



Stakeholder Views About Physical Education And Sports Teacher Training Policies Of T.R.N.C

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Journal for Educators, Teachers and Trainers, Vol. 14 (2)

<https://jett.labosfor.com/>

Date of reception: 08 Jan 2023

Date of revision: 16 Mar 2023

Date of acceptance: 17 Mar 2023

Mustafa Behlül, Nazım Serkan Burgul, Deniz Erdağ (2023). Stakeholder Views About Physical Education And Sports Teacher Training Policies Of T.R.N.C. *Journal for Educators, Teachers and Trainers*, Vol. 14(2). 414-424.

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ABSTRACT

Education carries a big importance for individuals at the period after the moment of birth. It is seen that education is very important at the societies which are developed or which are still developing. Improving progress at the globalization process is the effort to improve human resources and the effort to improve education systems. European Union aims to improve entegration and co-operation between consoladative member countries within the frame of cultures and values. Education policies of European Union is very important to achieve this goal. Sport has become one of the authority areas of European Union with the Lisbon Agreement. Sports is seen as one of the international political tool which can contribute to the realization of sustainable goals by handling sports as a tool which is economic, social and political tool. European Union attracts attention with it unique structure inside this structure which shapes sports politics inside this international structure. European Union is a organization which provides political, economical, social and cultural co-operation and which provides high level association by conferring the responsibilities to some supranationalist organs. This is the reason that European Union can succeed to stay differ from other international organizations. European Union has a multiplex management system. European Union is in interaction with illegal and legal connections with the purpose of acquiring political and actor outputs that are public and special. A common decision mechanisim is applied at different levels of governance which are national and supratonal in this system and there could be changes at the areas like authority and responsibility. The progress of sports politics in European Union with economic and social dimensions and connection gaining an importance within the consodation goals has been realised. The aim of the study is to examine international sports policy of European Union with political, social and economic dimension and process. In this study, the development of sports policy in historical process will be examined and the role of this in the integration of sports in Europe will be analyzed in terms political, social and economic views on adaptation process to education policies of European Union by Turkish Republic of Northern Cyprus as a result of examination at the concept of sports. The candidate of European Union, Turkish Republic of Northern Cyprus adopted reforms under the title of Lisbon strategy and took common goals. In this process, European Union is the driving force and a good oppurtunity for The Turkish Republic of Northern Cyprus. The Turkish Republic of Northern Cyprus should first implement these educational reforms with the purpose of surviving in globalized world and become a developed society.

Keywords: European Union, Education policies of European Union, Sports policies of European Union

INTRODUCTION

Education in countries is a political problem in a planned economic order or in a market economy. Education should be handled within a range of values that are adopted by society for future generations. The range of valus may vary from one society to another society. National education and development have a key role in the formation of national culture. Culture is the whole values of a nation to become an integrated society and nation. That nation should be national in education to create culture in societies like the situation that one of the important charecteristics of a society that differs it from other societies is to have an unique culture. (ADEM 1993).

People who are educated in a country are sensitive not just only to common values of their communities however also to the values of world society universally. There should be two principles taken as basis when determining national education policy in a country. These are the requirements of the country and the international agreements made by the country.

Points to be taken into consideration are the special aspects of the educational initiative. The most important feature of education initiative is the situation that the raw material that country work on should developed from people who are out from the society and who will come back to the society. The organizational dimension is more insensitive than individual dimension and informal side has more importance than the formal side in this process. Educational organizations are multidimensional while education is a multifaceted initiative. A determined education policy is the most need issue when the education management is taken into consideration. Scientificness should be the basic criterion in determining education policies. It will be useful for countries to solve the determined problem by handling from two aspects while generating education policies. The first solution is to determine organs which will be effective while generating education policies and second solution is to determine the policy of these organs to determine education policy which can be implemented. Education policy means works related to education when these are taken into consideration. Education policy is to make principles apparent at education and determine economic, ideological, social and cultural social principles of people model that are wanted to be trained.

1. Education Policy

Education policy has an important role for preparing individuals for future generations and is one of the most important areas that government provides education services. The development of societies can be realized by well-educated individuals. Government effort in good faith with the purpose of providing good and quality education services (Çevik & Demir 2012, S.26).

