

**SPOR BİLİMLERİ FAKÜLTESİ ÖĞRENCİLERİNİN YÜKSEKÖĞRETİM
KURUMLARI SINAVI ÖZEL YETENEK SINAVI PUANLARI İLE BAZI
UYGULAMALI DERSLERİNE AİT BAŞARI DURUMLARI ARASINDAKİ
İLİŞKİNİN BELİRLENMESİ**

**DETERMINATION OF THE RELATIONSHIP BETWEEN HIGHER
EDUCATION INSTITUTIONS EXAM SPECIAL TALENT EXAM
SCORES AND SUCCESS STATUS OF SOME APPLIED COURSES
OF STUDENTS OF THE FACULTY OF SPORTS SCIENCES**

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Nagihan ÇAREDAR

Gazi Üniversitesi Spor Bilimleri Fakültesi, Ankara, Türkiye
Orcid: 0000-0002-1816-6979

Seyfi SAVAŞ

Gazi Üniversitesi Spor Bilimleri Fakültesi, Ankara, Türkiye
Orcid: 0000-0002-0780-7697

Spor Bilimleri Fakültesi Öğrencilerinin Yükseköğretim Kurumları Sınavı, Özel Yetenek Sınavı Puanları ile Bazı Uygulamalı Derslerine Ait Başarı Durumları Arasındaki İlişkinin Belirlenmesi

ÖZ

Bu araştırmanın temel amacı, Spor Bilimleri Fakültesi öğrencilerinin, Yükseköğretim Kurumları Sınavı (YKS), özel yetenek sınavı başarı puanları ile bazı uygulamalı derslerine ait başarı durumları arasında ilişkiyi ortaya koyarak, mevcut öğrenci seçim yöntemlerinin değerlendirilmesi, öğrenci seçim aşamasında konabilecek olan ölçütlerin belirlenmesi için yeni yaklaşımlar geliştirilebilmesi ve öğrenci seçim kalitesinin artırılmasına yönelik katkı sağlamaktır. Araştırmanın modelini betimleyici bir araştırma yöntemi olan tarama modellerinden ilişkisel tarama modeli oluşturmaktadır. Verilerin analizinde faydalanılan değişkenlerin normal dağılıma uygun olup olmadığını belirleyebilmek adına "One Simple Kolmogorov-Smirnov Testi" uygulanmış ve normal dağılım göstermediği tespit edilmiştir ($p < 0.05$). Buna bağlı olarak da verilerin analizinde Spearman Korelasyon Testi'nden faydalanılmıştır. Çalışmanın bulgularına bakıldığında Beden Eğitimi ve Spor Öğretmenliği öğrencilerinin basketbol, voleybol, futbol, atletizm ve yüzme derslerindeki başarı puanlarıyla yerleştirme (özel yetenek) puanları arasında pozitif yönlü bir ilişki bulunurken hentbol dersi başarı puanları ile YKS puanı arasında negatif yönlü bir ilişki tespit edilmiştir. Antrenörlük Eğitimi bölümü öğrencilerinin basketbol ve atletizm derslerindeki başarı puanlarıyla yerleştirme (özel yetenek) puanları arasında pozitif yönlü bir ilişki tespit edilmiştir. Spor Yöneticiliği bölümü öğrencilerinin uygulamalı derslerdeki başarı puanlarıyla YKS puanları arasında herhangi bir ilişkiye rastlanmamıştır. Rekreasyon bölümü öğrencilerinde ise yalnızca voleybol dersi başarı puanlarıyla YKS puanı arasında negatif yönlü bir ilişki tespit edilmiştir. Üniversiteye yalnızca YKS puanıyla giriş yapan Spor Yöneticiliği ve Rekreasyon bölümü öğrencilerinin uygulamalı derslerdeki başarı puanları ortalamaları Beden Eğitimi ve Spor Öğretmenliği ile Antrenörlük Eğitimi bölümü öğrencilerine yakın düzeyde bulunmuştur. Yetenek sınavıyla öğrenci alan bölümlerin uygulamalı dersleriyle yerleştirme (özel yetenek) puanları arasında genel olarak pozitif yönlü bir ilişki gözlemlenmiştir. Sportif yetenek sınavı ile üniversiteye yerleşen öğrencilerin uygulamalı derslerde daha başarılı oldukları sonucuna varılmıştır.

