

INVESTIGATION OF ATTITUDE OF FOREIGN UNIVERSITY STUDENTS TOWARDS PHYSICAL TRAINING AND SPORTS IN SOCIAL TEAMS

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Abstract

The purpose of this study is: Investigation of physical activities and sportive behaviors on foreign students with different variables in Namık Kemal University between 2015-2016 academic years. To this study 109 male, 64 female, in total 173 foreign students has participated which study in Namık Kemal University. The security check has been made by Koçak (2013) by utilization of Sports Sustainability Scale (S.S.Ö) which includes 35 articles and 4 sub-class of; management of sports (12 Articles), industry of sports (8 Articles), social responsibility (7 Articles) and on interaction (8 Articles). In the analysis of the data, SPSS. 20, 0 (Statistical Package for Social Sciences) has been used. In the analysis, KMO Bartlett Test, Explicit Factor Analysis (Basic components-Varimax), one way variance analysis (ANOVA), LSD test and unpaired sample T test has been used. In the result of this study, Age, gender, class, sporting situation, country, variables of attitudes of foreign students to social education, physical education and sports; There was no significant difference in sport management and social responsibility scores among the participants of different age groups ($p > 0,05$). Yet on sports industry and behaviors, a significant difference has been noted ($p < 0,05$). As the result, it is seen that foreign students of Namık Kemal University has a positive attitude towards sustainable sports.

Key words: *attitude, student, physical activities and sports, attitude scale.*

Introduction

Attitude, as a word has been used by Herbert Spence's in 1862. Spencer uses attitude, to explain the mental situation of the person. Later on in 1888 Lange, studies and researches attitude as a concept. Even though that Lange's description has some missingparts, he had a very close definition. In the life of a human, emotions and communal improvement are in an interaction, thus emotional improvement means contributing to community. According to this, person must accommodate oneself, in other words, first accept himself and then adapt to the group (İmamoğlu, 2011). Sustainability, first mentioned by WCED in 1987 with the sponsorship of United Nations under the report of "Common Future", is explained as; any of the ecosystems or any of the systems that goes without interruption, corruption, depletion (Karaman, 1993).

According to U.S. Department of Health and Human Services (2000), physical activities not only improves physical and mental health but also the team work and self-discipline, leadership and socializing. According to Thurst one, attitudes a density order and rating towards an object whether it be positive or negative (Tavşancıl, 2005:66) (Kağıtçıbaşı, 2005: 102). Attitude is an emotional, behavioral tendency towards an object, depending on this experience and knowledge (Baysal, 1981:2).Attitudes, are certain measures and for men to comprehend the earth and can create request of knowledge (İsenevBatmaz, 2002). Term "attitude" is used daily life and when needed in politics or academics life. Although it is used, it is mostly used in an incorrect way meaning interest,

expected, conduct, but the term "attitude" has a different meaning then of those (Güllü, 2007: 11). Because planning is for the foreseeable future, to make a choice, to make it a reality and facing the result has different time frame, meaning that time should be managed as short, medium and long. In other words, it would be the bridge between the moment and foreseeable future (Ramazanoğlu, 2013).Subject of attitude, is not only the system that makes person adapt, but also it also important because it has the power to guide actions. Attitudes are the power behind the actions, not the action itself (İnceoğlu, 2000). It is the tendency towards action (Başaran, 1991:163). People who had negative experiences with certain objects or situations are expected to have negative attitudes, and those with the positive experiences are expected to have positive attitudes (Pehlivan, 1994). From the least undeveloped country to the most advanced, there is the necessity of sports (DPT, 1983, s.18). Sports are also effected of the social and cultural conditions (Karaküçük, 1990).

Materials and methods

Research group

Research group is consisted of 173 foreign students who studies in University of Namık Kemal between 2015-2016. 109 of them are male, 64 of them are female.

Collection of data

First, the available information on the purpose of the research was collected by analysis of literature and thus creating a frame of theory.

For achieving the purpose of the research the security check was made by utilization of Koçak (2013) by utilization of Sports Sustainability Scale (S.S.Ö) which includes 35 articles and 4 sub-class of ; management of sports (12 Articles), industry of sports (8 Articles), social responsibility (7 Articles) and on interaction (8 Articles).

To learn the demographic information of the students in Namık Kemal University, "Personal Identification Form" was used.

Analysis of data

The data that is gathered has been analyzed in the program of SPSS 20.0 (Statistical Package for Social Sciences).

Throughout the research, KMO Bartlett Test, Explicit Factor Analysis (Basic components-Varimax), one way variance analysis (ANOVA), LSD test and independent sample T test has been used.

Findings

In this part, answers given by students and their scores are explained and interpreted statistically.

The percentages of the participants in the table are given in terms of demographic characteristics.

Table 1. Frequency Distributions by Demographic Characteristics.