A country must set goals, objectives, methods and principles to realize education. Improvement of the policy depends on the improvement of education. If there is education without policy, there cannot be success. Education policy is a concept that expresses the relationship and integration of education policy in this context. The principles of educational activity in the country means identifying methods/paths and objectives and these objectives mean education policy(Özen, Gül ve Gülaçtı, 2007). Education policy is defined by Trowler(2002) as ‘‘ rules to be followed or rules that are being followed and specifying the actions by realizing the goals’’. Education policy is prepared to reach the determined goals of an organization or a society, is prepared to be the basis for decisions which are taken for their opinions in line with the economic factors and it is the general plan which includes judiciary according to Yılmaz (2004).

People who are educated in a country are sensitive not just only to common values of their communities however also to the values of world society universally. Two basic principles should be taken into consideration with the purpose of determining educational policy in a a country for this purpose (Adem 1993).

- 1) Needs of the country
- 2) International agreements made by the counrty with international organizations

The situation that target audience are people should not be forgotten while education policies are being prepared. Educational dimension should come before than organizational dimension and formal ways should overweight rather in informal ways. Educational organizations are multidimensional and education is multifaceted. This dimension of education should be implemented and realised with the purpose of satisfying needs of various groups(Özen, Gül ve Gülaçtı, 2007).

The qualifications and characteristics of educational policies are not different from the charecteristics of the policy. The charecteristics of the education policy can be summarized as following in this context(Transposition from Chomsky Özen et al 2007).

- Education policies must be comprehensive and consistent
- Education policies must be flexible when some economic and social changes occur and educational qualities must adapt these economic and social conditions that are changing.
- Principles that are determined by individuals or organizations should be clear and understandable.
- Changes that will be made at education should have a legal basis.
- Principles that are determined to gain psychometry, sensorial and cognitive behaviours to individuals should be peaceful, universal, agreeable, legitimate and continuous.
- Participation should be realised to changes about education changes and to the process of determining principles.
- Scientificness should be the basic criterion in education changes or determining qualities.
- Education policy should not be out from content of education policy which is a comprehensive area. However, education planning directs education policy; education planning covers a longer period but education policy covers a shorter period and the area of education policy is limited when compared to education planning.
- International and social charecteristics should be taken into consideration at the formation of education policy.
- Education organs should be applicable with the purpose of determining conditions and education policies.

1.1 Education Policy of European Union

It is a basic plan that will provide a legal basis for decisions that will be taken by educational institutions or a society with the purpose of achieving the non-formal and formal educational objectives. Social, economic, order of values and share of conditions that are changing dominate at the determination of education policy. There are responsibilities at professional institutions, teachers, administrators, families and students at determination of education policy in the same way as state. Education policies guide the decisions that will be taken at achieving the goals of non-formal and formal education (Moroglu, 2004).

It is the process of culture from the point of society when education in the European Union is considered as a process. This process can be realised in school, out of school and through various education ways. It can be said that the most important policy goal of European Union is "European Culture" in this context. The ways of developing people and increasing skills are the first tools in order to achieve this goal. Giving people European Culture and European Citizen awareness is being tried (Sezgin, 2001).

Education process and policies are arranged by founding treaties that are defined as primary legislations. Vocational education did not share its powers that are for union education with member states and followed this process through institutions that belong to vocational education, due to the importance of education for European Union in the global world. The most important share of powers was provided with the Amsterdam agreement.

Co-operation mechanism are established among member states while member states maintains its characteristics in the scope and structure of education and training systems of European Union. European Union provides an environment for establishing national partnerships, to develop innovative approaches to education and training, to establish academic and professional specialization areas that enable education abroad, mutual description of identifications and usage of new technologies in education.

European Union has different policies and different education systems due to cultural and economic reasons. European Union does not seek to transform education systems into monotype because of sociocultural differences. Countries can adopt systems that are appropriate to their own structures. Regulating education systems of the member states in a way that, determined measures and general principles do not contradict are the main approaches in education. European Union aims to integrate policies that are shaped according to socioeconomic and cultural-social features, accordingly to education European Union education policies, instead of monotype education policy and system in terms of structure and content.

