

Comparative Study of Recreation Education Programs Applied By Universities in Turkey and the United States

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Abstract: *The aim of the study is to compare the recreation programs of some United States universities with those of Turkish universities' and make an assessment about their standards, considering the need for raising qualified and educated recreation leaders in Turkey and effective qualifications for raising recreation leaders. In this framework, recreation undergraduate programs of 19 Turkish universities were examined and compared with the recreation undergraduate programs of some universities in the United States of America. In conclusion, it has been found out that recreation education programs at Turkish Universities are more or less compatible, yet, there are some differences in the recreation programs examined at the universities in the USA.*

Keywords: *Recreation education program, Recreation Leader*

I. Introduction

With the beginning of human history, sport has been seen as a unity of movement which has been developed by human beings to protect themselves and their families against nature [1]. Today the modern understanding of physical education and sport is to improve the quality of people's lives by providing them with physical, mental and social development. In this context, today's sports activities are done for such purposes as health, leisure, performance and to have self-confidence, interpersonal relationships and active lifestyle habits [2]. Trained human element, as in every field holds an important place in the field of sports. Sports organizations' and events' success relies on trained recreational leaders along with other elements [3].

Within the framework of these opinions, there is a need for fully-equipped and trained professional recreation leaders who can reach information in a short period of time, adapt this information to the needs of the system, put the results obtained into practice. Recreation leaders are people who lead individuals to common goals, adapt objectives, form a bridge between people, and create synergy by uniting scattered power and knowledge. Recreation leaders, at all levels of recreation, have complex and diverse when projecting any type of leadership. Recreation leaders can undertake these roles simultaneously as well. Recreation leaders are progressive, innovative, dreamers, teachers, motivators and problem solvers.

Recreation Leader Functions of Recreation Leaders

1. Technical Functions

Recreation leaders plan the programs, support organizational management, evaluate, and work in accordance with the legal framework

2. Human Relations Related Functions

Recreation leaders obtain information about customers, employees, and visitors, know about the dynamics of the process, act accordingly, and work with an understanding that recreation will provide participants with remarkable results.

3. Conceptual Functions

Recreation leaders operate according to a firm philosophy of recreation, have a professional philosophy, strive for the creation of a better society, develop collaborative relationships with other professional organizations.

According to this definition, a recreation leader in the upbringing of According to this definition, the qualifications needed for the upbringing of a recreation leader can be grouped into three areas

1. General Knowledge

2. Content Knowledge of Sport

3. Vocational Knowledge

Can be grouped into three areas.

1. General Knowledge

It aims to have recreation leader candidates recognize the problems of people, society and sport, seek solutions, gain awareness to contribute to the economic and cultural development of the country.

2. Content Knowledge of Sport

It aims to provide recreation leader candidates with physical, mental, emotional and social development in the theoretical and practical areas of sport sciences and with the awareness and qualifications to do exercise throughout their lives.

3. Vocational Knowledge

It aims to have recreational leader candidates gain the discipline and qualifications they will need to implement recreational events; recreation management, recreation, education, recreational applications and professional experience in sports tourism recreational activities [4].

The Recreation Leader In Turkey

The first studies in this area; began with the foundation of " (Gazi School of Teaching and Institute for Education)" in 1932 and with the opening of the Department of Physical Education in 1933. In 1974-1975 Ankara 19 Mayıs Gençlik ve Spor Akademisi (Ankara 19 May Academy of Youth and Sport), in 1975-1976 İstanbul Anadolu Hisarı Gençlik ve Spor Akademisi (İstanbul Anadolu Hisarı Academy of Youth and Sport) and Manisa Gençlik ve Spor Akademisi (Manisa Academy of Youth and Sport) were established under the Ministry of Youth and Sports.

However, in 1982, with the closure of sport academies, sport education continued only with physical education and sports teacher training programs. Then, with the foundation of physical education and sport colleges in 1993, Departments of Recreation Education have begun to be opened.

These are;

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|---------------------------------------|-------------------------------------|
| 1. Adnan Menderes University (Aydın) | 11. Dumlupınar University (Kutahya) |
| 2. Akdeniz University (Antalya) | 12. Erciyes University (Kayseri) |
| 3. Anadolu University (Eskişehir) | 13. Gazi University (Ankara) |
| 4. Atatürk University (Erzurum) | 14. Halic University (İstanbul) |
| 5. Celal Bayar University (Manisa) | 15. Hacettepe University (Ankara) |
| 6. Kırıkkale University | 16. Trakya University (Edirne) |
| 7. Kocaeli University | 17. Sakarya University |
| 8. Muğla University | 18. Dokuz Eylül University (İzmir) |
| 9. Mustafa Kemal Üniversitesi (Hatay) | 19. Kocatepe University (Afyon) |
| 10. Pamukkale University (Denizli) | |

The number of students is about 2500 [5].

