

An Examination of the Opinions of Educational Administrators and Teachers on the Establishment of Sports Middle and High School in Turkey

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ABSTRACT

This study aims to gather the opinions of inspectors, school administrators, and physical education teachers regarding the incorporation of the Sports Secondary School and High School into the formal education system in Northern Cyprus. A qualitative research approach was utilized, employing a case study design. The study group included 40 participants, comprising inspectors, school administrators, and physical education teachers working at the secondary education level under the Ministry of National Education (MoNE) in the Turkish Republic of Northern Cyprus (TRNC). To collect data, a semi-structured interview form was developed by the researchers and used for data collection. This form consisted of a preliminary information section and eight open-ended questions. For data analysis, descriptive and content analysis techniques, recognized methods of qualitative data analysis, were employed in the study. The study group consisted of 40 participants, including inspectors, school administrators, and physical education teachers working at the secondary education level under the Ministry of National Education (MoNE) in the Turkish Republic of Northern Cyprus (TRNC). A semi-structured interview form, one of the qualitative data collection tools, was utilized. The interview form, developed by the researchers, consisted of a preliminary information section and eight open-ended interview questions. For data analysis, descriptive analysis and content analysis techniques, which are among qualitative data analysis methods, were employed.

The study's findings revealed that sports-oriented schools support students' physical, mental, social, and academic development. Participants highlighted that sports high schools are expected to cultivate positive outcomes, including discipline, responsibility, career planning, international achievements, and a healthy lifestyle. Nevertheless, several significant challenges were identified, such as inadequate infrastructure, limited financial resources, and difficulties balancing academic and athletic commitments. The study also indicated that adapting sports school models from the European Union and Turkey to the Turkish Republic of Northern Cyprus (TRNC) could enhance international sports recognition, strengthen competitiveness, and boost sports tourism. Additionally, the social and diplomatic power of sports is regarded as a significant strategic asset, especially for countries experiencing political isolation or international boycotts.

The study evaluates the integration of a sports-oriented secondary school and high school model into the education system of the Turkish Republic of Northern Cyprus (TRNC) as a multifaceted initiative. This integration not only supports individual development but also offers social, economic, and cultural benefits. The findings emphasize the importance of strategic planning, the establishment of a robust sports policy, the development of high-quality sports infrastructure, and the cultivation of qualified human resources to ensure the successful implementation of this model.

Keywords: Northern Cyprus, Sports Secondary School and High School, Educational Administrators, Teachers.

INTRODUCTION

In the current century, an analysis of countries that have successfully excelled in sports reveals that athletes typically begin training at a young age. They tend to specialize in specific sports and consistently engage in practice and competitions throughout their development. It is crucial for governments to establish clear objectives

for promoting sports and nurturing athletes. These objectives significantly contribute to the widespread adoption and advancement of sports (Yaşar, 2014).

In the literature, various definitions of education can be found. Broadly defined, education is a process aimed at bringing about desired and lasting changes in individuals' attitudes (Kuşkonmaz, 2011). The concept of sport encompasses activities performed individually or as part of a team, which may involve systematic and disciplined repetition of movements, require physical development, and provide enjoyment. In both individual and team sports, social interaction and support are often essential; thus, the presence of a community plays a significant role in both types of sports (Balyer & Özcan, 2014). Sports-oriented secondary schools and high schools are educational institutions where students with athletic talent receive both academic and athletic training simultaneously (Uğur, 2018). Regular monitoring of student performance in sports schools is crucial for evaluating their development. The growing establishment of sports-oriented educational institutions has the potential to bring about a multidimensional transformation within the national education system. This approach integrates academic processes with athletic development, representing a significant advancement in education.

In Turkey, a decision published in 2020 established four sports high schools as part of a project school framework. Unlike traditional sports high schools, these project-based schools select their administrators and teachers according to specific regulations designed for project schools. The goal of this regulation is to appoint administrators with a background in sports and qualified subject-specific teachers to fulfill staffing needs. This strategy aims to significantly improve the quality of education and training in these institutions. This study will provide information on the currently active general and thematic sports high schools. To meet the growing demand for qualified professionals in the field of sports and to advance Turkish athletics, it is essential to increase the number of sports high schools and to boost their appeal among students (Nakip, 2024).

