

**Student Perceptions in the Evaluation of Ergonomic Convenience of the Classrooms at Akpinar Multi-Program High School**Fatma Arpacı<sup>1</sup>, Muhsin Hazar<sup>2</sup>, Meryem Altun<sup>3</sup>, Zekihan Hazar<sup>4</sup> and E. Ozan Tingaz<sup>5</sup><sup>1</sup>Gazi University, Family Economics and Nutrition Education, Ankara, Turkey<sup>2</sup>Gazi University, Physical Education and Sport High School, Ankara, Turkey<sup>3</sup>Akpinar B.Abdiusagi Secondary School, Kirsehir, Turkey<sup>4</sup>Gazi University, Physical Education and Sport High School, Ankara, Turkey<sup>5</sup>Gazi University, Physical Education and Sport High School, Ankara, TurkeyTelephone: <05426929541><sup>1</sup>, <05359675361><sup>2</sup>, <05534514538><sup>3</sup>, <05071789129><sup>4</sup>, <05074902476><sup>5</sup>E-mail: <arpacij@gazi.edu.tr><sup>1</sup>, <muhsin@gazi.edu.tr><sup>2</sup>, <mrymltn@hotmail.com><sup>3</sup>, <zekihanhazar84@gmail.com><sup>4</sup>, <emreozantingaz@gmail.com><sup>5</sup>**KEYWORDS** Classroom. Comfort. Ergonomic Human Engineering. Perception. Suitability. Student

**ABSTRACT** This study aims at evaluating ergonomic convenience of the classrooms at Akpinar Multi-Program High School, and it is conducted with 144 voluntary students out of which, 31.9% of the students were 15 years old, 30.6 percent were 16, and 54.2 percent were females, while 45.8 percent were males. The percentage of common high school students was 30.6 percent and the percentage of students with 7 hours of class a day was 81.9 percent. In addition, 74.3 percent of the classrooms had a capacity of 30. Also, 56.2 percent of the students stated that there was noise in the setting; 86.8 percent stated that ceilings and walls were not with sound insulation and 87.5 percent stated there were no adjustable shades available for the windows. It was observed that there was noise in the setting which varied significantly with ( $t=-2.79$ ,  $p<0.01$ ) and male students (1.56) were affected more than females (1.33) by the fact that there was noise in the setting. It is understood that sitting height is not adjustable (72.9%), that chairs are not adjustable (81.9%), that they have no arm rest (86.8%) and that material of desks is not designed in a way to avoid falling (76.4%). In the area of having enough legroom, male students (1.39) have a higher mean than females (1.20), and there is significant difference between male and females ( $t= -2.52$ ,  $p<0.05$ ). It is defined that students feel tired after study in the classroom (80.6%), and that there is distractibility during and after study in the classroom (68.8%). In the area of distractibility during and after study in the classroom, male students (1.50) have a higher mean than females (1.37), and in the case where there is distractibility during and after study in the classroom, it differs according to sex ( $t=-3.10$ ,  $p<0.01$ ).