

Establishing Football Vocational Schools: Perspective from Turkey

SERDAR SAMUR¹

¹*Istanbul Gedik University, Sports Science Faculty, Istanbul, Turkey, Phone Number : Work : +90 (216) 646 42 12 – 4013 & Facsimile : +90 (216) 646 42 14, Cell : +905076047320, Email:ssamur_2002@yahoo.com*

ABSTRACT

The aim of this study was to understand what principles should be used in the future when establishing Football Vocational Schools in Turkey in order to ensure that future Turkish football players are better trained, and that this occurs in economically viable ways. The study was conducted as a case study. The data were collected using the interview technique and then subject to content analysis. Converting the football academy units currently found in Turkish sports clubs into Football Vocational Schools will fill the current deficiencies in the Turkish education system and will provide the well-trained and elite football players increasingly required by professional clubs. These schools should focus on providing education and training in football, which should be complemented by the subjects in the national education curriculum. This will make it easier for talented young footballers to choose football as a profession from an early age. Such a training model will help create a new service area with high added value in a market in which there is strong international competition.

Keywords: Vocational School, Syllabus, Football Training, Turkish Education, Football Economy

INTRODUCTION

1.1 Success and Continuity in Football: Although many sports have affected people throughout history, no sport has ever been as universally popular as football (Ongan & Demiröz, 2010). Football, which has become economically important worldwide as a result of globalization, is now the driving force of the global sports industry. Countries wishing to participate in this industry are thus constantly looking for the most economically viable ways to achieve success in the game.

Sports clubs, who are the major actors within the sports industry, can achieve significant revenue flow when they are successful, increasing the value of their brands and making sponsorship more attractive (Naidenova & Chmykhov, 2014). Pinnuck and Potter (2006) found that there was a significant relationship between success in sports and marketing income.

When football teams become champions in their national football leagues, or achieve success by participating in international football championships, this increases their advertising revenue, sponsorship, jersey sales, and publication and their net incomes (Solberg & Gratton, 2004). Examining football clubs' sources of income, it is clear that there is a strong connection between sporting success and growth (Kızıltepe, 2013). Hoffman (2002), Houston & Wilson (2002), and Macmillan and Smith (2007) have all also shown that the size of the national population and GDP plays an important role in footballing success.

The development and changes occurring in football reveals that it is no longer just a sport. The increased monetary values associated with football and the widespread and growing interest in the game around the world have made it necessary for local federations to develop independent structures of governance. In line with this trend, the Turkish Football Federation (TFF) became autonomous in 1992. One of the goals of the TFF is to organize youth development and development programs to improve football activities (TFF Establishment and Duties Law, 2009).

Nevertheless, the Turkish men's national football teams were not able to qualify for or participate in the

2006,2010,2014,and 2018 FIFA World Cups or the 2004 and 2012 European Championships. Akkoyun (2014) stated that one of the reasons why Turkish national teams had failed to qualify for these competitions was that there was a lack of elite players who had been properly trained in Turkish sports clubs and football academies.

Akşar (2014) found that out of 170 footballers trained in the football academies of the best sports clubs in Europe, 9% subsequently played in that side's A team, while this rate was only 4.5% in Turkey. In addition, he emphasized that large investments should be made in football academies and player monitoring in order to ensure a continuity in training and to achieve greater success. However, some of the biggest clubs in Turkey are still not yet able to fully meet the UEFA criteria for facilities and equipment, and do not allocate sufficient time for training (Topkaya, 2013b).

In general, the goal of football academy coaches in Turkey is for their trainees to be selected for a club's A team and to retain their place in the squad. To put it more clearly, sports academies have tended to become vehicles for this aim, rather than places focusing on players' overall education and sporting development (Topkaya, 2013b). In addition, most players in football academies do not attend all the lessons required by the Turkish national education curriculum because the course load overflows into the afternoon. This situation causes these children to have difficulty in establishing and maintaining a balance between their basic lessons and their sports activities (Akkoyun, 2014).

In this regard, the Ministry of National Education has recently started working to implement the following new regulations for sporting talent development included in the 2023 Vision for National Education (Selcuk,2018).