1.2 Education Programs of European Union

European Union programs are specialized financial programs that aim to develop inter-institutional partnership and co-operation areas in a specific field in line with policy priorities of European Union and that enables the European integration at different levels (EU BULLETIN, 2005). The legal basis of the European Union is formed by the 149th and 150th articles of the Amsterdam treaty.

The systems of candidate countries at education area show differences. Creating various programs for co-operation between the member states is the most fluent way to minimize the negative effects of the diversity in education system and policies. The opinion that, the future of Europe will be determined by the decisions of European citizens and talent is dominant nowadays. The aim is to improve education quality within the framework of co-operation and to make the full use of diversity of practises and systems with the purpose of bringing people to see their future and the organization in the member states within a "European Dimension" (EU Commission, 1998).

Support for institutional co-operation that aims at educational dimension, the concrete reduction of the concept of Europe on young people and human beings and the recognition that the effect will be felt in a long term are common aspects of the programs (İKV, 2004).

Programs have some common features although each program have its own specific objectives. The creation of all pilot project are designed with the purpose of exchanging ideas and practises in human mobility. Programs are intended to promote co-operation at European level and to support and strive for innovation in quality at all levels. It is aimed that the programs will open to many members with partnership agreements including Cyprus and the participation of a large number of organizations and actors is expected. Programs aim at basic levels such as the idea of active citizenship, the provision of equality of opportunity, the acquisition of knowledge in multicultural formation and the concept of lifelong learning that includes education and training (İKV, 2002).

Improving the quality of education, improving the co-operation between countries, to provide the situation that young people are brought up with the European Dimension as future managers of Europe, developing the interaction between different religions, cultures and understandings by knowing each other better, adopting European consciousness without discrimination of religion and sharing experiences and successful practises are main purposes of community programs in summary.

European Union consists of four programs

- Socrates Program
- Leonardo Da Vinci Program

- Youth Program
- Tempus

2. OECD

The macro-scale comparative examinations in the international arena were introduced by the IEA(International Association of Educational Achievements) in the 1960s and the International Science and Mathematics Trends Research(TIMSS) were launched in 1995 and The International Student Assessment Program(PISA) was launched in 2000 (Klieme, 2016).

Determining the ability of students to apply the information to real life, producing projections about the potential of students and usage of this information inside and outside the school are aimed at these exams. (OECD, 2016). The PISA exam can be identified as a scanning study to measure the ability of fifteen year old students to use skills and knowledge which are acquired at school throughout their lives. Comparing and measuring the competence of students in different countries in the fields like science, reading, problem solving and mathematics is aimed by OESD with this exam. Reasoning, effective communication by using the concepts that are learned at school, measuring the ability of students to analyse their thoughts and producing regular indicators for policy making are one of the most important functions of the exam. The reasons of failure and success are analysed by applying questionnaires to school administration, parents and students (OECD, 2012).

Serious critical discourse were produced regarding the PISA program conducted for this purpose in the recent years. The situation that an objective test system cannot be developed with exam scores, the situation that there is no relationship between educational resources such as physical infrastructure and exam scores and the situation that there are reliability problems and validity of data are emphasized (Dancis, 2014). In addition to these criticisms, it is clear that there is a general consensus on PISA data at important information that are at international and national levels on the other hand (Ercikan, Roth & Asil, 2015). Although to the situation that reliability, validity and objectivity issues are criticized, it can be said that international examinations have an important role at determination of performance and educational outcomes of the education systems of countries in general in this context.

The PISA exam, which is administered every three years since 2000, is very important due to the situation that it includes multidimensional, education systems and longitude data on the general economic outlook of the countries. It has an important place in the educational agendas of the countries in recent years and it is a reference feature in the process of transforming most educational policies into practice.

3. Sport and Sports Politics

Sports can be defined as activities that are done for improving the health of the soul which is the basic element of social, cultural and economic development, ensuring the development of character traits, to make adaptation easy to environment by providing talent, skills and knowledge, providing cohesion, success, international solidarity and intercommunal cohesion and peace, competing of individuals, increasing the power of struggle and activities that are done to be superior at competitions (Aydın, Demir, Yetim, 2007). Politics can be defined as a way of conduct, a particular path, a long plan, a set of principles or a guiding principle that is for decision-making among many alternatives that guide future and present decisions (Şentuna, 2010).

