




Investigación sobre las actitudes de los estudiantes de secundaria hacia el deporte

Investigation of high school students' attitudes towards sports

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Resumen

En este estudio, se tuvo como objetivo examinar las actitudes de los estudiantes hacia el deporte según género, tipo de escuela, nivel de ingresos familiares, condición deportiva regular y participación en el equipo escolar. En la investigación se utilizó el modelo de encuesta general. El grupo de datos consistió en 494 estudiantes voluntarios, 285 niños y 207 niñas, que fueron educados en escuelas secundarias vocacionales y de Anatolia y seleccionados de acuerdo con el método de muestreo apropiado. En la investigación se utilizó la Escala de Actitud hacia el Deporte. Análisis de frecuencia y porcentaje para estadística descriptiva como análisis de datos; Se utilizó el análisis de varianza (ANOVA de una vía, prueba t de muestra independiente) para comparar las puntuaciones medias en medidas no relacionadas, y se utilizó la prueba de Tukey para determinar qué grupos difieren significativamente. Como resultado de la investigación, se ha determinado que las actitudes de los estudiantes hacia el deporte revelan diferencias significativas según género, tipo de escuela, nivel de ingresos familiares, condición deportiva y participación en el equipo escolar. En el estudio, se determinó que los estudiantes que son hombres, estudian en la escuela secundaria vocacional, tienen altos ingresos familiares y practican deportes tienen una mayor actitud hacia el deporte. Además, se encontró que los equipos escolares mejoraron positivamente la actitud de los estudiantes hacia los deportes.

Palabras clave: deportes, escuela, estudiantes, actitudes, interés por el deporte, convivencia con el deporte.

Abstract

In this study, it was aimed to examine students' attitudes towards sports according to gender, school type, family income level, regular sports status and participation in the school team. General survey

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model was used in the research. The data group consisted of 494 volunteer students, 285 boys and 207 girls, who were educated in Anatolian and Vocational High Schools and selected according to the appropriate sampling method. In the research, the Attitude Scale towards Sport was used. Frequency and percentage analysis for descriptive statistics as data analysis; Variance analysis (One-way ANOVA, independent sample t-test) was used to compare mean scores in unrelated measurements, and the Tukey test was used to determine which groups differ significantly. As a result of the research, it has been determined that students' attitudes towards sports reveal significant differences according to gender, school type, family income level, sports status and participation in the school team. In the study, it was determined that students who are male, study at vocational high school, have high family income and do sports have higher attitudes towards sports. In addition, it was found that school teams positively improved students' attitude towards sports.

Keywords: Sports, School, Students, Attitudes, Interest in sports, Living with sports

Introduction

Positive behavior is of great importance in shaping the lifestyle of individuals and gaining awareness of healthy life. As in many subjects, the aim in sports is that attitudes towards sports affect the behavior of individuals positively. According to İnceoğlu (1993), attitude is defined as an emotional, behavioral and cognitive response in which the person organizes his experience and knowledge against himself / herself or a social subject, object or situation in his environment. Many of the attitudes seem to have their origins in childhood. Attitudes are gained through experience, strengthening, imitation and social learning through more experience (Kağıtçıbaşı, 1999). Culture, society and school are the primary factors affecting attitude. It is possible to list these factors as individuals' gender, interests, family, sports resumes, skill levels, relationships with their peers and teacher factor (Kangalgil, Hünük & Demirhan, 2006).

School-age individuals carry out useful activities such as following school rules, respecting their teachers and friends, working in harmony with their friends, and efficiently evaluating their free time. Attitude plays an important role in the emergence of such behavior. Attitudes help shape the behavior of individuals affectively. Attitude is effective in determining the direction and severity of the individual's behavior (Doydu et al., 2013). One of the areas where attitude is effective is sports. Researchers talk about the benefits of societies, especially children and youth, to gain positive sports attitudes (Göksel & Caz, 2016). Attitude helps young individuals acquire features such as participation in sports, working together, discipline, leadership, gentlemanly behavior and socializing (U.S. Department of Health and Human Services, 2000).