AGE	N	%
17-19	46	26,6
20-22	85	49,1
23-25	34	19,7
26 and Above	8	4,6
GENDER	N	%
Male	109	63,0
Female	64	37,0
CLASS	N	%
First Year	77	44,5
Second Year	45	26,0
Third Year	25	14,5
Forth Year	26	15,0
PHYSICAL ACTIVITIES	N	%
Yes	80	46,2
No	93	53,8
COUNTRY	N	%
Azerbaijan	28	16,2
Turkmenistan	23	13,3
Afghanistan	20	11,6
Kazakhstan	2	1,2
Greece	8	4,6
Other Countries	92	53,2
PLACE OF RESIDENCE	N	%
City	82	47,4
Town	64	37,0
Borough	12	6,9
Village	15	8,7

Table 2. Comparisons of Age and Attitude.

		N	Mean	SD	F	p	Difference (LSD)
Management of Sports	Age 17-19	46	1,76	0,60	1,62	0,18	-
	Age 20-22	85	1,91	0,66			
	Age 23-25	34	1,82	0,60			
	Age 26-Above	8	1,45	0,39			
	Total	173	1,83	0,63			
Industry of Sports	Age 17-19	46	1,80	0,66	4,29	0,00	1-2,3 2-4
	Age 20-22	85	2,24	0,84			
	Age 23-25	34	2,15	0,72			
	Age 26-Above	8	1,65	0,36			
	Total	173	2,08	,782			
Social Responsibility	Age 17-19	46	2,0994	,69717	,846	0,47	-
	Age 20-22	85	2,2924	,78893			
	Age 23-25	34	2,2983	,73382			
	Age 26-Above	8	2,3929	,73936			
	Total	173	2,2469	,75170			
Interaction	Age 17-19	46	1,9293	,63006	4,626	0,00	1-2,3
	Age 20-22	85	2,4044	,92132			
	Age 23-25	34	2,5184	,84057			
	Age 26-Above	8	2,0000	,71339			
	Total	173	2,2818	,85445			
General Attitude	Age 17-19	46	1,8795	,52369	3,592	0,01	1-2,3
	Age 20-22	85	2,1795	,59428			
	Age 23-25	34	2,1538	,57806			
	Age 26-Above	8	1,8143	,36173			
	Total	173	2,0778	,57764			

As the result of one way ANOVA test, students from different age groups do not have significant difference on Social Responsibility and Management of Sports ($p > 0,05$), yet on industry of sports, interaction and on general attitudes they have a significant difference ($p < 0,05$).

On average, students from 17-19 age group have a lower score on sports industry and general attitude then the group of 20-22 and 23-25.

Students from 20-22 age group have a higher sports industry level than of 26 and more.

Table 3. Comparison of Gender and Attitudes.

Gender		N	Mean	SD	t	p
Management Of Sports	Male	109	1,88	0,64	1,324	0,18
	Female	64	1,75	0,60		
Industry	Male	109	2,19	0,80	2,361	0,01
	Female	64	1,90	0,71		
Social Responsibility	Male	109	2,32	0,77	1,947	0,05
	Female	64	2,10	0,69		
Interaction	Male	109	2,48	0,88	4,669	0,00
	Female	64	1,92	0,67		
General Attitude	Male	109	2,18	0,58	3,192	0,00
	Female	64	1,89	0,52		

As the result of utilization of unpaired sample T test, it is seen that in management of sports and social responsibility there is not a significant

difference but on average male participants has a higher rating in sports industry, interaction and general attitude then of female.

Table 4. Comparison of Classes and Attitudes.

		N	Mean	SD	F	p	Difference (LSD)
Management of Sports	First Year	77	1,73	0,61	1,483	0,22	-
	Second Year	45	1,98	0,70			
	Third Year	25	1,85	0,62			
	Fourth Year	26	1,86	0,54			
	Total	173	1,83	0,63			
Industry	First Year	77	1,85	0,67	4,729	0,00	1-2,3
	Second Year	45	2,35	0,89			
	Third Year	25	2,23	0,80			
	Fourth Year	26	2,18	0,67			
	Total	173	2,08	0,78			
Social Responsibility	First Year	77	2,07	0,70	3,77	0,01	1-3,4
	Second Year	45	2,24	0,73			
	Third Year	25	2,47	0,70			
	Fourth Year	26	2,55	0,83			
	Total	173	2,24	0,75			
Interaction	First Year	77	2,07	0,76	3,05	0,03	1-2,4
	Second Year	45	2,39	0,93			
	Third Year	25	2,41	0,86			
	Fourth Year	26	2,56	0,84			
	Total	173	2,28	0,85			
General Attitude	First Year	77	1,90	0,56	4,26	0,00	1-2,3,4
	Second Year	45	2,21	0,57			
	Third Year	25	2,19	0,54			
	Fourth Year	26	2,23	0,56			
	Total	173	2,07	0,57			

In the results of the one way ANOVA test, it is visible that among the participants there is no significant difference on sports management ($p > 0,05$), yet on sports industry, interaction and general attitude there is a significant difference ($p < 0,05$). Analyzing the means, the students on the first year has a more negative outcome then of second or

third year on sports industry. Students on the first year have a more negative outcome then third or fourth year on social responsibility. Students on the first year also have a negative outcome then second or fourth year on attitude of interactions and as of the general attitude the students of the first year they are more negative than the rest.