- The curriculum will be structured flexibly and be modular in vocational and technical education.
- Vocational training will begin in the 9th grade.
- Vocational and technical students will be able to have longer periods of work experience in real business/commercial environments.

- Public and non-governmental organizations which wish to establish vocational and technical education institutions will be financially supported.

1.2 Physiological Changes and Football Education: The World Health Organization (WHO) defines the most critical development period of human life as adolescence, the years between the ages of 10 and 19. The rapid physical growth and development that occur in adolescence cause a range of anatomical, physiological, mental and psychological changes (Doganer & Aydoğan, 2018).

Football is a sport that can be played from a very early age, and that can be customized according to the child's developmental stages. The various topics which should be emphasized in age-appropriate sports education include the following :

Active Launch (Game) Stage, 0-6 years old: hand-eye coordination, which is part of daily life, including actions such as moving, holding, pulling, changing direction and doing physical activity (Balyi, 2002).

Basic (Game/Entertainment) Education Stage, 6-9 years old: development of sports tactics with elements such as teaching speed, balance, coordination and speed, improving daily play and physical activity, teamwork, speed, accuracy, repeatability, a well-planned and structured game program, individual technical and tactical skills (Aslan, Akça and Müniroğlu, 2015).

Learning to Work (Game/Entertainment) Stage, 9-12 years old: continuing to improve balance, coordination and speed, incorporating physical, sensory and cognitive components into a well-planned program, teaching the basic skills of football as well as multipurpose skills, transferring individual technical and tactical skills to a competitive environment (Richardson, Gilbourne & Littlewood, 2004).

Initial Training Stage, 12-16 years old: developing force, force and speed, football-specific skills and fitness, making functional evaluations and learning to play in different positions (Topkaya, 2013).

Basic Level Education Stage, 16-19 years old: competitions, football-specific concentration, determination of strengths and weaknesses, customizing training with football-specific tests and measurements, development of football-specific technical and tactical skills, preparing for competitions, advanced physical, mental, cognitive and sensory developments, game skills and improving competence (Richardson, Gilbourne and Littlewood, 2004).

Intermediate Education Stage, over 19 years old: special preparations to achieve the highest possible performance level, further development of technical, tactical skills and abilities, special preparation focused on winning, focus on top championships, vocational training, the ability to compete and to reach desired goals, working with a professional support team (Balyi, 2002).

1.3 Changes to Organizational Structures: Organizations carry out many different activities to achieve their goals. These activities are the basic functions of any business (Tekin, 1996), and can be grouped into the domains of Management, (Planning, Organization, Directing and Control), Marketing/Sales, Production/Service, Accounts/Finances, and Human Resources (Allen, 2013). In addition to these functions, Research and Development (R&D) and Public Relations as support functions to the

business (Şimşek, 2002). These basic and support functions help ensure that business goals are reached.

To ensure success, the structure of organizations should be constantly updated and these functions constantly reviewed, and this can occur through initiatives such as Total Quality Management (TQM) or Strategic Planning and Downsizing. However, if these changes occur only in name only, they may not be sufficient to protect the ongoing existence of the organization or to achieve the desired goals (Cameron, 1997). Given that sports organizations are also businesses working under the influence of globalization, they also need to be aware that they will not survive if they are not able to adapt their structures to function in accordance with contemporary management practices as required.

At present, sports clubs in Turkey are still not able to train and produced the desired number of well-trained, elite footballers. Moreover, the TFF has as yet been unable to establish a successful football-specific training structure for young players. In addition, sports clubs have proven unable to use their own resources to build organizational structures that can transform children and young people into elite football players. However, although the Turkish national education system has not to date been able to create institutions able to properly train football players, the 2023 Vision of National Education should make this more possible.

On this basis, the current study aims to prepare the ground for the establishment of schools in Turkey that are specifically intended to systematically train and educate professional football players. The focus of the study was to understand how to establish a Football Vocation School that will produce the kind of football players that football clubs require.

MATERIALS AND METHODS

2.1 Limitations: This research was carried out with reference to the current Youth Development Programs implemented in the sports schools and academies of professional sports clubs. Professionals working in clubs in Leagues 1, 2 and 3 were chosen for the study.

2.2 Participants: Six people from each club, each with at least five years' experience in football academies, participated in this study. Three of them had training in sports management and three had a UEFA B license.