Sports is one of the most common and effective activities of the 21st century. Sport, which affects the social life of modern societies in many ways, offers a body for physical, spiritual and social development of societies, especially younger generations (Çakmakçi, 2001; İlkım et al.,2018). By the other hand, Strong et al. (2005), state that young individuals and groups who regularly exercise are physically, psychologically and socially better than those who do not, and emphasize the importance of regular sports activities for young individuals. Sports appeals to the human element. The aim of sports is to help grow an innovative generation that can look forward to the future. In addition, it is considered to be important because it is an effective tool that can be used against situations such as social disintegration and alienation (Yetim, 2014).

Sports plays an important role in the development of the personalities of individuals in the development period. Sports has personality-enhancing and socializing functions such as broadening the horizons of individuals, getting to know different people, affecting them and being influenced by them (Küçük & Koç, 2015;Akyol & İlkım,2018). Sports contribute to the success of societies and individuals (Atalay, 2005). Participating in sports activities mediates individuals to make new friends and teaches to follow the rules of society. Thus, individuals form a person who respects the law and is more aggressive (Erkal, 1986).

Sport also helps raise healthy generations, thereby creating contemporary societies. In particular, it contributes greatly to individuals who are in the age of growth and development to be strong, self- confident, constructive, creative, human relations, and as an exemplary person (Yetim, 2006). Regular exercise and sports movements allow young individuals to spend their free time more efficiently and stay away from harmful habits. It also helps protect them from various chronic diseases that may be encountered (Erkan, 1992). Accordingly, correlation analysis showed that there was a positive and significant relationship between the level of happiness and perceived health outcomes in recreational physical activities (Temel & Tükel, 2021).

Sports affects individuals and societies in many ways, from the social harmony of the individual to the mental and physical health, from the formation of the personality to the balanced development; It is seen that the importance of doing sports for a healthy and quality life is accepted by many authorities and institutions, especially educators, and it is recommended to do sports (Selçuk, 1997). One of the main objectives of the Ministry of National Education, the policy of raising a healthy and physically healthy generation aims to raise citizens who are socially, culturally and physically self-developed, beneficial to humanity, and productive citizens (Yalçın,

1995). The medical world recommends regular sports activities in the treatment of many diseases, especially physical therapy.

It has been stated that regular sports play positively contributes to the physical, mental development and academic success of children and helps them lead a healthier and more quality life (Kriemler et al., 2011). It is stated that children with insufficient physical fitness level and sedentary lifestyle have a higher risk of getting obesity, diabetes and cardiovascular diseases during adulthood belirtilmektedir (Sollerhed, Sollerhed & Ejlertsson, 2008). Inadequate physical movement and motoric functions, lack of energy level, metabolic disorders, hormonal disorders, increase in the risk of developing chronic diseases, causes depression and similar problems (Swan & Hyland, 2012). In addition, sedentary life or low physical activity can have negative effects on individuals' health and quality of life (Tükel, 2021). Therefore, it is thought that the sport with such important contributions should be made and turned into a philosophy of life. In this context, determining students' attitudes towards sports was considered important.

The place and importance of sport in human life is accepted by all segments of the society. In the same direction, sports are an important factor in the development of personalities of school-age individuals. In the literature for students in secondary school age in Turkey “attitude towards sport” is not a sufficient number of research, while those held were seen as more focused on college students. Considering the research on the subject, Yıldız et al. (2019) on the attitudes of high school students towards sports; Koçak (2014) for university students, Türkmen et al. (2016), Yıldız et al. (2017) his work can be cited as an example. It is understood that other researches generally take the form of “Attitude towards Physical Education and Sports lesson” (Güllü, 2007; Ekici et al, 2011; Balyan et al, 2012). Therefore, this study, which investigates the attitudes of secondary school students towards sports, aims to reveal the students' perspective on sports, to shed light on research on the subject and to contribute to the sports policies to be developed in this direction in our country.