Principles and objectives, the way that is for achieving these goals, methods of handling of sports, facilities, infrastructure, equipment, national and national level of sports perspective, understanding of education and training, the philosophy and organization of sports practice come to mind when sports policy is told (Ekici, 2002).

The development of international sports policy has witnessed the usage and demand of organizations that have been increasing since the 19th century. The activities of these organizations vary from national to international level regarding globalization. International Football Federation Association, International Paralympic Committee, supranational organizations like International Basketball Federation, Africa Sports High Council, regional organizations like the Union of European Football Associations, the French National Physical Education and Sports Council and Turkey Cycling Federation operate in this structure.

European Union draws attention with its unique characteristics inside a structure that shape sports policy in national and international arena. The European Union is a supranational organization that delegate authority to supranational bodies which aim at advanced level of co-operation in political, economic, cultural, social areas and may delegate powers to supranational bodies that aim further integration is some areas. It can be differed from other international organizations in this respect. The European Union has a multi- level governance system. Public and private actors that are from different levels of government communicate by using informal or formal networks with the purpose of achieving many policy outcomes (Börzel, 1997). There may be changes in jurisdiction at the intertwined levels of national and supranational while common decision making mechanism is maintained in this system. (Marks, 1993).

The development of the European Union sports policy was achieved by gaining weight to social and economic dimensions of sports and by the political integration target that has a very big importance for the European Union.

3.1 Development of Sports Policy in European Union

The Council of Europe is a guideline for the development of the sports policy of the European Union. The European Union uses the definition of Sport which was defined at the “European Sports Requirement” in 1982 and that was updated in 2001. This requirement is not based on the European Sports Chapter for all that was adopted by the Council in 1976. This requirement aims to adopt a set of common principles for all of Europe due to the belief that values which are related to sports will contribute to the realization of the ideals of the European Council. The Code of Sports Ethics that is adopted by the European Council defines the requirement. The code is based on the principle which all ethical rules including the fair play, are integral elements to all sports activities and should be applied to all levels. Governments pledged to provide well- defined conditions to play sports within the frame of requirements and codes that are defined by the European Council. Sports should be accessible for all people especially for children and young people, sports should be based on high ethical values, sports should be healthy, safe, fair and tolerant, sports should be capable of increasing personal satisfaction at all levels, sports should respect the environment, sports should protect human dignity and should oppose the abuse of sportsmen accordingly (Council of Europe, 2001).

The European Union dealt with sports issues from a holistic perspective in the white book on sports in 2007 for the first time. The aim of the European Commission was to provide a strategic approach to the role of sport in Europe, to encourage discussions on major issues, to increase the visibility of sports in policies that are at European Union level and to raise public awareness of the needs of sector and unique characteristics. Attention to the threats and dangers such as commercial pressure, abuse of young players, doping, racism, violence, corruption and money laundering in European society was drawn in this document by the European Commission(European Commission, 2013).

The White Book is a step that is for to increase the visibility of European Union at the policy making level. The White Book deals to the issue of sports in three steps: social, organizational and economic. Social dimension includes topics like health, anti-doping policy, education policy, social integration, racism and combating violence.

The multi-level governance system is reflected to the sports fields in the European Union. The situation that actions are different brings the situation that actors are different together. Consultation and co-operation processes are carried out with the participation of responsible sports managers and ministers inside this structure. The responsible sports managers and ministers of the member states meet together in informal and formal meetings in this way. The White Book that is prepared by the European Commission is composed of expert groups and national working groups. These groups work with purpose of increasing participation of sports in topics like economic, education, training, and health social inclusion and co-operate with other countries. The European Union member states are trying to increase sports-related interaction at the transnational level as well as the national level. The establishment of national dialogue is as well as the social dialogue that arise from the establishment of dialogues at the European Level is supported by the European Union Sports Forum that operates in this context.