2.3 Research methods: The research had a qualitative design. Qualitative research uses data collection methods such as observation, interviews and document analyses, as well as individuals' own perception of events, to attempt to gather and information from a natural environment and present it in a realistic and holistic way (Yıldırım & Simsek, 2005).

2.4 Development of the Data Collection Tool: The data were collected by interviewing experienced managers and coaches in football clubs' sports schools and academies. The interviews used semi-structured questions and each question was prepared in order to obtain different data to analyze.

2.5 Interview technique and questions: Patton's "interview form approach" was used and five open-ended and semi-structured questions were prepared beforehand. The questions on the interview form were as follows:

- Why do football clubs need to have well-trained players?
- Why don't we train players well in Turkey compared to the European countries?
- What kind of a sporting structures should be established in order to train football players properly in Turkey?
- What kind of model should be developed to provide high-quality football training?
- What would an organizational chart for high-quality football training look like?

2.6 Data analysis: The data were written down by the researcher and then analyzed using content analysis. The answers given by the participants to each question were grouped and interpreted in terms of their similarities. In order to increase the reliability of the study, the common issues raised for each topic were determined

3. RESULTS

3.1. Need for Elite Football Players: Sports clubs are the main actors in the game of football and have become businesses. Sports clubs must meet their own financial needs with their own resources in order to sustain their success.

- For fans, success is indicated by a sports club ranking high in the league or being the league champion, and participating in international football tournaments. Participation in these provides an important source of revenue to clubs.
- Teams with elite players tend to participate in more championships
- The Turkish men's national team did not participate in the 2006,2010,2014 or 2018 Soccer World Cup organization or the 2004 and 2012 European championships.
- The inability of the Turkish national team to qualify for the FIFA World Cup and the European championships confirmed the statements of the participants, because the footballers in the national team were initially trained in the country's sports clubs.
- While 10% of young people trained in the football academies of European professional sports clubs play in the side's A team, this rate is 4.5% in Turkey. This reveals the lack of well-trained players.
- The participants stated that the lack of elite athletes in the football academies of Turkish sports clubs was an important deficiency.
- It was a common opinion that footballers should learn how to play the game in well-organized training institutions.

3.2 Lack of Adequate Training:

- The participants stated that it was a significant problem that sports education and related subjects were not included in the Turkish National Education curriculum.
- They said that there were no institutions other than sports clubs that provided opportunities for children with natural abilities and the wish to play football.
- The participants stated that the vast majority of football coaches in sports clubs did not have sufficient qualifications, such as a UEFA License, and that there was a lack of training facilities and training materials in the clubs.

- They expressed the view that the players trained in club academies were often not selected for the club's A team, which meant that the effectiveness of the academies was reduced.
- They also stated that the Football Federation did not have a program for talent development.
- In the light of this information, it can be understood that the clubs are not currently able to adequately train their gifted young players. It thus appears that in order to train those with footballing talent, there is a need for a school environment in which children can receive training regularly from a very early age and be supported by experts.

3.3 Elite Football Training System:

- The participants stated that the 2023 Vision for National Education will enable talented children to eliminate their educational weaknesses, because it will enable the establishment of special football schools for children with talent.
- They believed that these special football schools, established within sports clubs, will make it possible to balance daily education in sports and national education topics, and that these schools will then become Football Vocational Schools.
- The participants stated that such institutions will have very close ties with sports clubs. They believed that if the 12-year training process were able to continue uninterrupted, this would allow sufficient time to be allocated to football training and that this would eliminate any gaps in the training. In addition, the participants stated that the children educated and trained in these schools should play in clubs' A teams.

3.4 Football Training Stages and Participation in Leagues : The participants affirmed that the main purpose of football education is to make children love sports, to contribute to their becoming athletes and to prepare those who are naturally talented for a career in football.

Information related to the joint implementation of the national education curriculum and football education is given in Table 1.