The aim of the study is to compare the "Recreation Education" curriculum implemented in Turkey. Hence, it is aimed to determine competence of the programs in terms of

1. Content Categories
2. Total Number of Courses and Credit Hours and
3. Course Diversity

"Content Categories" of "Department of Recreation Education" programs applied in 19 universities in Turkey were analyzed and the data was compared with "Content Categories" of "Department of Recreation Education" programs applied in American universities.

II. Methods

Conceptual dimension of the method used in this study is in point of having a complete understanding of the recreation education programs and practices of Turkish universities by examining and comparing them.

In this study, it was desired to have a broad perspective on the recreation programs of Turkish universities.

In this context, necessary information on recreation education programs in Turkey was collected first and then, practices were analyzed. The results obtained with the analysis of the programs were compared with these type of practices in the US and a general judgement about the programs applied in Turkey was reached.

"Descriptive approach", which is a comparative education approach, was used in this study. Descriptive approach is based on the examination of the relevant literature [6]. Studied literature was the recreation undergraduate programs taught in Turkey. Programs were examined and analyzed by means of comparison and contrast.

Population Sampling

The population of the study included the undergraduate programs of Sports Recreation Education given at 19 universities in Turkey. The study aimed to cover all of the universities; however, the programs implemented at Celal Bayar University (Manisa), Kırıkkale University, Sakarya University, Dokuz Eylül University (Izmir),

and Kocatepe University (Afyon) could not be reached. Therefore, recreation education programs of 14 universities were included in the research.

Data Collection

Universities which have recreation education programs were found in the Student Selection and Placement System (SSPS) Higher Education Programs and Quota Guide published by the Student Selection and Placement Centre (SSPC) in 2014 [5]. The data on the recreation education programs of these universities was collected via their web sites and then it was tabulated and compared.

Analysis

It was made considering the department principles of “Physical Education and Sport Sciences” set by the Council of Higher Education (YOK/CHE). Accordingly, program analysis was carried out considering General Knowledge, Movement and Exercise, Sport Health, Psychosocial Areas in Sport, Sport Education, Sport Management, and Recreation Content Education areas. These areas which constitutes Sport Sciences can be quite important for the training of a recreation leader in terms of acquiring general knowledge, content knowledge of sport, and vocational knowledge [4], [7], [8].

Comparison (Comparisons were made between)

1. Percentile distributions of Sport Sciences areas in terms of “Number of Courses”, “Course Credits per Semester”, and “Total Hours of Class” (14 weeks were taken into account) in recreation education programs and
2. Percentile distributions of “Recreation Content Education” areas in terms of “Number of Courses”, “Course Credits” “Total Number of Hours of Courses” (14 weeks were taken into account) and “Class Hours”
3. Variety in course names was taken into account while making the comparisons.

III. Results And Discussion

Table 1; Percentile distributions of content areas of “Recreation Education” programs in terms of “Number of Courses”, “Class Credit Hour per Semester”, and “Total Number of Hours of Courses” Content category analysis of “Department of Recreation Education Programs” of 14 Universities in Turkey

