleri Fakültesi
Ordu Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Pamukkale Üniversitesi	Spor Bilimleri Fakültesi
Recep Tayyip Erdoğan Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Sakarya Üniversitesi	Spor Bilimleri Fakültesi
Süleyman Demirel Üniversitesi	Spor Bilimleri Fakültesi
Selçuk Üniversitesi	Spor Bilimleri Fakültesi
Siirt Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Trakya Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu
Uşak Üniversitesi	Spor Bilimleri Fakültesi
Yakın Doğu Üniversitesi	Beden Eğitimi ve Spor Yüksek Okulu

<https://istatistik.yok.gov.tr/>

It was also decided to deliver an opinion to the Council of Higher Education on the opening of a Department of Recreation within the School of Physical Education and Sports at Muğla University as required by the decision no. 20 dated July 3rd, 1998 taken by the Interuniversity Board at the meeting no. 96. As a result of these efforts, it was ruled to open the Department of Recreation within the Schools of Physical Education and Sports according to the Articles 7/d-2, 7/4 of Law no. 2547 as amended by Law no. 2880 that decided on at the meeting of Council of Higher Education in April 12th, 2000 (Zorba 2008: 52-55).

FINDINGS

Recreation signifies activities that are voluntarily performed on one's own or in group in order to rest, enjoy and get pleasure during one's leisure time which means the time that is not spared for work or obligatory needs. Departments of Physical Education and Sports at universities were provided with recreation-related domains and these were integrated into sports occupations, since recreative activities that are performed consciously make it easier to attain the goal (meb.gov.tr). Table 1 shows the Departments of Recreation within the Faculties of Sport Sciences, Schools of Physical

Education and Sports and Schools of Sport Sciences and Technology in Turkey. Gazi University and Sakarya University pay regard to TM3 scores and Kocaeli University to YGS5 scores placing students into their Department of Recreation according to their preference submitted to Student Selection and Placement Center. Moreover, these universities offer evening education for recreation. School of Sports at Girne American University takes YGS3 scores into consideration for student placement. Many universities listed on the table do their own aptitude tests in order to determine the students whom they will accept.

Conclusion

Recreation student are trained to provide psychological and physical health support for individuals and society during their leisure time. The major objective of this department is to meet these needs of individuals and groups that are worked with. Even though it was thought that recreation graduates were oriented towards hotel tourism right after the establishment period of the Department of Recreation within the Schools of Physical Education and Sports, this opinion was proved wrong owing to the fact that recreation graduates took place in many fields in the recent period. As a matter of fact, recreation graduates can work not only in tourism sector; but also in sportive, artistic, industrial and especially therapeutic recreation domains. Recreation graduates that have pedagogical formation certificate may also be employed as physical education teachers in public or private schools under the Ministry of National Education and academicians in higher education institutions. Recently, it is observed that recreation graduates frequently have a part in works carried out with disabled people. Furthermore, recreation graduates can work in tourism businesses, municipalities, public institutions, sports clubs, Armed Forces, police departments, local administrations, General Directorate of Youth and Sports, federations, fitness centers and special administrations. It is clear that the development of recreation in our country is belated in comparison with the USA and Europe, however there has been a very fast development over the past decade. Department of Recreation is added to many existing and newly established Faculties of Sport Sciences and Schools of Physical Education and Sport. Besides the Schools of Physical Education and Sports, Faculties of Tourism have Recreation Management Programs too. That is to say, interest towards the department of recreation increases day by day.

REFERENCES

- Ağaoğlu, Y. S. 2002. Türkiye'deki üniversitelerin rekreasyon programlarının geliştirilmesi. Ondokuz Mayıs Üniversitesi, Sağlık Bilimleri Enstitüsü, Beden Eğitimi ve Spor Anabilim Dalı. Yayınlanmamış doktora Tezi.
- Alexandris, K. and Carroll, B., 1997a. Motives for recreational sport participation in Greece. Implications for planning and provision of sport services. *European Physical Education Review*, 3 (2), 129-143.
- Başbakanlık, T.C. Devlet Planlama Teşkilatı (DPT) Altıncı Beş Yıllık Kalkınma Planı (1990- 1994) erişim tarihi: 08.05.2017
- Cerit, E. 2008. Beden eğitimi ve spor yüksekokulları bünyesindeki rekreasyon bölümlerinin tercih edilme nedenleri ve bölüm öğrencilerinin beklentileri. (Unpublished master dissertation) Muğla Üniversitesi Sosyal Bilimler Enstitüsü.
- Colton, C. W. 1987. Leisure, recreation, tourism: A symbolic interactionism view. *Annals of Tourism Research*. 14 (3), 345-360.
- Ekinci, N.E., Kalkavan, A., Üstün, Ü.D., Gündüz, B. 2014. Üniversite Öğrencilerinin Sportif ve Sportif Olmayan Rekreatif Etkinliklere Katılmalarına Engel Olabilecek Unsurların İncelenmesi, Sportif Bakış: Spor ve Eğitim Bilimleri Dergisi, 1(1),1-13.
- Godbey, G. C., Caldwell, L. L., Floyd, M. and Payne, L. L. 2005. Contributions of leisure studies and recreation and park management research to the active living agenda. *American Journal of Preventive Medicine*.28 (2S2), 150-158.
- Hacıoğlu, N., Gökdeniz, A. ve Dinç, Y. 2009. Boş zaman ve rekreasyon yönetimi. (Güncellenmiş İkinci Baskı) Ankara: Detay Yayıncılık.
http://www.iscsjournal.com/Makaleler/285108254_si_1_4kizalilikli.pdf
http://www.tdk.gov.tr/index.php?option=com_gts&arama=gts&guid=TDK.GTS.5981c504dfa866.01727127 Erişim tarihi: 07.07.2017.
- McKercher, B. (1996). Differences between Tourism and Recreation in Parks. *Annals of Tourism Research*. 23 (3), 563-575.
- Metin, T. C. 2012. Üniversitelerin rekreasyon yönetimi programındaki ders müfredatının modüler bir yapıya dönüştürülmesi. Turizm Eğitimi Konferansı-Tebliğler,T.C. Kültür ve Turizm Bakanlığı Araştırma ve Eğitim Genel Müdürlüğü, 148-160.
- T.C. Başbakanlık Devlet Planlama Teşkilatı (DPT) Yedinci Beş Yıllık Kalkınma Planı (1996- 2000) erişim tarihi: 08.05.2017
- T.C. Milli Eğitim Bakanlığı (MEB) 2013 - 2014 Öğretim Yılı İlk Öğretim Ders Kitapları(<http://www.meb.gov.tr/2013-2014-egitim-ogretim-yili-elektronik-ortamda-hizmetesunulan-ilk-ve-orta-ogretim-ders-kitapları/duyuru/6319>)
- Zorba E. 2007 Türkiye'de Rekreasyona Bakış Açısı ve Gelişimi, Gazi Haber Dergisi, Eylül 2008 ss. 52-55.