Research focused on the importance of establishing sports-oriented secondary schools and high schools in the Turkish Republic of Northern Cyprus (TRNC) is limited. A review of the schools affiliated with the Ministry of National Education in TRNC shows that while there are various secondary and high schools, there is a notable lack of institutions explicitly dedicated to sports-focused education. This gap underscores the need for schools specializing in sports education. Evaluations regarding the establishment of Ahmed Sami Topcan Sports High School have been conducted, highlighting the importance of sports high schools in guiding young people toward athletics at an early age and developing their talents. Such institutions are considered essential for enabling students to specialize in sports and achieve success on international platforms (Nurçin, 2019).

The purpose of this study is to evaluate the opinions of inspectors, school administrators, and physical education teachers working in secondary education institutions affiliated with the Ministry of National Education of the Turkish Republic of Northern Cyprus (TRNC) regarding the integration of a sports-oriented secondary school and high school model into the education system. This evaluation aims to reveal stakeholders' perceptions of both the positive and negative aspects of the sports-focused school model, as well as to identify the opportunities and challenges encountered during this process.

In this context, the primary research question of the study is: "What are the opinions of inspectors, school administrators, and teachers regarding the integration of the Sports-Oriented Secondary School and High School model into the formal education system in the Turkish Republic of Northern Cyprus (TRNC)?" Based on this main research question, the sub-objectives of the study are as follows:

What are the opinions of inspectors, school administrators, and physical education teachers working under the Ministry of National Education of the Turkish Republic of Northern Cyprus (TRNC) regarding the integration of the Sports-Oriented Secondary School and High School model into the formal education system for the 2024–2025 academic year?

1. How do stakeholders evaluate the advantages of the sports-oriented school model in terms of students' physical, social, and academic development?
2. What institutional, financial, and pedagogical challenges might arise during the integration of sports-oriented secondary schools and high schools into the education system?
3. What are stakeholders' perspectives on the applicability of sports-oriented school models from the European Union and Turkey in the context of the TRNC?
4. How are the impacts of sports-oriented schools on students' career development and professionalization processes in sports assessed?
5. What are stakeholders' views on the potential benefits of establishing sports schools in the TRNC in overcoming international sports-related embargoes?

6. What are stakeholders' expectations regarding the contribution of sports-oriented secondary schools and high schools to the training rate of professional athletes abroad?

METHODOLOGY

Research Design

This study used a qualitative research approach, which is appropriate for exploring the lived experiences and context-specific perspectives of primary stakeholders in an educational setting (Creswell & Poth, 2016). Among the various qualitative research designs, a case study design was chosen. In the literature, the case study is sometimes referred to as an "example study" or "vignette analysis." This method is employed to examine a specific situation, event, or group dynamic in detail (Subaşı & Okumuş, 2017).

Study Group and Sampling

In qualitative research methods, a key characteristic of participants in a study group is their careful selection, which aligns with the study's purpose and research questions. The individuals included in the study group are those whom the researcher observes and interviews to collect data (Yıldırım & Şimşek, 2021). For this research, the study group consists of inspectors, school administrators, and teachers working in state-affiliated secondary education institutions under the Ministry of National Education (MoNE) of the Turkish Republic of Northern Cyprus (TRNC) during the spring semester of the 2024–2025 academic year. Participants were chosen from secondary schools located in the regions of Nicosia, Famagusta, Kyrenia, Güzelyurt, and İskele. In this study, criterion sampling — a method of purposive sampling — was employed. Criterion sampling requires that participants represent the essence of the topic being studied and support the overall aim of the research. By applying these criteria, the researcher can gain a deeper understanding of the research focus and acquire significant insights (Yıldırım & Şimşek, 2021).

Data Collection Tool

In this study, a semi-structured interview technique served as the qualitative data collection tool. The researcher developed the interview form based on a thorough literature review and expert opinions, consisting of a total of seven questions. It was designed to gain an in-depth understanding of the perspectives of inspectors, school administrators, and teachers regarding the establishment of sports-oriented secondary and high schools in Northern Cyprus. The questions in the form were open-ended, allowing participants to express their experiences and opinions freely.

Semi-structured interviews combine the standardized format of structured interviews with the flexibility of open-ended discussions, making this method effective for gathering detailed information from participants (Punch & Oancea, 2014). The semi-structured interview form used in this study was created with input from field experts and was tested through a pilot study. Feedback obtained during the pilot implementation led to revisions of the form, enhancing the effectiveness and reliability of the data collection process (Yıldırım & Şimşek, 2021).