Anahtar Kelimeler: Akademik başarı, Yükseköğretim Kurumları Sınavı, Özel yetenek sınavı, Beden eğitimi, Uygulamalı dersler

Determination of the Relationship Between Higher Education Institutions Exam, Special Talent Exam Scores and Success Test Status of Some Applied Courses of Students of The Faculty of Sports Sciences

ABSTRACT

The main objective of this research is to evaluate the current student selection methods, to develop new approaches in order to determine criteria that can be applied during the student selection phase, and to contribute increasing the quality of student selection via putting forth the relationship between the Faculty of Sport Sciences students' scores of Higher Education Institutions Exam (HEIE), Special Ability Exam (SAE), and the success of some applied courses. Relational screening model has been utilized in this study in order to determine whether there is a relationship between the variables. The "One Simple Kolmogorov-Smirnov Test" was applied in order to determine whether the variables used in the analysis of the data were suitable for normal distribution and it was found that they did not show a normal distribution ($p < 0.05$). Accordingly, "Spearman Correlation Test" has been utilized in the analysis of the data. When the findings of the study are observed, a positive correlation was found between the success scores of the Physical Education and Sports Teaching students in basketball, volleyball, football, athletics and swimming courses with the placement (SAE) scores, whereas a negative correlation was found between handball course success scores and HEIE score. A positive correlation was determined between the success scores of the students of the Coaching Education department in basketball and athletics courses with their placement (SAE) scores. In the recreation department students, a negative relationship was found only between the volleyball course achievement points and their HEIE score. The average success scores of the Sports Management and Recreation Department students who entered the university with only HEIE scores were found to be close to the students of the Physical Education and Sports Teaching and Coaching Education departments. In general, a positive correlation between the applied courses of the departments that accepted students with the ability exam and the placement (SAE) scores was observed. It has been concluded that the students who entered the university with the special ability exam were more successful in applied courses.

Key Words: Academic achievement, Higher Education Institutions Exam, Special ability exam, Physical education, Applied courses

INTRODUCTION

Sports science faculties and physical education sports colleges are among the most preferred higher education programs today. In our country, students are admitted to the relevant higher education programs with special ability exams every year. The content of special ability exams is designed and applied by the relevant higher education institutions. According to Peker (2003)¹, the main purpose of special ability exams is to select students who are capable and successful among prospective candidates.

While accepting students to the departments of these institutions, the scores of the Higher Education Institutions Exam (HEIE) and the scores obtained from the special ability exam can be evaluated together, and placement can only be made according to the HEIE results. The placement procedures of candidates who are high achievers in sports branches (to be in the top three in major organizations such as the Olympics or world championships, etc.) to higher education programs in sports fields are carried out according to the placement principles determined by the Council of Higher Education².

Various higher education programs such as sports science faculties, physical education and sports colleges provide education in both practical and theoretical areas. Students can be considered successful if they exhibit the target behaviors in the program. Success in education is generally equated with the scores obtained as a result of the exams the teachers make to assess the knowledge levels of students or "academic success", which is a concrete expression of knowledge skills and achievements. According to Nartgün and Çakır (2014)³, the grading of students' achievements in exams during the academic year is a measure of academic success in education. Demirtaş (2010)⁴ argues that students' academic achievements occur as a result of the knowledge, skills and behaviors the student acquires in the education and training environment, and that the achievements are accomplished as a result of learning. Steinmayr et al. (2014)⁵ defined academic achievement as the performance outcomes that determine the level at which an individual achieves set goals at the center of activities in teaching fields, particularly in school, college, and university. It is thought that the level of academic achievement is the source of shaping the professional life of the students, finding a place in the society, being adequately equipped and building their future⁶. In this context, students studying in sports science departments are expected to be successful in both theoretical and practical fields for academic success⁷. According to Adebayo (2015)⁸, academic success can be defined as the level of achievement of students' goals in an educational institution such as a school. According to Arıcı (2008)⁹, academic achievement is seen as the common denominator of all kinds of education, so it is one of the most important focal points of educational research.