In this study, it was aimed to examine students' attitudes towards sports according to gender, school type, family income level, sports status and participation in the school team. Accordingly, the sub- problems of the research are as follows:

- 1- Do the attitudes of secondary education students towards sports differ according to gender?
- 2- Do the attitudes of secondary education students towards sports differ according to gender?

- 3- Do the attitudes of secondary school students towards sports differ according to the family income level?
- 4- Do the attitudes of secondary education students towards sports differ according to their sports?
- 5- Do the attitudes of secondary education students towards sports differ according to their participation in the school team?

Methodology

In this section, research design, participants, data collection tools, data collection process, data analysis, validity and reliability, limitations, the role of researchers and ethical issues included. General survey model was used in the research. Scanning model is a method that aims to describe a situation that is past or present as it exists (Karasar, 2018).

The study group was composed of 494 volunteers, 9 and 10th grade students, who were educated in Anatolian and Vocational High Schools under the Ministry of National Education in AdıyamanGölbaşı District in the autumn term of the 2020-2021 academic year. The demographic information of the students participating in the study is given in Table 1.

Table 1

Students' Demographic Information

Variant	Level	n	%
Gender	Male	285	57.7
	Female	209	42.3
School type	Anatolian High School	318	64.4
	Vocational High School	176	35.6
Family income level	Low	160	32.4
	Medium	190	38.5
	High	144	29.1
Regular state of doing sport	Yes	303	61.3
	No	139	28.1
Participating school team	Audience only	52	10.5
	Yes	102	20.6
	No	392	79.4

According to the gender of the students participating in the research in Table 1, 285 (57.7%) are boys and 209 (42.3%) are girls. According to the type of school, 318 (64.4%) are studying at Anatolian High School and 176 (35.6%) are studying at Vocational High School. The family income levels of students are 160 (32.4%) low, 190 (38.5%) medium, 144 (29.1%) high. 303 (61.3%) of the students do sports, 139 (28.1%) do not, and 52 (10.5%) are audience only. 102 (20.6%) of the students are in the school team, 392 (79.4) are not. "Attitude Scale Towards Sports" was used in the research.

Opinions of teachers from different branches on the competencies of physical education teacher's scale

The scale was developed by Şentürk (2014). The scale was applied to a total of 494 secondary school students aged between 14-17, studying in 9th and 10th grades. The scale has a five-point Likert type structure, consists of 25 items and three sub-dimensions ($\alpha = .97$). The first sub-dimension was defined as "interest in sports" ($\alpha = .97$), the second sub-dimension was "living with sports" ($\alpha = .98$) and the third sub-dimension was "active sports" ($\alpha = .95$). Examples include "I believe that sports have physical, physiological and psychological benefits" for the first sub-dimension, "I participate in sports activities from the heart" for the second sub-dimension, "I do activities in the home environment when I cannot go out from home" for the third sub-dimension. Cronbach Alpha values obtained from this study were found to be .87, interest in sports .79, living with sports .83, active sports .80 for three sub-dimensions.

Data collection process

The permit required for the application of the scale before the data collection process was obtained from Adıyaman Gölbaşı District Directorate of National Education. The scale was administered to students through the electronic questionnaire application Whatsapp communication and information sharing groups, EBA, via Google Forms due to the epidemic. Participating students were given detailed information about the research topic through the communication and information sharing group. The students were informed that their information would be kept confidential, the data would only be used by the researchers, the participation was voluntary and they could quit the study if they did not want to after starting the questionnaire.