Table 1 : The Stages of School and Football Learning in Football Center

Primary School (6-9 age)	Secondary School (10-13 age)	High School (14-17 age)	University (18-21 age)
Introductory Stage	Basic Training Stage	Intermediate Training Stage	Advance Training S
Stage 1-2	Stage-3	Stage 4	Stage 5
U-11,12 (Team)	U-13,14,15 (Team)	U-16,17,18 (Team)	U-19,20 (Team)
6-12 Age Practice:3hours in a week	13-15 Age Practice:4 hours in a week	16-18 Age Practice:6 hours in a week	19 -21 Age Practice: 6 hours in week
Psycho-motor Ability Enjoyment	Technique Emotional Control Talent Development	Tactics Emotional Control Talent Development	Specific Individual Development
Laying Foundations for Physical Fitness		Building Athleticism and Physique	

In the light of this information, the subjects covering the national education level and football education according to the National Education stages are in Table 2.

Table 2 : Sport and Football Training Model and League Competition

Age Range	National Education	Training Phase	Football Education Scope	League Competitions
Football School				
6,7,8,9	Primary School	Introductory Stage - 1	Ball Mastery, small group tactics, technique, motivation and basic movements	-
10,11, 12	Secondary School	Introductory Stage - 2	Harmony with the ball, one-on-one skills, turns, one-on-one attack and one-on-one defense, pass and take, hitting and shooting, discipline, focus, enjoyment, coordination and balance	-
Football Education Center				
8,9,10	Primary School Secondary School	Introductory Stage - 1	Technical, small group tactics, agility, balance, coordination, game preparation, ball pick, special skills under pressure, small group combinations, strength development, basic strength, game preparation	-
11,12	Secondary School	Introductory Stage - 2	Techniques, Tactics, Psychology, Athletic Development,	Regional League U13
13,14, 15,	Secondary School High School	Basic Training	Sports Anatomy and Physiology, General Gymnastics, Wide range of tactics, Developing a game style, Focusing on quickness and getting the right position, Developing strength, respect for coach and game, Innovative understanding, strengthening and disability prevention	Youth Development League (U14,U15,U16)
16,17, 18,	High School University	Intermediate Training	Athlete Health, Sport Psychology and Sociology, Sport and Nutrition, Technical and tactical, competing teams and players compliance with the rules of the game, physical and psychological training under pressure to win, strength, speed, strength, and fitness	Youth Development League (U17,19)
Preparing Team				
19,20,21	University	Advance Training-1	Ability development and transition to professionalism, preparation for professional leagues, elimination of individual deficiencies, and playing football in the preparatory league team	TFF U20,U21
Club Team				
22 -	Master's Degree	Advance Training - 2 Team-A	Includes talent development, professional players who have been successful in all stages start to play in club A team.	Professional League Competition

It covers the two-stage structure of football education and football education according to the national education levels of children.

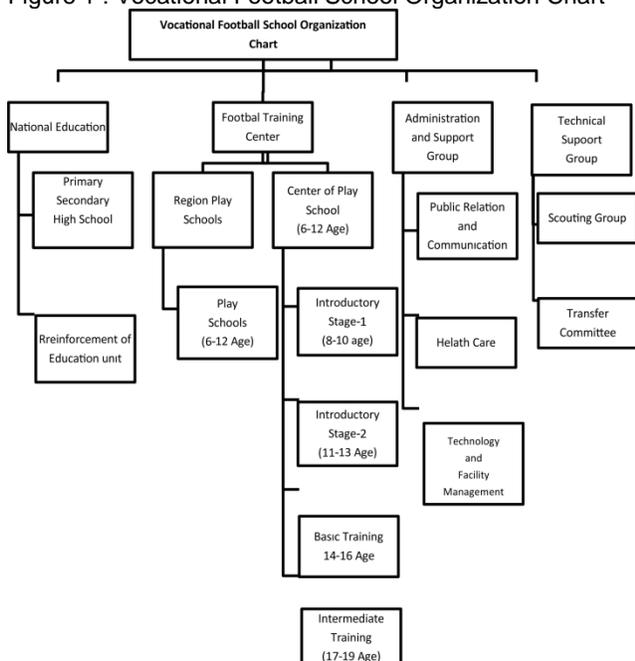
The main institutions involved are football schools, the football academy, preparatory teams and the A teams. In this context, the training of the children will be carried out over three different periods, in two main areas and four stages. Physical and athletic skills will be built up during high school years, while basic physical fitness will be concentrated on during primary and secondary school.