All sportive activities require cognitive abilities that include the harmony of body and intelligence¹⁰. The level of readiness, which can be defined as the prior knowledge, skills and attitude acquired in the relevant subject, is of great importance for the students who will receive education to develop positive reactions towards education. It is thought that students with optimum level of readiness can increase their success rates by having much less difficulty in applied and theoretical courses than students who do not have sufficient readiness¹¹.

When the literature is examined, it is seen that there are rare studies in which data such as students' HEIE, special ability test scores, academic success, etc. are studied. However, based on the interrelatedness of these parameters, the study is also important in terms of its contribution to the literature. Yalçiner et al. (2001)¹² compared students' SSE scores with their overall academic achievement in their study. In the studies of Sevimli and Çam (2010)¹³, it was stated that students with high SSE scores were successful in special ability exams. In another study, students' general academic achievements in the department were compared with the scores obtained from the special ability exam¹.

When the general student profile of Sport Sciences Faculties and Physical Education Sports Schools is examined, it is seen that students graduated from different secondary education programs. The curricula of these programs can affect students' performance in both the HEIE and special ability exams and their success in the courses in the undergraduate sports sciences programs. In this context, students enrolled in sports sciences undergraduate programs that admit students with both HEIE score and special ability exam, the relationship between students' success in applied courses and these two exams is a matter of curiosity. Therefore, in this study, it is aimed to examine the relationship between the success scores of the students in HEIE, special ability exam and the success in some applied courses of Sports Sciences Faculty.

MATERIALS AND METHODS

Research Model

The model of the study is a relational screening model from the scanning models with a descriptive research method. Relational screening is a research model which aims to determine the existence and/or degree of joint variation between two or more variants¹⁴.

Research Group

The research group of this study consisted of 400 students studying in Physical Education and Sports Teaching, Coaching Education, Sports Management and Recreation Departments of Faculty of Sport Sciences in the 2018-2019, 2019-2020 academic years. The research group consists of different students who take courses from four different departments within the specified periods.

Data Collecting Tools

In this study, the documents of the data were used to determine whether there is a relationship between the Faculty of Sport Sciences' students scores of Higher Education Institutions Exam (HEIE), achievement scores of the Special Ability Exam (SAE) and some applied courses (basketball, football, volleyball, handball, athletics and swimming) belonging to the students. The mentioned information was obtained from the Department of Student Affairs of Gazi University.

Analysing The Data

Each data of the variables was processed into separate forms in order to make comparisons. Each form of the obtained data was processed into electronic forms and SPSS 25.00 statistical program was used for analysis. The "One Simple Kolmogorov-

Smirnov Test" was applied in order to determine whether the variables used in the analysis of the data were suitable for normal distribution and it was found that they did not show a normal distribution ($p < 0.05$). Accordingly, "Spearman Correlation Test" has been utilized in the analysis of the data.