No	areas University(*) (SPES)(**)	General Knowledge		Movement and Training		Sport Health		Psycho-social fields in sport		Sport Education		Sport Management		Rekreasyon Education		Total	
		Num. of Courses	C %	Num. of Courses	C %	Num. of Courses	C %	Num. of Courses	C %	Num. of Courses	C %	Num. of Courses	C %	Num. of Courses	C %	Num. of Courses	C %
1	Adnan Menderes U. (Aydm)	17 (672)	48 22	2 (70)	5 2.3	5 (196)	14 6.4	3 (84)	6 2.8	11 (462)	33 15.1	3 (98)	7 3.2	33 (1470)	105 48.2	74 (3052)	218 100.0
2	Akdeniz U. (Antalya)	18 (756)	54 24.5	2 (70)	5 2.4	5 (140)	10 4.5	2 (56)	4 1.8	5 (196)	14 6.4	2 (56)	4 1.8	45 (1806)	129 58.6	79 (3080)	220 100.0
3	Anadolu U. (Eskişehir)	14 (546)	39 18.8	2 (98)	7 3.4	6 (322)	23 11.1	5 (196)	14 6.7	6 (280)	20 9.6	7 (266)	19 9.1	30 (1204)	86 41.3	70 (2912)	208 100.0
4	Atatürk U. (Erzurum)	15 (476)	34 16	2 (98)	7 3.3	3 (154)	11 5.2	1 (42)	3 1.4	5 (280)	20 9.4	3 (84)	6 2.8	35 (1848)	132 61.9	64 (2982)	213 100.0
5	Dumlupınar U. (Kütahya)	11 (392)	28 16.3	2 (84)	6 3.5	5 (224)	16 9.3	2 (84)	6 3.5	4 (210)	15 8.7	6 (266)	19 11	24 (1148)	82 47.7	54 (2408)	172 100.0
6	Erciyes U. (Kayseri)	10 (308)	22 14.3	2 (70)	5 3.2	5 (182)	13 8.4	3 (112)	8 5.2	6 (238)	17 11	3 (84)	6 3.9	29 (1162)	83 54	58 (2156)	154 100.0
7	Gazi U. (Ankara)	10 (378)	27 13.8	1 (28)	2 1	2 (112)	8 4.1	2 (84)	6 3.1	4 (238)	17 8.6	2 (84)	6 3.1	43 (1820)	130 66.3	64 (2744)	196 100.0
8	Hacettepe U. (Ankara)	11 (406)	29 13	2 (70)	5 2.2	5 (196)	14 6.3	4 (126)	9 4	11 (462)	33 14.8	3 (112)	8 3.6	38 (1750)	125 56.1	74 (3122)	223 100.0
9	Haliç U. (İstanbul)	10 (364)	26 15.1	1 (42)	3 1.7	5 (210)	15 8.7	2 (84)	6 3.5	7 (294)	21 12.3	5 (196)	14 8.1	27 (1218)	87 50.6	57 (2408)	172 100.0
10	Kocaeli U.	14 (490)	35 21.7	2 (56)	4 2.5	8 (294)	21 13.1	3 (84)	6 3.7	7 (294)	21 13.1	3 (84)	6 3.7	30 (952)	68 42.2	67 (2254)	161 100.0
11	Muğla U.	14 (532)	38 20.8	-	-	3 (126)	9 4.9	-	-	9 (476)	34 18.6	1 (42)	3 1.6	29 (1386)	99 54.1	56 (2562)	183 100.0
12	M. Kemal U. (Hatay)	9 (378)	27 13.9	2 (84)	6 3.1	5 (224)	16 8.2	2 (84)	6 3.1	11 (574)	41 21.2	5 (154)	11 5.7	30 (1218)	87 44.8	64 (2716)	194 100.0
13	Pamukkale U. (Denizli)	17 (350)	25 16.4	2 (70)	5 3.3	6 (280)	20 13.2	4 (112)	8 5.3	8 (322)	23 15.1	5 (140)	10 6.6	25 (854)	61 40.1	67 (2128)	152 100.0
14	Trakya U. (Edirne)	14 (588)	42 19.8	-	-	3 (154)	11 5.2	1 (42)	3 1.4	8 (420)	30 14.2	1 (42)	3 1.4	37 (1722)	123 58	64 (2968)	212 100.0

(*)Information and findings regarding the Recreation Education Programs were obtained by accessing the web sites of the universities and were analyzed by the researcher.

(**)(SPES) School of Physical Education and Sport

(Access; 2014)

C: Credit

Num.of Course: Number of Courses

(...): Total number of hours applied by multiplying credit (in one semester) by an average of 14 weeks

%; Percentages of courses (Theoretical / Practical) in terms of credit hour obtained by multiplying total credit by an average of 14 weeks

As seen in Table 1, differences are identified in terms of course groups in recreation education programs examined within the scope of this study.

The total number of courses regarding course groups of recreation content education at the universities varies between 24 and 45.

On the other hand, another important finding is that recreation content education which holds an important place in recreation education programs is given in different credit hours.

This study is found to be consistent with the study on the analysis of sport management programs conducted by Sunay et al. in 2002 [9].