3.2 Sports Policy of European Union and T.R.N.C

A new sports policy is necessitated by developing and changing conditions in the world and in the T.R.N.C. Spreading sports to the masses and ensuring that citizens of all ages engage in sports is the goal. Sports is a symbol of world peace and sports is understanding and co-operation. Sports is no longer an act of body health and sports has gained a mass meaning.

Societies that adopted the role physical education within the developed countries have presented sports to the masses at the beginning of the education with a wide and widespread understanding and these societies have become accustomed in a positive way. These societies know how to use sports that is seen as a part of human general education by identifying sports with their own dynamism and ideals at the field of education have created healthier and strong generations. These societies managed to develop self-confidence, respect, love, social solidarity and a humanly sincere society that is together with their mental and spiritual development as their bodies become stronger. These societies were able to respond to their own instinctive movement needs of grown-up individuals better and they were able to stay away from dangerous slopes from all kinds of negative habits that laziness can cause (Aydın, 2002).

The sports in the world has increased the situation that people are open to the new things and changes and has increased the importance of physical education. The reason of this is the situation that sports is the universal rule, term and condition that and a very important factor that appeals to large audiences. Each country aim to evaluate sports qualities as well as their quantity due to this reason (Sarpten, 2008).

Sports, that its primary interest is physical education, has not found its real place in the T.R.N.C. Sports have an important value in terms of both physical qualities and pedagogy, which is an superstructure institution. Sports help to create high values and ideas, to meet the demands and needs, to communication between people in the society and to provide balance and harmony. However, we do not know what sports are, why do we do sports, what can we do by doing sports and we do not know we act for who and who act against. Physiological researches have approved that movement is an important necessity for a living organism for the protection and for the development and continuity of individual's physical health in recent years. The important part of the sports is the part of sports that is realised for being healthier. If you do not produce a healthy and lasting value in essence, what is expected of the sports will remain angry no matter how far you go and no matter how strong it is. The aim of the sports should be in direction to solve the health problem of the people. Contrary to popular belief, sport is not a luxury fact however it is an educational fact in terms of both physical and intellectual aspects. Doing sports is not a burden however it is natural necessity due to this reason.

4. The purpose of the study

The aim of this study is to analyse the level of stakeholder views on T.R.N.C policies, on physical education and sports teacher training. The study aims to produce solutions in the context of T.R.N.C education system by making a special reference to the training policy of physical education teachers.

5. The Importance of the study

The study is expected to shed light on the problems that arise at the policies of training physical education and sports teachers of T.R.N.C.

6. Problem Sentence

What are the analyses of stakeholder views for physical education and sport teacher training in T.R.N.C.?

7. Sub-Problem;

1. How is the sports policy in Northern Cyprus?
2. What are your own views on the impact of sports policy on athletes in Northern Cyprus?
3. What are the views of state on sports policy in Northern Cyprus?

8. Method

The study model and the data collection tool are included in this part of the study.

A qualitative study was conducted that stakeholder views on policies of physical education and sports teacher training of T.R.N.C were obtained. According to the research that was made by (Karasar, 2000, p.166) "Questions will be created in the nature of this interview however more questions will be included with the purpose of reaching more details and explanations." According to (Kozak, 2001,p.57) interview is a technique of collecting data through verbal communication. The interview is done face to face mostly however it can also be done via telephone, voice and picture transmitters." Interview technique has a special place that is frequently used at the field of social sciences. The basis of the interview technique is based on mutual conversation. The interviews should be conducted within the framework of certain rules in scientific research which individuals apply at any time in their daily lives. There are two sides in the interview technique. The first is the researcher and interviewer and second one is the source person who is being interviewed. The researcher conducts the research with the source person by staying loyal to the questionnaire that was prepared in the interview technique.

8.1 Research Model

Qualitative research model method was used and semi-structured interview method was used with the purpose of determining opinions and ideas of instructors from sports department and Physical Education Sports College in this research. The semi-structured interview is prepared by taking the same problems from different people to address similar issues. Questions are the backbone, semi-structured interview questions are contained at the interview guide and specific data is collected from each participant usually. According to Karasar(1999), the analysis of written materials which contain information about the cases is the document analysis.

8.2 Working Group

This study was composed of opinions of 10 people (5 was from sports department and 5 from school of physical education and sports) who study at T.R.N.C sports department and physical education sports college.