Data analysis

In the analysis of the data; frequency and percentage analysis for descriptive statistics; Variance analysis (One- way ANOVA, independent sample t-test) was used to compare mean scores in unrelated measurements, and the Tukey test was used to identify groups of significant differences. It was observed that the skewness and kurtosis coefficients of the students obtained

from the “Attitude Scale towards Sports Scale” were between -1 and +1, and the data were normally distributed (Tabachnick & Fidell, 2013). In addition, the homogeneity of the sample was examined by Levene’s test according to gender, age, marital status, teaching service year, school type and p value was higher than .05. As a result of the analysis, it was seen that the data showed normal distribution and the group variances were equal. According to the results, it was decided that the data set is suitable for parametric tests.

Validity and reliability

Cronbach Alpha values obtained from the scale in this study were found to be .87, interest in sports .79, living with sports .83, active sports .80 for three sub-dimensions. This result shows that the scale makes reliable and consistent measurements. Scale reliability, analysis of validity results show that the scale used in the study is usable. The research has been shaped by the criteria that increase the quality. The findings obtained in the research are compatible with the reality principle. The findings of the study were based on the experiences and opinions of the students. The research has been focused on reaching a holistic interpretation of the students' views.

Role of researchers

Creating the research idea, designing, organizing and applying the method to reach the result, and a logical evaluation of the findings were made by the authors.

Ethical issues of research

In this study, all rules stated to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed. None of the actions stated under the title "Actions Against Scientific Research and Publication Ethics", which is the second part of the directive, were not taken.

Results

In this section, the attitudes secondary school students were included in the findings regarding gender, school type, family income level, regular sports status and participation in the school team.

Table 2*T Test results of students' attitudes towards sports by gender*

Sub dimensions	Gender	n	\bar{X}	Ss	t	p
Interest in sports	Male	285	43.99	10.65	2.966	.00*
	Female	209	41.24	9.47		
Living with sports	Male	285	24.54	6.73	2.970	.00*
	Female	209	22.76	6.39		
Doing active sports	Male	285	20.72	6.01	4.321	.00*
	Female	209	18.44	5.53		

p<.05*

When Table 2 is examined, there is a significant difference in the attitudes of the students towards sports in terms of gender, “Interest in sports”, “living with sports” and “doing active sports”. A difference was found in favor of men in the sub-dimensions of being interested in sports ($t = 2.966$; $p < .05$), living with sports ($t = 2.970$; $p < .05$) and active sports ($t = 4.321$; $p < .05$).

Table 3*T Test Results of Students' Attitudes Towards Sports by School Type*

Sub dimensions	School Type	n	\bar{X}	Ss	t	p
Interest in sports	Anatolian High School	318	42.43	10.60	-1.166	.24
	Vocational High School	176	43.55	9.56		
Living with sports	Anatolian High School	318	23.32	6.81	-2.115	.03*
	Vocational High School	176	24.63	6.25		
Doing active sports	Anatolian High School	318	19.43	6.12	-1.654	.09
	Vocational High School	176	20.35	5.50		

p<.05*

When Table 3 is examined, while students' attitudes towards sports differ significantly in the sub-dimension of “living with sports” according to the type of school, no significant difference was found in the other sub-dimensions. A difference was found in favor of Vocational High School in the sub-dimension of living with sports ($t = -2.115$; $p < .05$)

Table 4

One Way ANOVA results of students' attitudes towards sports according to family income level

Variables	Income Level	n	\bar{X}	Ss	Sd	f	p	Tukey
Interest in sports	Low	160	42.70	10.30	2	2.673	.04*	Medium < High
	Medium	190	41.77	10.85	491			
	High	144	44.37	9.20	493			

p<.05*

When Table 4 is examined, a significant difference has been found between the mean scores of the students' attitudes towards sports, according to the family income level of their answers to their perception of "Interest in sports" [F (2,491) = 2.673, p <.05]. No significant difference was found in other sub-dimensions according to family income level (p<.05*). According to the multiple comparison test (post-hoc) results, a significant difference in favor of high family income level was found between medium (\bar{X} = 41.77) and high (\bar{X} = 44.37) income level in the sub-dimension of Being interested in sports.