Data Collection Process

The necessary permissions were obtained from the Department of Primary Education of the Ministry of National Education in the Turkish Republic of Northern Cyprus (TRNC-MoNE) (see Appendix 1). Following this, an application was submitted to the Ethics Committee of the Institute of Social Sciences at Akdeniz Karpaz University, and all required documents were presented in full. The study group consisted of school principals, vice principals, and teachers working in primary education institutions affiliated with the TRNC Ministry of National Education. These institutions were located in the regions of Nicosia, Famagusta, Güzelyurt, Kyrenia, and İskele. The schools included in the study were visited, and the interview process was initiated accordingly. A semi-structured interview form, prepared by the researcher for school administrators and primary school teachers, was used during the interviews. The research process commenced following the approval of the Ethics Committee at the Institute of Social Sciences of Akdeniz Karpaz University. Interviews were conducted in March during the spring semester of the 2024–2025 academic year, after obtaining official permission from the Ministry of National Education. The interviews took place at locations and times that were convenient for the participants.

Data Analysis

In this study, two qualitative data analysis techniques were used: descriptive analysis and content analysis. Descriptive analysis provides a systematic way to present data collected according to predetermined categories, such as participants' demographic information. This method summarizes the data within specific themes and subthemes, supported by direct quotations from participants. For example, variables such as participants' professional roles (e.g., teacher, vice principal, inspector), educational background (e.g., bachelor's or master's

degree), and years of professional experience— which can be quantified—were analyzed using descriptive analysis (Karahana et al., 2022). On the other hand, content analysis is a technique employed to organize and interpret qualitative data. The primary goal of this method is to identify meaningful units within participants' statements and group them into themes and subthemes. During content analysis, the data were processed in detail, coded around emerging themes, and similar opinions were categorized together, with frequently recurring concepts highlighted. In this study, an inductive approach was applied throughout the content analysis process (İlgar & İlgar, 2014).

Validity and Reliability

In this study, various strategies were implemented to ensure the validity and reliability of the qualitative data collection and analysis processes. To enhance validity, the semi-structured interview questions were developed based on expert opinions and tested through a pilot study. The interview form was revised based on the feedback received during this pilot implementation. Additionally, during the interviews, participants' responses were explored in greater detail, and whenever necessary, member checking was conducted by revisiting participants to confirm the accuracy of their statements. These procedures strengthened the internal validity of the research (Yıldırım & Şimşek, 2021). To ensure reliability, a systematic approach was adopted at every stage of the study. During data analysis, coding was performed independently and validated by experts to minimize bias. All collected data were meticulously documented, and transparency was maintained throughout the entire analysis process. These practices reduced the researcher's subjective interpretations and facilitated a more reliable understanding of the findings (Patton, 2018; Merriam, 2013). Finally, adherence to ethical research standards was considered a critical factor in enhancing the overall validity and reliability of the study.

Findings

Table 1: Demographic Characteristics of the Participants

Position		
Teacher	21	52.5
Inspector	1	2.5
Principal	4	10.0
Vice Principal	14	35.0
Field of Expertise		
Physical Education	35	87.5
Other	5	12.5
Years of Service		
0–4 years	8	20.0
5–9 years	2	5.0
10–14 years	5	12.5
15–19 years	10	25.0
20–24 years	5	12.5
Years of Teaching Experience		
0–4 years	4	10.0
5–9 years	5	12.5
10–14 years	5	12.5
15–19 years	13	32.5

20–24 years	3	7.5
25 years and above	10	25.0
Years of Administrative/Inspector Experience		
0–4 years	11	27.5
5–9 years	4	10.0
10 years and above	5	12.5

According to the demographic information presented in Table 1, 57.5% of the participants are female, while 42.5% are male. The majority of the participants (52.5%) are teachers, followed by vice principals at 35%. A significant proportion of the participants (87.5%) work in the field of physical education. Regarding years of service, the highest proportions are found among participants with 15 to 19 years of experience (25%) and those with over 25 years of experience. In terms of total teaching experience, the largest group consists of participants with 15 to 19 years in the profession (32.5%). For administrative and inspector roles, the most prominent group (27.5%) has served for 0 to 4 years.