Table 2; Percentile distributions of “Recreation Content Education” areas in terms of “Number of Courses”, “Courses Credit Hour” and “Total Class Hours” in 14 universities in Turkey

No	Areas University(*) (SPES)(**)	Management (1) Num.ofC Courses %	Rekreation Education (2) Num.ofC Courses %	Rekreatonal Practice (3) Num.ofC Courses %	Tourizm Guide (4) Num.ofC Courses %	İnternship Project (5) Num.ofC Courses %	Total Num.ofC Courses %
1	Adnan Menderes U. (Aydın)	2 4 (56) 3.8	6 17 (238) 16.2	18 60 (840) 57.1	2 4 (56) 3.8	5 20 (280) 19.1	33 105 (1470) 100.0
2	Akdeniz U. (Antalya)	8 18 (252) 14	11 32 (448) 24.8	20 55 (770) 42.6	- - - -	6 24 (336) 18.6	45 129 (1806) 100.0
3	Anadolu U. (Eskişehir)	6 17 (238) 19.8	6 16 (224) 18.6	16 47 (658) 54.7	2 6 (84) 6.9	- - - -	30 86 (1204) 100.0
4	Atatürk U. (Erzurum)	3 8 (112) 6.1	6 18 (252) 13.6	23 91 (1274) 68.9	1 3 (42) 2.3	2 12 (168) 9.1	35 132 (1848) 100.0
5	Dumlupınar U. (Kütahya)	1 3 (42) 3.7	7 19 (266) 23.2	13 51 (714) 62.1	2 6 (84) 7.3	1 3 (42) 3.7	24 82 (1148) 100.0
6	Erciyes U. (Kayseri)	5 13 (182) 15.7	10 28 (392) 33.7	12 38 (532) 45.8	1 2 (28) 2.4	1 2 (28) 2.4	29 83 (1162) 100.0
7	Gazi U. (Ankara)	6 18 (252) 13.8	14 40 (560) 30.8	16 51 (714) 39.2	2 6 (84) 4.7	5 15 (210) 11.5	43 130 (1820) 100.0
8	Hacettepe U. (Ankara)	2 4 (56) 3.2	5 13 (182) 10.4	24 80 (1120) 64	2 5 (70) 4	5 23 (322) 18.4	38 125 (1750) 100.0
9	Haliç U. (İstanbul)	4 12 (168) 13.8	8 24 (336) 27.6	10 30 (420) 34.5	3 9 (126) 10.3	2 12 (168) 13.8	27 87 (1218) 100.0
10	Kocaeli U.	3 8 (112) 11.8	3 6 (84) 8.8	17 33 (462) 48.5	3 11 (154) 16.2	4 10 (140) 14.7	30 68 (952) 100.0
11	Muğla U.	4 12 (168) 12.1	9 29 (406) 29.3	11 40 (560) 40.4	- - - -	5 18 (252) 18.2	29 99 (1386) 100.0
	M. Kemal U.	4	6	14	1	5	30

12	(Hatay)	10 (140) 11.5	12 (168) 13.8	43 (602) 49.4	2 (28) 2.3	20 (280) 23	87 (1218) 100.0
13	Pamukkale U. (Denizli)	3 6 (84) 9.8	5 6 (84) 9.8	13 34 (476) 55.8	- - - -	4 15 (210) 24.6	21 61 (854) 100.0
14	Trakya U. (Edirne)	4 10 (140) 8.1	11 35 (490) 28.5	16 57 (798) 46.4	1 3 (42) 2.4	5 18 (252) 14.6	37 123 (1722) 100.0

(*) Information and findings regarding the Recreation Education Programs were obtained by accessing the web sites of the universities and were analyzed by the researcher (Access;2014)

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C: Credit

Num.of Course: Number of Courses

(...): Total number of hours applied by multiplying credit (in one semester) by an average of 14 weeks

%: Percentages of courses (Theoretical / Practical) in terms of credit hour obtained by multiplying total credit by an average of 14 weeks.

As seen in Table 2, there are differences in percentile distributions of “Recreation Content Education” areas regarding “Number of Courses”, “Course Credit Hour” and “Class Hours” in the 14 universities examined in Turkey. It is identified that almost all the universities examined have an internship program within their recreation education curricula whereas three universities do not have courses on tourism / counseling which cover blooming sport tourism in their curricula. Also, it is seen that course names have been diversified in recreation education programs in Turkey. For example, it is found out that different names such as Introduction to Recreation, Introduction to Recreation and Sport, Fundamentals of Recreation were given to the courses with similar content on Recreation Education. The variety in courses that are in the curricula has been observed in previous studies conducted on this subject [7], [9], [10]. This situation can be a result of the diversity in the academic structures and resources of universities as well as academic staff, facility and equipment means and regional opportunities.