Table 5. Comparison Physical activity and Attitude.

		N	Mean	SD	t	p
Management of Sports	Yes	80	1,75	0,61	-1,64	0,10
	No	93	1,91	0,64		
Industry	Yes	80	1,95	0,78	-2,02	0,04
	No	93	2,19	0,76		
Social Responsibility	Yes	80	2,13	0,74	-1,81	0,07
	No	93	2,34	0,74		
Interaction	Yes	80	2,18	0,81	-1,37	0,17
	No	93	2,36	0,88		
General Attitude	Yes	80	1,97	0,56	-2,19	0,03
	No	93	2,16	0,57		

As the result of unpaired T test, it is seen that there is a significant difference within the group of those that are physically active and those of not, on the

topic of sports industry or general attitude ($p < 0,05$). On further analysis show that the group that is not physically active has a more positive approach.

Table 6. Comparison of Countries.

		N	Mean	SD	F	p	Difference (LSD)
Management of Sports	Azerbaijan	28	1,89	0,63	,14	0,98	-
	Turkmenistan	23	1,81	0,63			
	Afghanistan	20	1,85	0,62			
	Kazakhstan	2	1,54	0,29			
	Greece	8	1,85	0,67			
	Other	92	1,82	0,64			
	Total	173	1,83	0,63			
Industry	Azerbaijan	28	1,98	0,73	1,27	0,27	-
	Turkmenistan	23	2,13	0,87			
	Afghanistan	20	2,41	0,58			
	Kazakhstan	2	1,37	0,17			
	Greece	8	2,21	0,87			
	Other	92	2,03	0,80			
	Total	173	2,08	0,78			
Social Responsibility	Azerbaijan	28	2,34	1,01	1,87	0,10	-
	Turkmenistan	23	2,19	0,71			
	Afghanistan	20	2,64	0,53			
	Kazakhstan	2	2,28	0,60			
	Greece	8	2,44	0,97			
	Other	92	2,12	0,66			
	Total	173	2,24	0,75			
Interaction	Azerbaijan	28	2,54	1,01	4,78	0,00	6-1,3 3-2,4
	Turkmenistan	23	2,27	0,78			
	Afghanistan	20	2,91	0,71			
	Kazakhstan	2	1,62	0,17			
	Greece	8	2,50	1,09			
	Other	92	2,05	0,74			
	Total	173	2,28	0,85			
General Attitude	Azerbaijan	28	2,15	0,72	1,97	0,08	-
	Turkmenistan	23	2,06	0,59			
	Afghanistan	20	2,38	0,36			
	Kazakhstan	2	1,67	0,14			
	Greece	8	2,20	0,68			
	Other	92	1,98	0,54			
Total		173	2,07	0,57			

As the result of one way ANOVA test, among the different participants, on sports management, industry, social responsibility and general attitude there is no significant difference ($p > 0,05$), yet on interaction there is a significant difference ($p < 0,05$).

As the results are analyzed the participants from the other nations has more of a negative attitude on interaction yet the participants from Afghanistan has more of a positive attitude towards interaction then Turkmenistan or Kazakhstan.

Table 7. Comparisons of Living Place with Attitude.

		N	Mean	SD	F	p	Difference (LSD)
Management of Sports	City	82	1,78	0,64	2,70	0,04	4-1,2,3
	Town	64	1,82	0,62			
	Borough	12	1,77	0,53			
	Village	15	2,27	0,54			
	Total	173	1,83	0,63			
Industry	City	82	2,16	0,85	2,91	0,03	4-2,3
	Town	64	1,93	0,66			
	Borough	12	1,80	0,68			
	Village	15	2,47	0,77			
	Total	173	2,08	0,78			

Social Responsibility	City	82	2,20	0,76	0,69	0,55	-
	Town	64	2,25	0,78			
	Borough	12	2,15	0,48			
	Village	15	2,49	0,72			
	Total	173	2,24	0,75			
Interaction	City	82	2,38	0,87	3,23	0,02	4-2,3 1-3
	Town	64	2,16	0,82			
	Borough	12	1,78	0,55			
	Village	15	2,65	0,87			
	Total	173	2,28	0,85			
General Attitude	City	82	2,09	0,58	3,02	0,03	4-1,2,3
	Town	64	2,01	0,58			
	Borough	12	1,85	0,49			
	Village	15	2,44	0,43			
	Total	173	2,07	0,57			

As the result of one way ANOVA test, there is no visible difference among the participants on where they live ($p>0,05$), on sports management, sports industry, interaction and general attitude there is a significant difference ($p<0,05$). Results of the analysis show that participants who resides in villages has more of a positive outcome on sports management and on sports industry, participants

from villages are more positive then of those in cities or towns. The participants from the village, on sports industry and interaction, are more positive then of those in towns or boroughs. The participants from the cities has more of a positive tendency on interaction then of those in towns and The participants from the village has more of a positive tendency on general attitude.