3.5 Professional Football Training Organization Chart:

- The participants stated that there were national education, sports and administrative issues with regard to how football training should be organized, and that national education occurs in a hierarchy of education, including high school, starting from primary school.
- They believed that football training should be divided into two main areas, with "game schools" for children between the ages of 6 and 12 in the first section, and that children with ability should be selected from these schools and given an academic education.

- The participants recommended the establishment of a central sports school within this structure and the creation of a first pool of children between the ages of 6 and 12. In this school, the first stage of training should be given to children between the ages of 8 and 10 and those who are successful at this should pass to the second stage.
- They thought that children between the ages of 14 and 16 who had progressed through the early stages should continue basic football training and make a decision whether to pursue the profession during this training. They stated that after this basic phase, young people between the ages of 17-19 would move on to intermediate training.
- The participants stated that public relations, health care, and sports technologies should be included in the administrative group and that there should be a monitoring and transfer committee in the technical group.
- The proposed organizational chart is given as Figure 1.

Figure 1 : Vocational Football School Organization Chart



In summary:

- There is not yet a program for training and educating talented young footballers within the Turkish National Education System.
- The TFF. has not yet carried out any specific activities to train Turkish footballers.
- Sports clubs are not themselves able to implement organizational structures that can adequately train young football players using talented coaches, and do not have the ability to provide proper technological support.

- The size of the football industry gives those who are qualitatively different from the competition a significant advantage.
- In order for sports clubs in Turkey to overtake their global competition, they need to use their own resources to create these differences.
- Football is now an accepted profession and training its members from an early age has become an important issue.
- The 2023 Vision for National Education will enable the opening of Football Vocational Schools.
- A proposed organizational chart for a Football Vocational School is given in Figure 1.
- According to this chart, a Football Vocational School will have a section focused on the national education curriculum, a football training center, as well as separate administrative and technical support groups.
- Such an institution could be established within the private sector as a social enterprise that implements a specific business model to ensure its sustainability.

What does this article add to the literature?

This article contributes to the literature in three ways. First, establishing Football Vocational Schools will enable football to be recognized as a profession in Turkey, because football is the driving force of the global sports industry. Second, these vocational schools will provide a suitable environment for the development of the physical and technical abilities of children who are considered to be naturally gifted at sports. Third, these schools will also provide the opportunity for children to develop their specific footballing talent while maintaining their compulsory primary education. They will also ensure that the developmental stages of the child are closely monitored and that any issues can be addressed in a timely manner.

4. DISCUSSION AND CONCLUSION

Themes, codes, and issues arising from the participants' views about the reasons for the lack of elite football players in Turkey are given in Table 3.

Table 3 : Football Vocational School Topics and Codes

Questions	Codes	Theme	Participants
1. Why do football clubs need to have well-trained players?	The services offered by football are a product. To become an economic organization, clubs must have high brand value and ensure continuity in sporting success. Sports academies have a key role in providing the most economical football player for the sporting success of the team. Sporty success makes a significant contribution to the number of fans, cash- flow revenues, and advertising.	Need for Qualified Footballer	P1,P2,P4,P5
2.Why don't we train players well in Turkey compared to the European countries?	In the national education system, children cannot devote enough time to football education, Inadequate physical infrastructure, lack of training grounds and lack of equipment, the presence of inexperienced coaches, club management structures that do not give confidence to the child, the Football Federation is insufficient in this regard.	Deficiencies in Training Elite Footballers	P1,P2,P4,P6
3. What kind of a sporting structures should be established in order to train football players properly in Turkey?	The intensity of the national education courses should be reduced, more time should be devoted to the child's love for sports, and the ability to train those who have the ability in private football training institutions, Balancing national education issues and football education issues in special education institutions to be	Qualified Footballer Training System	P1,P3,P4