Table 3; Percentile distributions of content areas of “Recreation Education” programs in terms of “Number of Courses”, “Course Credit Hour per Semester”, and “Total Number of Hours of Class” Content category analysis of “Department of Recreation Education Programs” of 10 Universities in the USA

No	Area University (*) (SPES)	General Knowledge Num. of Courses C %	Movement and Training Num. of C Courses %	Sport Health Num. of C Course %	Psycho-social fields in sport Num. of C Courses %	Sport Education Num. of C Courses %	Sport Management Num. of C Courses %	Rakreasyon Education Num. of Courses C %	Total Num. of Courses C %
1	California University (USA)	7 36 (504) 28.6	-	-	-	-	2 6 (84) 4.8	17 84 (1176) 66.6	26 126 (1764) 100.0
2	Gallaudet University (USA)	2 4 (56) 5.5	1 3 (42) 4.1	3 10 (140) 13.7	2 6 (84) 8.2	-	-	16 50 (700) 68.5	24 73 (1022) 100.0
3	Illinois University (USA)	10 41 (574) 33.3	-	-	2 9 (126) 7.3	-	-	21 73 (1022) 69.4	33 123 (1722) 100.0
4	Indiana University (USA)	6 25 (350) 21.4	-	-	3 9 (126) 7.7	-	6 18 (252) 15.4	21 65 (910) 65.5	36 117 (1638) 100.0
5	James Madison University (USA)	1 3 (42) 4.3	-	1 3 (42) 4.3	1 3 (42) 4.3	-	9 27 (378) 39.2	10 33 (462) 47.9	22 69 (966) 100.0
6	Lyndon State College (USA)	4 15 (210) 14.4	-	-	-	-	2 6 (84) 5.8	25 83 (1162) 79.8	31 104 (1456) 100.0
7	Lynn University (USA)	-	-	-	-	-	15 45 (630) 34.6	23 85 (1190) 65.4	38 130 (1820) 100.0
8	Madison College (USA)	4 10 (140) 15.2	-	1 3 (42) 4.5	3 9 (126) 13.6	-	2 6 (84) 9.1	14 38 (532) 57.6	24 66 (924) 100.0
9	South Dakota State University (USA)	6 19 (266) 21.6	-	1 2 (28) 2.3	4 17 (238) 19.3	-	9 26 (364) 29.5	9 24 (336) 27.3	29 88 (1232) 100.0
10	Wisconsin La Crosse University (USA)	2 7 (98) 7.9	-	-	-	-	5 14 (196) 15.7	21 68 (952) 76.4	28 89 (1246) 100.0

(*) Information and findings regarding the Recreation Education Programs were obtained by accessing the web sites of the universities and were analyzed by the researcher (Access;2014. [11], [12], [13], [14], [15], [16], [17], [18], [19], [20].

(**) (SPES) School of Physical Education and Sport

C:Credit

Num.of Course: Number of Courses

(...):Total number of hours applied by multiplying credit (in one semester) by an average of 14 weeks

%;Percentages of courses (Theoretical / Practical) in terms of credit hour obtained by multiplying total credit by an average of 14 weeks

As seen inTable 3, differences are identified in terms of cours groups in recreation education programs examined within the scope of this study.

Course credit hours per semester regarding course groups of recreation content education at the universities vary between 24 and 85.

On the other hand, another important finding is that recreation content education which holds an important place in recreation education programs is given in different credit hours.

Besides, almost none of the recreation education programs of the universities include courses on sport education and movement and exercise.

Table 4; Percentile distributions of “Recreation Content Education” areas in terms of “Number of Courses”, “Course Credit Hour” and “Class Hours” in 10 universities in the USA