FINDINGS

Table 1. Heie, Placement Scores and Some Applied Courses' Achievement Score Distributions of Students Studying in Physical Education and Sports Teaching, Coaching Education, Sports Management and Recreation Departments

Departments		Physical Education and Sports Teaching	Coaching Education	Sports Management	Recreation
HEIE	SD	4,4	0,97	22,0	12,3
	Mean	298,5	250,0	322,6	299,5
	Minimum	285,0	250,0	252,0	239,0
	Maximum	300,0	250,0	367,0	329,0
	N	102	106	95	97
Placement Score (Special ability)	SD	13,2	8,9	-	-
	Mean	168,1	162,6	-	-
	Minimum	137,9	142,4	-	-
	Maximum	191,3	179,2	-	-
	N	102	106	95	97
Basketball	SD	9,2	11,4	10,2	8,2
	Mean	76,3	74,1	75,6	72,9
	Minimum	60,0	50,0	50,0	55,0
	Maximum	95,0	100,0	100,0	90,0
	N	102	106	95	97
Volleyball	SD	12,9	9,8	9,4	12,9
	Mean	77,4	80,1	85,7	73,0
	Minimum	38,0	50,0	60,0	32,0
	Maximum	100,0	100,0	100,0	100,0
	N	102	106	95	97
Football	SD	8,1	6,7	9,0	16,2
	Mean	82,9	84,3	79,1	78,1
	Minimum	70,0	70,0	65,0	0,0
	Maximum	100,0	100,0	100,0	100,0
	N	102	106	95	97
Handball	SD	10,7	9,9	5,3	8,3
	Mean	68,8	77,1	85,8	84,8
	Minimum	50,0	50,0	65,0	65,0
	Maximum	100,0	90,0	100,0	100,0
	N	102	106	95	97
Athletics	SD	13,2	16,3	11,6	11,5
	Mean	80,9	73,4	72,1	80,1
	Minimum	20,0	40,0	40,0	55,0
	Maximum	100,0	100,0	95,0	100,0
	N	102	106	95	97
Swimming	SD	13,1	12,3	8,9	17,6
	Mean	69,5	65,5	74,1	60,1
	Minimum	30,0	35,0	49,0	20,0
	Maximum	100,0	90,0	95,0	95,0
	N	102	106	95	97

According to Table 1, the average of the YKS score of the students studying in the Department of Physical Education and Sports Teaching is 289.5, the average of the placement scores is 168.1, the average of the success score of the basketball lesson is 76.3, the average of the success point of the football lesson is 82.9, volleyball lesson average achievement point average was 77.4, handball lesson average success point

was 68.8, athletics lesson average success point was 80.9, swimming lesson average success point average was 69.5. The average YKS score of the students studying in the Department of Coaching Education is 250, the average of the placement points is 162.6, the average of the success point of the basketball lesson is 74.1, the average of the success point of the football lesson is 84.3, the average of the success point of the volleyball lesson is 80.1, the average of the success point of the handball lesson is 80.1. The average achievement score of the student was 77.1, the average of the success point of the athletics lesson was 73.4, the average of the success point of the swimming lesson was 65.5.

The average of the YKS score of the students studying in the Department of Sports Management is 322.6, the average of the success point of the basketball lesson is 75.6, the average of the success point of the football lesson is 79.1, the average of the success point of the volleyball lesson is 85.7, the average of the success point of the handball lesson is 85. ,8, the average achievement score of the athletics lesson was 72.1, and the average of the success point of the swimming lesson was 74.1. For students studying in the Recreation Department; The average of the YKS score is 299, the average of the success score of the basketball lesson is 72.9, the average of the success point of the football lesson is 78.1, the average of the success point of the volleyball lesson is 73.0, the average of the success point of the handball lesson is 84.8, the average of the success point of the athletics lesson The mean score of the swimming lesson was found to be 80.1 and the mean score of the swimming lesson was found to be 60.1.

Table 2. Heie, Placement Scores of Physical Education and Sports Teaching Department Students with Basketball, Volleyball, Football, Handball, Athletics and Swimming Variables by Spearman Correlation Analysis

N=102		Placement Score (Special ability)	Basketball	Volleyball	Football	Handball	Athletics	Swimming
HEIE	r	0,20	-,183	,122	,015	-,248	,118	-,024
	p	,841	,066	,221	,879	,012*	,238	,814
Placement Score (Special ability)	r		,433	,264	,215	,020	,290	,260
	p		,000*	,007*	,030*	,839	,003*	,008*

*p<0,05

According to Table 2, a statistically significant positive and mid-level relationship was determined between the placement scores and achievement scores of basketball course; a statistically significant positive and low-level relationship between the placement scores and achievement scores of volleyball, football, athletics and swimming courses of the students of Physical Education and Sports Teaching Department. On the other hand, a statistically significant negative and low-level relationship was determined between the HEIE and achievement scores of handball course of the students of Physical Education and Sports Teaching Department.