Table 5

One-Way ANOVA results according to the attitudes of students towards sports

Variables	Doing Sports	n	\bar{X}	Ss	Sd	f	p	Tukey
Interest in sports	Yes	303	46.88	8.17	2	93.809	.00*	Yes* No/ Audience only
	No	139	34.70	9.76	491			
	Audience only	52	40.98	9.03	493			
Living with sports	Yes	303	26.60	5.03	2	115.522	.00*	Yes* No/ Audience only
	No	139	18.10	6.41	491			
	Audience only	52	22.57	5.31	493			
Doing active sports	Yes	303	22.18	4.78	2	101.108	.00*	Yes* No/ Audience only
	No	139	15.03	5.36	491			
	Audience only	52	18.25	5.20	493			

p<.05*

When Table 5 is examined, students' attitudes towards sports are based on their status of regular doing sports: "Being interested in sports" [F (2,491) = 93.809, p <.05], "living with sports" [F (2,491) = 115.522, p <.05] and "A significant difference was found between the mean scores of the answers they gave about their perception of "active sports" [F (2,491) = 101.108, p <.05].

According to the multiple comparison test (post-hoc) results, between yes (\bar{X} = 46.88), no (\bar{X} = 34.70) and passive audience (\bar{X} = 40.98) in the interest in sports sub-dimension; Between yes (\bar{X} = 26.60) and no (\bar{X} = 18.10) and passive audience (\bar{X} = 22.57) in the sub-dimension of living with sports; In the active sports sub-dimension, there was a significant difference in favor of yes between yes (\bar{X} = 22.18), no (\bar{X} = 15.03) and audience only (\bar{X} = 18.25).

Table 6*T-test results according to the attitudes of the students towards sports joining the school team*

Sub dimensions	Joining the school team	n	\bar{X}	Ss	T	p
Being interested in sports	Yes	102	48.81	7.96	6.920	.00*
	No	392	41.27	10.21		
Living sports	Yes	102	27.62	5.44	6.847	.00*
	No	392	22.79	6.56		
Doing active sports	Yes	102	22.98	5.43	6.410	.00*
	No	392	18.92	5.75		

p<.05*

When Table 6 is examined, a significant difference was found in the sub- dimensions of “being interested in sports”, “living with sports” and “doing active sports” according to the attitudes of the students towards sports. A difference was found in the sub-dimensions of interest in sports ($t = 6.920$; $p < .05$), living with sports ($t = 6.847$; $p < .05$) and active sports ($t = 6.410$; $p < .05$).

Discussion

In this study, it was aimed to determine the attitudes of secondary education students towards sports. As a result of the research, it was determined that students' attitudes towards sports reveal significant differences according to gender, school type, family income level, sports status and participation in the school team. According to the results of the research, it was observed that male students showed more sportive attitude compared to female students, and students with high family income level were more willing to do sports. Similarly, in terms of school type, Vocational High School students were observed to display more sportive attitudes compared to Anatolian High School students. The most striking result of the research is that school teams develop students' attitudes towards sports positively.

In the study, it was observed that male students score higher in all sub- dimensions of the scale than female students in terms of gender. Considering similar researches about students' attitudes towards sports, as Güllü, (2007); Akandere, Özyalvaç and Duman (2010). In their researches on students, it was determined that male students got higher scores than female students. Singh and Devi, (2013) showed that university students showed a positive attitude towards sports branches and activities involving games and there was a significant difference in favor of men. Tomik, Olex-Zarychta and Mynarski, (2012) found that male students have higher attitudes towards sports than female. Besides, Yildiz et al. (2019) in their research for high school students,

while obtaining results in favor of male participants inactive sports, Varol, Varol and Türkmen, (2017), Cihan, Var & Atasoy, (2018) achieved results in favor of female students. In addition, Uğurlu, (2012) showed that female students participated in sports activities more than male students in their research on university students. The reason for the difference that emerged in this research can be explained by the fact that male students are more willing and sociable than female students. The situation that arises against female students can be explained by the fact that female students do not have the opportunity to express themselves personally and socially with sports.