	established, Those who are educated in educational institutions must be in the A teams of the clubs.		
4. What kind of model should be developed to provide high-quality football training?	Training must be 4 stages, Training within this structure should start at age 6, 6-12 years of initial education, 13-15 years of basic education, 16-18 years of intermediate education and 19-21 years of advanced education, Psycho-motor development and enjoyment of play between the ages of 6-11, 12-15 years of age, technical and emotional development, tactical and emotional development between the ages of 16-18, Special attention should be given to special and personal programs between the ages of 19-21.	Football Training Stage and Participation in Leagues	P1,P2,P3,P4, P5,
5. What would an organizational chart for high-quality football training look like?	It consists of two directorates under the Director-General of the School and an administrative and technical support group to support them, National Education Director who will follow and direct the activities of National Education, Football School Director who monitors and directs the activities of Football Schools, It should consist of the administrative group and the technical support group to carry out all the administrative activities of the school. Footballers trained in the school must first work in teams that prepare for the league and then move on to the professional team.	Football Training Organization Chart	P1,P4,P5

The results of the discussion about the themes and codes were as follows:

4.1 Theme 1: Need for Well-trained Players: Pinnuck and Potter (2006) found a significant relationship between success in sports and income. Sports clubs are always looking for ways to achieve sporting success because success not only generates cash flow, but also increases brand value and makes sponsorship attractive (Naidenova & Chmykhov 2014).

The participants in this study stated that Europe's best sports clubs chooses to invest in football training units to ensure continuity in sports success. Aksar (2005) also stated that the best sports clubs in Europe chose to invest more in football player training units in order to ensure continued success because this is the most economically sustainable way to train elite players. The participants stated that training football players within the clubs themselves is important and that players trained in the clubs are an important resource.

The interviewees also stated that sports clubs are the main agents in football and have become commercial organizations. In addition, they stated that footballing success increased the number of fans and participation of more fans in the club activities, and this increased the flow of income to the club.

4.2 Theme 2: Deficiencies in Training Elite Footballers: The Turkish men's national football team was not able to qualify for the 2006,2010,2014, and 2018 World Cup and 2004 and 2012 European championships. Akkoyun (2014) says that one of the reasons why Turkish national teams fail to qualify for the World and European cups is the lack of elite players trained in the football academies. Aksar (2014) says that 9 % of every 170 children at the sports schools in Europe's best clubs go on to play for the clubs' A teams, while the rate is 4.5 % in Turkey. Akkoyun's analysis and Aksar's statistical information clearly demonstrate a serious issue in terms of the training of Turkish players.

Topkaya (2013b) says that even the big clubs in Turkey have inadequate infrastructures according to the UEFA criteria and that children do not have enough time for football training within the national education system. He also states that the trainers working in sports clubs' football academies are not good enough, and that the players trained in the academy do not go on to play for their side's A teams.

The participants in this study stated that the intensity of lessons in the national education system does not give children enough time to train in football, and that the lack of training equipment in sports clubs prevents children from reaching the desired quality. They said that trainers were often changed after very short periods of time and that this was a major problem. In addition, the interviewees noted that most of the coaches did not have sufficient qualifications and experience, and that some did not even have a coaching certificate. In this context, it is also true that the sports clubs where children choose to do sports in their spare time do not provide a quality service. As a whole, children who both wish to play football and have natural abilities in the sport may often be overlooked.

The fact that the national team has not been able to participate in international championships for many years shows that there are no elite players currently emerging from the football academies. This indicates that the Turkey Football Federation is inadequate. These views of the participants support the views of the authors. The findings of this study indicate that sustained and enduring success requires the best quality football players, and that the most economically viable ways are needed in order to achieved in this.

4.3 Theme 3: Elite Footballer Training System: In August 2019, the Ministry of National Education announced its 2023 Vision for National Education. This paves the way

for special arrangements to be made for children who are determined to have specific sports skills.

In Turkey, compulsory national education has three main stages: the first stage is primary school for children between the ages of 6 and 9, the second stage is secondary school for children between the ages of 10-13, and the third stage is high school education for young people between the ages of 14 and 17.

The participants felt that the idea of gathering sports and national education activities together under the same roof in accordance with the age of the children was in line with the Vision for National Education. In addition, they stated that, in Football Vocational Schools established within or as parts of sports clubs, it should be possible to organize daily national education and sports training programs oriented towards football. They also believed that such institutions will open up a career path for children who are found to have specific footballing potential at an early age, while also allowing the full compulsory education process to continue without interruption.