Table 2: Evaluation of the Integration of Sports-Oriented Secondary Schools and High Schools into the Formal Education System

Developmental areas targeted by physical education	28	70.0
Athlete licensing and talent identification	22	55.0
Students' acquisition of discipline and responsibility	17	42.5
Orientation toward sports and career planning	14	35.0
The impact of sports on preventing harmful habits	9	22.5

As indicated in Table 2, 70% of the participants believe that physical education and sports support students' physical, mental, and social development. Additionally, 55% of participants think that sports-oriented schools contribute to athlete licensing processes and talent identification. Furthermore, 42.5% indicated that these institutions help students develop a sense of discipline and responsibility, while 35% emphasized their significant role in career planning and development. On the other hand, 22.5% of participants noted that these schools can play a crucial role in preventing students from engaging in harmful behaviors. Overall, the majority of participants agreed that sports-focused schools not only promote physical development but also create a structure that supports social and psychological growth. These findings highlight the multifaceted impact of sports on individuals and strengthen the case for integrating sports-oriented schools into the formal education system.

Moreover, participants anticipate that such institutions will make a positive contribution to fostering discipline, responsibility, and career development among students.

Table 3: Evaluation of the Advantages Provided by Sports-Oriented Secondary Schools and High Schools for Young Athletes

Contribution to training professional athletes	34	85.0
Developing a disciplined and healthy lifestyle	30	75.0
Increased motivation and inclination toward sports	27	67.5
The possibility of achieving success at the Olympic level	18	45.0
Expansion of sports culture	20	50.0
Increase in the number of national athletes	16	40.0
Clarification of career goals	12	30.0
Tendency toward coaching and teaching careers	9	22.5

Table 3 outlines the thematic distributions related to the potential benefits of Sports-Oriented Secondary Schools and High Schools for young athletes. A substantial majority of participants (85%) believe that these institutions would aid in the development of professional athletes. Additionally, 75% indicated that such schools would

encourage students to adopt a disciplined and healthy lifestyle, while 67.5% emphasized their potential to enhance students' motivation and interest in sports.

Furthermore, 45% of participants suggested that achieving Olympic-level success would be more feasible through these schools. Other notable benefits include fostering a sports culture (50%), increasing the number of national athletes (40%), clarifying students' career goals (30%), and promoting careers in coaching and teaching (22.5%).

Table 4: Evaluation of the Potential Challenges in Integrating Sports-Oriented Secondary Schools and High Schools into the Education System

Lack of physical infrastructure and facilities	27	67.5
Insufficient financial resources	24	60.0
Difficulty in balancing academic and athletic demands	21	52.5
Shortage of qualified personnel	19	47.5
Institutional adaptation and regularity deficiencies	18	4.0

Table 4 shows that 67.5% of participants identified a lack of physical infrastructure and facilities as the most significant challenge in implementing sports-oriented secondary schools and high schools. Additionally, 60% of participants identified insufficient financial resources as their primary concern, while 52.5% mentioned the difficulty of balancing academic and athletic demands. Furthermore, 47.5% of participants pointed to a shortage of qualified personnel, and 45% recognized regulatory or institutional inconsistencies as key obstacles. These findings indicate that while sports-oriented schools have the potential to impact students' development positively, it is crucial to address issues related to infrastructure, funding, staffing, and policy alignment for successful integration into the formal education system.

Table 5: Evaluation of the Potential Positive Impacts of Implementing the Sports School Model in the Turkish Republic of Northern Cyprus (TRNC).

Increased recognition of the country in sports	26	65.0
Enhanced international competitiveness	24	60.0
Contribution to sports tourism and the economy	22	55.0
Training of qualified athletes and coaches	20	50.0
Widespread adoption of sports culture in society	19	47.5

As illustrated in Table 5, 65% of the participants believe that adapting the sports school model used in the European Union and Turkey to Northern Cyprus would enhance the country's recognition in the field of sports. Additionally, 60% indicated that this implementation could boost international competitiveness, while 55% noted its potential to contribute to sports tourism and the national economy. Furthermore, 50% of the participants stated that this model would support the training of qualified athletes and coaches, and 47.5% emphasized its role in promoting a sports culture within society. These findings suggest that implementing a sports school model in Northern Cyprus could yield significant social, cultural, and economic benefits while improving the country's global visibility in sports.