No	Areas University(*) (SPES)	Rekreation Management (1) Num.ofC Courses %	Rekreation Education (2) Num.of C Courses %	Rekreation Practices (3) Num.ofC Courses %	Tourism Guide (4) Num.of C Courses %	Internship Project (5) Num.of C Courses %	Total Num.of C Courses %
1	California University (USA)	3 9 (126) 10.7	3 9 (126) 10.7	7 44 (616) 52.4	- - - -	4 22 (308) 26.2	17 84 (1176) 100.0
2	Gallaudet University (USA)	5 15 (210) 30	4 12 (168) 24	5 14 (196) 28	- - - -	2 9 (126) 18	16 50 (700) 100.0
3	Illinois University (USA)	6 17 (238) 23.3	11 31 (434) 42.5	1 9 (126) 12.3	- - - -	3 16 (224) 21.9	21 73 (1022) 100.0
4	Indiana University (USA)	6 18 (252) 27.7	9 30 (420) 46.2	3 9 (126) 13.8	- - - -	3 8 (112) 12.3	21 65 (910) 100.0
5	James Madison University (USA)	7 21 (294) 63.6	1 3 (42) 9.1	- - - -	- - - -	2 9 (126) 27.3	10 33 (462) 100.0
6	Lyndon State College (USA)	5 17 (238) 20.5	6 18 (252) 21.7	11 35 (490) 42.2	- - - -	3 13 (182) 15.6	25 83 (1162) 100.0
7	Lynn University (USA)	8 24 (336) 28.2	6 18 (252) 21.2	- - - -	4 24 (336) 28.2	5 19 (266) 22.4	23 85 (1190) 100.0
8	Madison College (USA)	4 11 (154) 28.9	4 12 (168) 31.6	2 6 (84) 15.8	1 3 (42) 7.9	3 6 (84) 15.8	14 38 (532) 100.0
9	South Dakota State University (USA)	2 6 (84) 25	3 9 (126) 37.5	2 3 (42) 12.5	- - - -	2 6 (84) 25	9 24 (336) 100.0
10	Wisconsin La Crosse University (USA)	9 24 (336) 35.3	4 11 (154) 16.2	4 10 (140) 14.7	1 3 (42) 4.4	3 20 (280) 29.4	21 68 (952) 100.0

(***Information and findings regarding the Recreation Education Programs were obtained by accessing the web sites of the universities and were analyzed by the researcher (Access;2014. [11], [12], [13], [14], [15], [16], [17], [18], [19], [20]**

(****SPES) School of Physical Education and Sport**

C: Credit

Num.of Course: Number of Courses

(...): Total number of hours applied by multiplying credit (in one semester) by an average of 14 weeks

%;Percentages of courses (Theoretical / Practical) in terms of credit hour obtained by multiplying total credit by an average of 14 weeks

As seen in Table 4, there are differences in percentile distributions of “Recreation Content Education” areas regarding “Number of Classes”, “Course Credit Hour” and “Class Hours” in the 10 universities examined in the USA. It is identified that almost all the universities examined have an internship program within their recreation education curricula whereas only three universities have courses on tourism / counseling which cover blooming sport tourism in their curricula.

IV. Conclusions

1. Recreation leader” training programs differ in themselves in Turkey. **(Table 1)**
2. In almost all of the “recreation leader” training programs in Turkey group courses of recreation content education are high in terms of number of classes and course credit hours. **(Table 1)**
3. It is observed that there are some differences with regards to “course names and varieties” in “recreation leader” training programs examined in Turkey.
4. It is also found out that there are some differences in the class hours of theoretical and practical courses in the programs that have been examined.
5. For instance, X practical course is given at one university as such; 1 hour of lecture is theoretical, 2 hours practical or 3+3: 6 hours in two semesters while it is given at another university as such; 4+4: 8 hours practical. **(Table 2)**
6. It is found out that recreation education programs examined in Turkey are consistent with European Community Action Scheme for the Mobility of University Students **(ERASMUS)** criteria.
7. It can be said that there is a great number of Recreation Leadership programs at bachelor, master and doctoral levels in Turkey. **(Table 1)**In addition to the increase in the number of the recreation leadership programs especially in the last decade, the quality to be reached will be extremely important for the development of the sports industry.

V. Recommendations

It will be possible to create and improve the quality of the programs with a well-trained academic staff who has been and will be working in the field of Sport Sciences. This requires providing, improving and creating facilities, equipments and areas where and thanks to which the programs can be applied healthily. However, this aspect of the subject matter constitutes a separate research topic. To conclude, despite the diversity in courses and practices as well as the differences in credit hours, the universities in Turkey which implement recreation programs in compliance with European and world standards strive to educate well-trained recreation leaders for the sport industry. Within the framework of these results, it is recommended that in order to improve recreation education programs, the programs should be taught at Faculty of Sport Sciences which should be founded and that support should be provided for the education and research which are necessary for the development of the academic staff working in the field of Recreation Education Sciences.

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