Participant (P1) wanted players who had reached an advanced level of football education to be able to continue with a university education. Participants (P2,P3,P5) stated that children raised in these schools should play in the A team of the clubs. The interviewees also said that the main focus of football education institutions should be sports schools, sports academies, preparatory teams and football clubs' A teams. In sum, the participants agreed with the idea that the football academies within sports clubs should be structured like vocational schools in order to train properly qualified, elite athletes. This assessment is in concurrence with the Vision for National Education. Establishing Football Vocational Schools will allow future professional players to be properly trained while also following the national education curriculum and will ensure that children with footballing ability will have the opportunity to choose their profession at an early age.

4.4 Theme 4: Stages of Football Training and Participation in Leagues: Aslan, Akça, and Müniroğlu (2015) stated that the most important football topics in the 6 to 9 year-old age range are teaching children how to apply themselves better and make an effort; emphasizing balance, coordination and speed; improving their daily play and physical activity; teaching them to repeat their actions. In addition, the participants thought that the following issues should be given importance in teaching football to children between the ages of 6 and 12: one-on-one attacking and defensive moves, and how to control and manage the ball. These findings are parallel to the opinions of the authors.

Richardson, Gilbourne, and Litlewood (2004) stated that children between the ages of 9 and 12 should be taught the significance of balance and coordination as being among the basic skills of football, and that they should develop their physical, sensory and cognitive skills. Topkaya (2013) emphasizes the importance of improving strength and speed, and developing tactical skills and fitness between the ages of 12 and 16, as well as the ability to play in different positions. The participants in this study stated that the following are important for football education between the ages of 12 and 16: learning about a wide-range tactics, psychology, athletic prowess, the

development of style, speed and a focus on being in and finding the right position. These findings support the authors' views.

For young people aged between 16 and 19, Richardson, Gilbourne and Litlewood (2004) emphasized the importance of football-specific concentration, understanding one's strengths and weaknesses, developing technical and tactical skills specific to football, understanding competition, and developing both physically and mentally. The participants in this study expressed the idea that those in the 17-19 age group should be place importance on issues such as technique and tactics, preparing for the specific opponents, the rules of the game, winning under pressure, power and speed. These findings reflect the thoughts of the authors.

Balyi (2002) states that 19 and over is an age at which special attention is required in order to attain the highest possible level of performance and to further develop technical and tactical skills and abilities. The participants in this study stated that it would be appropriate for young people aged 19 and over to continue to develop their individual football skills and learn more about technical and tactical issues while playing in a professional league. These findings are close to the authors' point of view.

The interviewees stated that the decision whether to pursue a university education should be the responsibility of the individual players and that sports clubs should support them in whatever decision they make.

4.5 Theme 5: Vocational School Organization Chart: As noted above, Allen (2013) stated that the main functions of any business are Management, Marketing, Production/Service, Accounts/Finances and Human Resources. Simsek (2002) asserted that R&D and Public Relations are the most important support functions. The participants stated that any future Football Vocational School will be a service provider with two main roles, to provide compulsory national education and to provide football education. The participants stated that the schools should use information technology, accounting, finance, communication, social media, and health and logistics to support the provision of these basic services.

REFERENCES

1. Allen, L. (2013). *Management and Organization*. McGraw- Hill Series in Management Paperback, August Publishing Literary Licensing, LLC 17, 2013.
2. Aksar, T. & Kutlu, M. (2008). *Football Management*, Literature Publication, p. 86, Istanbul.
3. Aslan, C.S. & Akca, F. & Müniroğlu, S. (2015). *Examination of Player Training Efficiency of Super League Teams' Infrastructure*, Ankara University Faculty of Sport Sciences, 2015, 13 (2), 103-112.
4. Atılğan, F. (2017). *Management and Organization* (3rd ed.). Nobel Publication Distribution, Istanbul.
5. Bora, T. & Cıgdem, A. & Akkaya, Y. (2008). *Talking about Football I*, Gazi University Faculty of Communication, Issue 26, p. 343, Ankara.
6. Balyı, İ. (2011). *Long Term Athlete Development Model, Physiological Evidence and Application: Journal of Sports Science*. 29(4):389-402.
7. Cameron, K.S. & Quinn, R.E. (2006). *Diagnosing and Changing Organizational Culture Based on Competing Values Framework*. Josey Bass, San Francisco.