Table 3. Heie, Placement Scores of Coaching Education Department Students with Basketball, Volleyball, Football, Handball, Athletics and Swimming Variables by Spearman Correlation Analysis

N= 106		Placement Score (Special ability)	Basketball	Volleyball	Football	Handball	Athletics	Swimming
HEIE	r	-,104	-,128	,064	,163	-,115	-,139	-,165
	p	,290	,193	,513	,096	,242	,154	,090
Placement Score (Special ability)	r		,399	-,156	,179	,157	,234	,164
	p		,000*	,111	,066	,109	,016*	,093

*p<0,05

According to Table 3, a statistically significant positive and mid-level relationship was determined between the placement scores and achievement scores of basketball course; a statistically significant positive and low-level relationship between the placement scores and achievement scores of athletics courses of the students of Coaching Education Department. There was no significant relationship between the HEIE, placement scores and achievement scores of volleyball, football, handball and swimming courses of the students of Coaching Education Department.

Table 4. Heie Scores of Sports Management Department Students with Basketball, Volleyball, Football, Handball, Athletics and Swimming Variables by Spearman Correlation Analysis

N= 95		Basketball	Volleyball	Football	Handball	Athletics	Swimming
HEIE	r	,023	,171	-,159	,062	-,018	-,082
	p	,823	,098	,123	,553	,862	,429

*p<0,05

According to Table 4, there was no significant relationship between the HEIE and achievement scores of basketball, volleyball, football, handball, athletics and swimming courses of the students of Sports Management Department.

Table 5. Heie Scores of Recreation Department Students with Basketball, Volleyball, Football, Handball, Athletics and Swimming Variables by Spearman Correlation Analysis

N= 97		Basketball	Volleyball	Football	Handball	Athletics	Swimming
HEIE	r	-,133	-,211	,059	-,114	-,097	,001
	p	,192	,038*	,565	,266	,347	,990

*p<0,05

According to Table 5, there was no significant relationship between the HEIE and achievement scores of basketball, football, handball, athletics and swimming courses of the students of Recreation Department. On the other hand, a statistically significant negative and low-level relationship was determined between the HEIE and achievement scores of volleyball course of the students of Recreation Department.

DISCUSSION

When the results of the study were examined, it was seen that they had both similar and different aspects in literature. Considering the findings of the study, a positive correlation was found between the success scores of the Physical Education and Sports Teaching students in basketball, volleyball, football, athletics and swimming

lessons and placement (special ability) scores, while a negative relationship was found between handball lessons and HEIE scores. While a positive correlation was determined between the success scores of the students of the Coaching Education department in basketball and athletics courses with their placement (special ability) scores, no significant relationship was found regarding the success scores of volleyball, football, and swimming lessons. No correlation was observed between the achievement scores of the Sports Management students in applied courses and their HEIE scores. In the Recreation Department students, on the other hand, a negative relationship was found only between the volleyball course achievement points and their HEIE score.

Yalçiner et al. (2001)¹² compared students' Student Selection Exam (SSE) scores with their overall academic achievement in their study. As a result of the study, it was found that the scores obtained in special ability exams did not have a significant relationship with the scores obtained in theoretical and applied courses; in the Physical Education and Sports department, it has been concluded that the academic achievement scores of the students who have SSE scores above 120 are significantly higher than those who have below 120 points. While these data show similarities with the scores of the Sports Management and Recreation departments, they differ with the results of the Physical Education and Sports Teaching and Coaching Education departments. Peker (2003)¹, in his study comparing students' SSE and special ability exam scores with their general academic achievement scores, concluded that there was no statistically significant relationship between the scores obtained from the special ability exam and the general academic achievement in the department. This result differs when the results of the study and Physical Education and Sports Teaching and Coaching Education departments are examined.