8.3 Data Collection Technique

Case study is a methodological approach that includes how a limited system works and includes depth analysis of that system by using multiple data collection to collect systematic information in this survey that is conducted

in a form of an interview. Participants of the study are instructors in the physical education sports college in T.R.N.C universities and the official in the T.R.N.C sports department. Knowledge of participants about physical education and sports teacher training policies were taken by using simple random sampling.

8.4 Analyse of the Data

The semi-structured interview form was implemented face to face and the implementation process took approximately 20-30 minutes. Data were recorded by writing and by using audio equipment during the interview process. All interviews were made in an empty room by taking appointments. Questions were asked to all candidates in the same order for reliability during interviews. Data which was collected were written in computer. Answers to a question in terms of similarities were classified and interpreted by Physical Education Sports College instructors and sports department officials. All answers that are given to each question were presented in the same way. Content analysis which is (a research techniques that is used to draw systematic and objective conclusions from certain characters defined in the text) to search for answers to the problem of the study.

It was checked that the data collected through the conceptual framework is compatible with the content validity results of the content analysis. Names of teachers who participated in the study kept confidential and transmission of finding were coded as Flower 1, Flower 2... Flower 8.

Findings and Comments

The analysis of the questions that are asked in the study is discussed in this section. The first question of the interview form is "how is the sports policy in Northern Cyprus?" The participants met on a common view. It is stated that sports policy exists only on words and there is no sports policy within the scope of common answers that are received from ten participants.

(Flower 1) The concept in the name of sports policy in Northern Cyprus exists only on the word. There no elements that come to life. As a matter of fact, it is not true to talk about sports policy in sports councils if it is not implemented in a country that there are

Sports clubs. Sports policy does not have a specific goal as a state in Northern Cyprus. There is a policy in Northern Cyprus that depends on the views of minister.

(Flower 2) Sports policy in Cyprus is divided into two as football and others. 4/3 of the financial support by government is for football and 4/1 is for other branches. There is no system, program and organization which are in line with a defined aim. The direction of sports is determined by individual initiative and popular culture. It is not right to say that there is a sports policy where the system, rule and order do not work. It is shown that there is no sports policy in our country when compared to other countries. Sports policy is a policy that is adapted to the interests of some people and it not according to the policy system in our country.

(Flower 3) This issue should be addressed as a historical process. There was a joint federation under the Republic of Cyprus. There were federations which were separated by the Turkish Cypriot Federated state after 1974 Peace Operations. There are about thirty sports federations currently however due to the situation of being unrecognized football is at large part. Sports policies are implemented by the political powers depending upon the prime ministry. The facility is supported by federation if the prime minister has a sports background. Support for sports federations is decreased and there is a tendency about football if the prime minister has a background from another unit. Our sports is remained standing due to help by Republic of Turkey. It is determined that, sports policy in Cyprus depends on the Republic of Turkey and to the national education.

It can be seen from answers that there is a sports policy in T.R.N.C however there are huge deficiencies at the implementation of sports policy. Support is provided if the prime minister has a sports background due to the situation that state depends on the prime ministry. It is seen that the sport is remained standing by the support of the Republic of Turkey.

Second question at the interview form is: What are your views on the impact of sports policy on athletes in Northern Cyprus? There was a common opinion among the participants. The answers were: There are embargoes to the country, financial difficulties, insufficiency of facilities and laboratories.

(Flower 1) The most fundamental problem that I try to explain to athletes as a coach is the expansion problem. Athletes in our country leave the sport before they reach the age of thirty-five because expansion is a problem in our country. Active athletes in our country who do sports until this age are not so much. The age of quitting sports in our country is twenty-eight or twenty-nine although this ages are known as performance age in the world. The underlying problem is the situation that there is no expansion. Let's give an example about you, you are a national athlete, you set yourself a goal and you motivate yourself to compete after six months. You are doing sports although you are thirty-seven years old. First of all, you go through a process as young people, then stars, adults and masters. Masters call this process leisure that gives you the opportunity to do sports for twenty to twenty five years. Since gateways of this country to expansion are universities, government should give incentives. Government should give one incentive for one club and should give two incentives for two clubs that universities would not stop their support to our athletes.