8. Cameron,K.S.& Quinn,R.E.& Degraff,J.& Thakor,A.V.(2006). Competing Values Leadership: Creating Value in Organization. *New Horizons in Management*.
9. DEVECIOGLU,S.(2004).The Relationship Between Sports Achievements and Market Values of Publicly Offered Sports Clubs. *Sportmetre,Journal of Physical Education and Sports Sciences*, 2 (1), 11-18
10. Doganer,Y.C.& Aydogan,U.(2018). Adolescent Period and Physiological Changes : Adolescent Health Problems. *Journal of family medicine and primary care*, 4(1), 39. p.1-7.
11. Ford,P.R.& Le Gall,F. & Carling,C. (2008). Science and Football IV (1st eds.), Cross-Cultural Comparison of the Participation Histories of English and French Elite Youth Soccer Players, s.138-142.
12. Hoeffler,S.& Keller,K. (2003).The Marketing Advantages of Strong Brands. *Journal of Brand Management*, Vol. 10 No. 6, pp. 421-445.
13. Holmes, B.(1981). Comparative Education: Some Considerations of Method. Ailen and Unwin Publication,London.
14. Hoseini,M.K.&Ramzaninezhad,R.& Shafree,K. & Modamad, P. (2010). The Relationship Between Collective Efficacy And Coaching Behaviors in Professional Volleyball League Of Iran Clubs, *World Journal of Sport Sciences*, s.2.
15. James,N.&Mellalieu,S.(2004). Possession as a Performance Indicator in Soccer. *Journal of Performance Analysis in Sport*, 4 (1), 98-102.
16. Kiziltepe,M.C.(2012).Valuation Framework for Football Clubs,*Sportmetre Physical Education and Sport Sciences Journal*, 2012, (3) 77-88
17. Karasar,N.(2015). Scientific Research Method (28thth ed). Nobel Academy Publication, Ankara
18. Kocel,T.(2005). Business Management, Ankan Publication(10th ed.).Ankara
19. Matt, P. & Brad,P.(2006). Impact of on-field football Success on the off-field Financial Performance of AFL Football Clubs. *Accounting and Finance*. 46. 499-517. 10.1111/j.1467-629X.2006.00179.x.
20. Naidenova,L.&Parshakov,P.&Chmykov,A.(2016).Does Football Sponsorship Improve Company Performance?. *European Sport Management Quarterly*, 16:2, 129-147,DOI : 10.1080/16184742.2015.1124900
21. Richardson,D.&Gilbourne,D.&Littlewood,M.(2004). Developing Support Mechanisms for Elite Young Players in a Professional Soccer Academy: Creative Reflections in Action Research. *European Sport Management Quarterly*, 4:4, 195-214, DOI: 10.1080/16184740408737477
22. Selcuk, Z. (2018). 'National Education Vision'. *School Development Model*. Hyperlink: [[http://www. http://2023vizyonu.meb.gov.tr/](http://www.meb.gov.tr/)]. Retrieved on 10 September 2021.
23. Sunay,H.(2018). Comparison of Turkey and Germany Football Academy. *Journal of Physical Education and Sport Sciences*,16(4),126-139.
24. Solberg,H.&Grattion,C.(2004). Would European Soccer Clubs Benefit from Playing in a Super League?.*Soccer & Society*. 5. 61-81. 10.1080/14660970512331391004.
25. Tas,H.(2002).Management of Management Processes in Creating Creative Organizational Culture. *Educational Administration: Theory and Practice*, 32 (32), 532-555.
26. Topkaya,I.(2015).Infrastructure Training in Football A General Framework Regarding Infrastructure and Pedagogical Approach in Infrastructure Education. *Paradigm Academy Publishing, Istanbul*.
27. Williams,C.(2011).The Long-Term Athlete Development Model: Physiological Evidence and Application, *Journal of Sports Sciences*, 29:4, 389.
28. Yıldırım,A. & Simsek,H.(2005). Qualitative Research Methods in Social Sciences Updated Improved (5th ed.), Ankara: Seckin Publishing, 366 p. ISBN 9750200071.