Considering that special ability exams and applied courses are based on physical performance, it is seen that the results of the study comparing physical activity and academic achievement in the literature are in line with the results of the study. In a study investigating the relationship between physical activity and academic achievement and cognitive functions, it was observed that the academic performance of students participating in high-intensity physical activities increased¹⁵. Similar results to university-level students were obtained in studies in the literature where students from different age groups were investigated and physical activity and academic achievements were examined. In a study on academic achievement and participation in sports of children in Ethiopia, it was observed that participation in sports increased academic success in children¹⁶.

It is seen that academic achievement in other branches that are not sportive but require special ability is compared with special ability exam results. In the studies of Altinkurt (2006)¹⁷ in terms of fine arts education programs in universities, Dalkıran and Şaktanlı (2009)¹⁸, Kurtuldu and Aksu (2017)¹⁹ conducted in the Department of Music Education in different years; it was determined that the entrance exam results were evaluated and there was a positive relationship between the students' special ability exam score averages and their success in applied courses. In another study, it was aimed to examine the physical activity levels of a total of 958 physical education and sports teacher candidates, 667 male and 291 female, from 5 different universities, in terms of academic achievement and various variables. According to the results, it was determined that their academic achievements were statistically high in a positive

direction²⁰. Considering that special talent exams and applied courses are based on physical performance, it is seen that the results of the studies comparing physical activity and academic success in the literature are in parallel with the results of the studies.

CONCLUSION AND RECOMMENDATIONS

The results of the study show that there is a positive correlation between the placement scores and academic achievement scores of the departments of which the applied courses are abundant (Physical Education and Sports Teaching, Coaching Education Department) in higher education institutions. The fact that special ability exams require physical skills and abilities makes it clear that students who are successfully admitted to higher education institutions in these exams are statistically successful in applied courses in the curriculum.

When the information in the literature is examined in general, it is clearly understood that more than one factor is effective on academic achievement. Studies on academic success in different fields have revealed that different elements have a very serious effect on academic achievement. Multidisciplinary studies may be recommended in this area.

Similar results were also found in studies that revealed the relationship between academic achievement and physical performance in different age groups. In order to achieve the goal of increasing the academic achievement of future generations, it is thought that more studies should be done on the effect of the courses that include physical activity on academic achievement in all age groups.

On the other hand, the fact that there is no statistically significant difference between the academic achievement scores of the applied courses and the HEIE scores of the students studying in the departments (Sports Management, Recreation departments) where students are only admitted by HEIE scores supports the result that the students accepted with the special ability exam are more successful in the applied courses. Based on this, it is thought that it is necessary to focus on special ability exams rather than HEIE in student admission to departments of higher education institutions that require special skills, exam systems can be handled specifically for departments, and more effective exam systems can be created by using this information in cases where exam contents need to be revised.

When considering the results of the studies, it is recommended to conduct studies all across the higher education institutions recruiting students with special ability examinations in Turkey. Students are required to be successful in both theoretical and applied fields. Therefore, the importance of HEIE scores should also be emphasized. In order to select students in the most efficient way, higher education institutions that accept students with special talent examinations are recommended to ensure the balance between the weight of special talent exams in the examination system and the weight of HEIE scores.

For academicians, the relationship between exam scores and academic success can be an idea for the teaching of the lesson. The expected performance level of students can be determined by looking at the entrance exam results of the department or faculty or, the results obtained in terms of performance can be interpreted in this context.

In terms of students, the fact that general statistics and exam results are positive in terms of academic success may inspire self-confidence and encourage them to study more. From this point of view, it is thought that the study conducted can be a guide for both academicians and students.

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