Table 6: Evaluation of the Impact of Sports-Oriented Secondary Schools and High Schools on Youth Career Development

Career awareness and guidance in the field of sports	29	72.5
Academic-athletic balance and Personal development	25	62.5
Orientation toward sports-related professions (e.g., coaching, physiotherapy)	23	57.5
Development of disciplined and organized lifestyle habits	21	52.5
Achievement-based scholarships and educational opportunities	18	45.0

According to Table 6, 72.5% of participants believe that sports-oriented schools can enhance career awareness and guide young individuals toward appropriate career paths. Additionally, 62.5% stated that balancing academic and athletic activities has a positive impact on personal development. Furthermore, 57.5% of participants indicated

that these schools would increase students' interest in sports-related professions, such as coaching and physiotherapy. Similarly, 52.5% highlighted the critical role that sports-oriented schools play in fostering disciplined and organized lifestyle habits. Lastly, 45% of participants mentioned that achievement-based scholarships and advanced educational opportunities offered by these institutions would motivate young individuals to strive for higher levels of success.

Table 7: Evaluation of Sports-Related Sanctions in the Event of Establishing Sports-Oriented Secondary Schools and High Schools in the Turkish Republic of Northern Cyprus (TRNC)

Mitigation of sports- related sanctions through success and recognition	25	62.5
Enhanced representation and promotion at the international level	23	57.5
Professional athletes serving as role models	20	50.0
Potential of sports to transcend political boundaries	16	40.0
Opinion that overcoming sports-related sanctions	11	27.5

As shown in Table 7, 62.5% of the participants indicated that sports-related sanctions could potentially be weakened through athletic success and increased international recognition. Additionally, 57.5% believed that the participation of TRNC athletes in international competitions would enhance the country's promotional power and visibility on the global stage. Furthermore, 50% of the participants noted that professional athletes could positively influence the country's image, while 40% highlighted the potential for sports to transcend political boundaries. However, 27.5% of the participants expressed the opinion that overcoming sports-related sanctions would remain challenging due to structural and political barriers.

Table 8: Evaluation of the Impact of Establishing Sports-Oriented Secondary Schools and High Schools on the Number of Professional Athletes Abroad

Increase in the number of professional athletes	30	75.0
International success and enhanced competitiveness	26	65.0
Role model influence and inspiration for future generations	23	57.5
Sports performance supported by education	21	52.5
Systematic and scientific management of sports	18	45.0

According to Table 8, 75% of participants believe that establishing sports-oriented schools would increase the number of professional athletes competing internationally. Additionally, 65% of participants think that this would lead to higher levels of international success, while 57.5% feel that such achievements would inspire younger generations by providing strong role models. Furthermore, 52.5% indicated that sports performance would improve when complemented by academic education, and 45% pointed out that sports activities would be conducted more systematically and scientifically. These findings suggest that integrating sports-oriented schools into the education system could significantly enhance international representation and contribute to the development of globally competitive athletes.

Discussion

This study offers a comprehensive examination of how Sports-Oriented Secondary Schools and High Schools are integrated into the education system of the Turkish Republic of Northern Cyprus (TRNC). The findings suggest that sports-oriented schools play a significant role in fostering students' physical, mental, social, and academic development. Most participants emphasized that sports should be viewed not only as a physical activity but also as a means to cultivate discipline, develop a sense of responsibility, facilitate career planning, and encourage the adoption of a healthy lifestyle.

The research findings indicate that sports-oriented schools hold significant promise for training professional athletes, promoting youth participation in sports, and achieving success at the Olympic level. While both sport and exercise are crucial for physical and mental well-being, they are fundamentally distinct concepts. Exercise refers to regular, planned, and repetitive physical activities, whereas sport involves these activities carried out under a set of rules and often in a competitive environment (Zorba & Saygin, 2013). Incorporating sports-oriented schools into the education system helps instill exercise habits from an early age, contributing to the development of physically active individuals throughout their lives. In this context, sports high schools not only have the

potential to nurture elite athletes but also to cultivate individuals with a greater awareness of healthy living, thereby benefiting society as a whole.