(Flower 2) Athletes compete with themselves because of the embargoes. Football is in super league and basketball stand out as the teams represented by universities. Nearly thirty sports federations are turning around and struggling each year between themselves. Nicosia is the only divided capital in the world as you know. Berlin wall was destroyed also you know however this situation is experienced due to the collapse of Nicosia in to two. It is seen that our athletes are prevented from doing sports in each other in the north or in the south. This situation can be seen as the starting point that the opening of our clubs to the world is prevented. This situation also have negative impact on athletes.

(Flower 3) We do not stand a chance to represent in the international country in teamwise base however, too many athletes get over embargoes and represent our country or the Republic of Turkey and be successful individually. There are problems due to the situation that government do not support athletes who be successful. In fact, we cannot say that there is a sports policy in our country.

As it can be understood from the answers, we cannot present our country in world arenas because of the embargoes to our country. Due to the situation that our athletes cannot open up to the world, they quit the sports at early ages.

The common answers of ten participants to the last and third question of the interview question which is "What is the state's view on sports policy in Northern Cyprus?" were, the lack of opportunities and the situation that government have no sustainable sports policy.

(Flower 1) There is no serious sports policy in Northern Cyprus and this is why there are sports branches that still flutter in an amateur spirit. This situation can only be solved with a serious willingness. There is government continuity rather than state continuity. I do not believe that there is a sports policy of state. The sports ministry should put its weight on the sports policy that problems can be identified and can be reported to top authorities. Enough opportunities for sports are not offered by the state.

(Flower 2) Sports policy word should be told. Incoming and outgoing governments are at the point that should be played on this, however concept of sports policy remains in the perspective of the governments and we have a sport which carried out with daily decisions and this situation causes negativity at progress in sports. First of all, the unchanged sports policy of the state should be implemented without changing by passing governments that the sports policy of our country will progress.

(Flower 3) The progress of sports activities can be done with the contributions from the state. Contribution of state to sports clubs and sports federations is only in funny figures and these budgets are not sufficient for the federations. They cannot represent the activity of federations in the international arena and contribution of the state to the federations is limited within the borders of Northern Cyprus that sports directors and coordinators are given grants to the federation for the money that come from the Republic of Turkey. It is seen that our state could not contribute to federations and we could not develop our sporting activities because of many negativities like lack of budgetary embargoes and facility deficiencies. I think that children we call the new generation will not be able to advance in international arenas because of these embargoes. Our primary goal should be the permanent implementation of our existing sports policy as a state.

As it can be understood from answers, material and moral impossibilities that arise from the lack of sustainability of sports policy, changes in the existing sport policy and adaptation of their own policies have led the clubs and federations to negativity. The permanent implementation of our sports policy should be one of the primary objectives of the state.

CONCLUSION AND SUGGESTION

Answers given by the instructors who are working in physical education sports college and by teachers who work in universities and by authorities of T.R.N.C sports department were close however there were different opinions, in this study that stakeholder views of T.R.N.C physical education and sports teacher training policies. It can be seen that, sports do not exist at all in our country, everyone use federations for their interests and that people who cannot define what the sport is are in a federation or government duty, in the direction of answers to the question asked to participants.

It is seen that we cannot make progress under the name of sports in our country, we cannot make young people love sports and we cannot direct them. No progress can be seen when looked at the results in efforts to encourage the youth by giving effort to help athletes within their own bodies since universities which are source of income cannot receive external support for clubs that they have established.

It is observed that there are no embargoes for our country and that there are just promises made because responsible people do not want to overcome some things. It seen that officials cannot overcome obstacles and cannot make progress who say there is a sports policy in our country if an athlete can overcome embargoes and represent our country in the international arena.

Although there is sports activity in our island, it can be seen that athletes are decreasing or that sports field is no longer performed. This is due to the situation that people assigned by state cannot develop themselves, follow the same standards and cannot see the deficiencies around themselves.

Governments which take over the existing sports policy of the state should continue their administrations by implementing the state policy immediately. Governments should immediately implement their state policy and continue their management in order to eliminate problems that occur in sports.

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