Vocational High School students have higher scores than the Anatolian High School students according to the type of school. According to the type of school, while there was a significant difference in the sub-dimension of “living with sports”, there was no significant difference in other sub-dimensions. Since the study of Yıldırım, Acar and Uslu(2018), situations such as the environment of the students, where they live in the school where they study can affect their attitudes towards sports positively or negatively. It should also be taken into account that the majority of secondary school students are in their adolescence and that a decision-making mechanism is formed during this period. This difference can be explained by the fact that students who prefer vocational high schools to study, want to spend their free time outside the school by doing more sports.

According to the family income level, while there was a significant difference between the mean scores of the students' responses to the “interest in sports” sub-dimension, there was no significant difference in the other sub- dimensions. Looking at similar researches about students' attitudes towards sports, Kizilyalli, (2014) stated that students with higher family income are more interested in sports and this interest decreases as the family income decreases. Nacar, Gacar and Tutar (2019) observed that students' attitudes towards sports increased as their family income increased. On the other hand, Türkmen et al. (2017) found that there was no significant difference between students' attitudes towards sport and family income level. The high level of income offers individuals the opportunity to access and do many activities. The fact that the income level of the family is high is not only effective in the high interest of the students in sports, but also offers the opportunity to do different activities besides doing sports in their free time, as in Yıldırım, Acar and Uslu (2018),.

It was observed that the scores of students in all sub-dimensions of the scale were high according to the situation of doing sports. When similar researches are examined according to the students doing sports, the studies by Göksel et al. (2017) and of Yıldırım, Acar and Uslu (2018), stated that the attitudes of the students who do sports are higher than the students who do not do

sports, similar results were obtained with this research findings. In addition, Yıldız et al. (2019) found that there was a significant difference between high school students' attitudes towards sports and the size of active sports. Besides, Türkmen et al. (2016) stated that students' attitudes towards sports are very low and obtained different results from these research findings. Nacar, Gacar and Tutar (2019) found that no significant difference was observed between students' attitudes towards sports and their sports status. Atılğan, (2020) said that athletes are generally regarded as happy people who are optimistic in their lives. According to the findings of this research, it can be said that students gain awareness of doing sports. According to the participation level of the school teams, it was determined that the school teams improved the students' attitudes towards sports positively. Considering similar research on the subject, Yıldız et al, (2018) In their research on high school students, there were significant differences between students' attitudes towards sports and their participation in school teams. The results obtained from the research are similar to these research findings. Participation in school teams provides a number of psychological and social privileges, such as offering students the opportunity to demonstrate their sporting abilities, representing their school, belonging, struggling together and achieving. Therefore, it is seen that students' participation in school teams is important.

This research focused on high school students' attitudes towards sports. The research is limited to 494 high school students studying in Gölbaşı district of Adıyaman. This situation may limit the strength of claims about research results. For this reason, including larger sample groups on the subject in future studies and the use of methods that will enable more in-depth analysis will contribute to obtaining stronger results.

Conclusions

As a result of the research, it was seen that school teams played an important role in students' attitudes towards sports. The school is an effective institution in the development and socialization of the personality of individuals. The main goal here is to give students positive behavior. It is understood that sports help individuals in school period to have a positive attitude. In this context, Physical Education Teachers have great duties.

Also, It is thought that it will be beneficial for Physical Education Teachers to organize activities that encourage students to do sports, direct them to sports and make them love sports. It is also evident that the Physical Education Teachers' working in coordination with the school administration and their parents will contribute to this situation.

As a result, the place and importance of sports in human life is accepted by everyone. In this context, researching students' attitudes towards sports is important in terms of raising a generation that loves and does sports. It is hoped that further research on the subject will provide more opportunities to determine students' attitudes towards sports.

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