Research frequently highlights the positive effects of exercise on mental health, stress management, and academic achievement (Biddle et al., 2019). In Turkey, thematic sports high schools are established to allow students to specialize in specific sports such as football, volleyball, wrestling, or swimming. These schools provide students with intensive, professional training in their chosen disciplines. For example, the Turkish Football Federation Meral-Celal Aras Sports High School in Istanbul offers a specialized educational opportunity focused on football (Nakip, 2024). Incorporating structured content that emphasizes exercise awareness and healthy habits into the curricula of sports-oriented secondary and high schools can enhance both their athletic and educational functions. The findings of this study suggest that adapting the sports school models from the European Union and Turkey to the Turkish Republic of Northern Cyprus (TRNC) could improve the region's recognition in the sports arena, enhance its international competitiveness, and contribute to sports tourism. Participants noted that sports can serve as a powerful tool for social, economic, and diplomatic purposes. Additionally, in Southern Cyprus, Efstathios (2013) reports on the "Elite Athletes' Programme," which has been approved by the Cyprus Ministry of Education, Sports, and Youth. This program allows students to develop their athletic skills while maintaining their academic performance. Students can prepare for three A-Level subjects and obtain the Apolytirion (high school diploma). The program provides a balanced structure, combining morning training sessions with academic lessons throughout the day.

In countries like the Turkish Republic of Northern Cyprus (TRNC), where sports-related sanctions are in place, sports can serve as a strategic tool for foreign policy. This study's findings suggest that sports-oriented schools have the potential to deliver significant benefits not just at the individual level but also at societal, economic, and cultural levels. However, to fully realize this potential, a comprehensive and systematic strategy is necessary. Qualified human resources, adequate infrastructure, and strong political commitment should support this strategy. Without these structural and policy-based supports, integrating sports-oriented secondary and high schools into the TRNC education system may encounter substantial challenges, and their anticipated contribution to national and international sporting success could be limited.

FINDINGS OF THE STUDY

The study's findings indicate that the majority of participants consider the integration of sports-oriented secondary schools and high schools into the formal education system to be both necessary and beneficial. Participants emphasized that the implementation of such institutions would strengthen the country's sports culture and contribute significantly to the development of a more active and engaged society.

Furthermore, the study concludes that sports-oriented educational institutions have the potential to support both academic and athletic success simultaneously, foster discipline among students, and provide significant advantages in terms of career guidance and professional development.

Participants emphasized the need for centralized planning and institutional support to address critical issues, including infrastructure deficiencies, facility shortages, nutritional support, and the provision of sports equipment. The findings suggest that sports can effectively help overcome sports-related sanctions and enhance international representation. In this context, the study concludes that implementing a structured sports education model could increase the number of professional athletes

achieving international success. Such advancements would not only enhance the global visibility of the TRNC but also contribute to the development of a competitive sports culture within the country.

In conclusion, the integration of sports-oriented secondary schools and high schools into the education system of the Turkish Republic of Northern Cyprus (TRNC) represents a multifaceted approach. This model not only emphasizes the training of professional athletes but also significantly enhances the physical, mental, and social development of young individuals.

Recommendations

Recommendations for Researchers

- It is recommended that the Ministry of National Education (MoNE) organize in-service training programs for physical education teachers to ensure a balanced integration between academic learning and sports activities.
- The legal framework of the sports-oriented education model should be clearly defined, and it is suggested that a separate directorate/department be established within MoNE to oversee its implementation.

- Collaboration between sports-oriented schools and universities is recommended to ensure academic support, curriculum alignment, and the development of coordinated training programs.
- To overcome the challenges posed by sports-related sanctions, sports diplomacy should be promoted, and collaboration with international media outlets is suggested to enhance the visibility of professional achievements.
- It is recommended that future studies investigate students' perspectives on the integration of sports-oriented schools into the formal education system in Northern Cyprus to ensure a more comprehensive understanding of stakeholder needs.

Recommendations for Future Research

- It is recommended that future studies on related research topics utilize quantitative and mixed-method research designs with larger and more diverse sample sizes. This approach will enable researchers to compare results and findings from different methodologies with those identified in the current study, thereby enhancing the generalizability of the outcomes.
- Additionally, future research could focus on conducting a more comprehensive study under the same research title by examining the perspectives and attitudes of both students and parents regarding the integration of sports-oriented secondary schools and high schools into the formal education system. Such studies would provide a broader and more inclusive understanding of stakeholder expectations and potential challenges.

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