Factor analysis of attitude scale

Table 8. The KMO Bartlett test was performed to determine whether the data were appropriate for factor analysis before the factor analysis phase, and the results are given below.

Kaiser-Meyer-Olkin Sampling Sufficiency Criteria.		,809
Bartlett Test	Ki Kare	2135,667
	Sd.	0,59
	p	,00

result of the factor analysis, when	Articles	Factor Value	Explained Variance(%)	α
Management of Sports	Areas for sports increases the attendance on sportive activities.	,742	12,395	0,825
	Idea of healthy life increases the attendance on sportive activities.	,668		
	The state is engaged in sports promotion activities, is one of the government's duty.	,652		
	Success of the institution responsible of sports, increases the attendance on sportive activates.	,612		
	It is important to reach the sports facilities easily in order to continue exercising.	,559		
	Wildlife and wildlife areas should always be protected in sportive activities in the country.	,519		
	The aim in creating sports and recreation areas should be to improve social life.	,509		
	Participation in sports improves the skills of individuals	,499		
	Sports are important for personal development.	,418		
	Through sports environmental awareness is increased	,377		
	The ability to maintain continuity in the sport depends on the training of successful sportsmen with good sports training.	,375		
They must conform to the characteristics of the zone in which they are located in any sport facility and should not harm the living spaces of the wildlife.	,360			
Sports Industry	It is not possible to promote the country with sporting organizations.	,729	10,376	0,751
	I believe that the sport industry must host the prestigious sports organizations of our country for the future.	,672		
	I do not think that internationally participatory sports organizations are necessary for the development of sport.	,580		
	I do not think that increasing the level of prosperity in the society will contribute to the development of the sport industry.	,497		
	The placement of sports culture in a country depends on a successful sport organization.	,496		
	I support sporting activities by creating new industries and providing job opportunities.	,473		
	Hosting large sports organizations provides the opportunity for urban development.	,468		
	Sports and recreational facilities damage the natural environment.	,416		
Social Responsibility	Increasing the number of sportsmen in the community prevents violence.	,748	9,188	0,743
	Sports can be used as a tool in social responsibility projects (elderly, disabled, children, etc.).	,605		
	Sport helps individuals to develop positive attitudes and behaviors in all areas of life.	,567		
	Physical education and sports education enable individuals to be more sensitive to social events.	,507		

	I think it is a lifelong idea to exercise on the sports ground because of the positive effects.	,505		
	Everyone has the right to participate in sporting events.	,441		
	The increase in success in sports depends on making decisions in the direction of expectations of every segment of the society.	,426		
Social Environment/Interaction	Social environment cannot be created because of sports and exercises.	,621	8,907	0,736
	I do not think that sports are important in the society I live in.	,591		
	I think sports has a very important meaning in our daily lives.	,551		
	It is not possible to create sports activities for all the people from each social-economic group.	,545		
	I think life quality will improve with the help of sports.	,537		
	I do not think sports and exercise are a social need.	,520		
	Major sporting events are bad for the economy of the country.	,484		
	I think it is a waste of time to do sports if there is no health problem in the individual.	,378		

As seen upon the factor value scale, sports management (12 Articles), Sports Industry (8 Articles), social responsibility (7 Articles) and Social Environment/Interaction (8 Articles), are gathered under the 4 factors. Following articles 1.2.3.7.11.13.16.23.25.27.29.32 are coded backwards because they have negative statements. Scale indicates the positive score as the average score for the total score and sub-dimensions increases. Sports management's sub-factor's variance explanation ratios %12,395, sports industries sub factor variance explanation ratio is %10,376, social responsibilities sub factor variance explanation ratio is %9,188 and social environment/interactions sub factor variance explanation ratio is %8,907. As a result of the reliability analysis on the scale, the alpha coefficient for the whole scale was determined as 0,893 and the alpha value for the subscales are seen between 0,736 and 0,825. According to the criterion, it can be said that your scale is reliable.

Discussion and conclusion

As the results of the analysis, data gathered from different age groups shows that there is no significant difference on sports management and social responsibility among different age groups ($p > 0,05$), on the other hand sports industry, interaction and on general attitude there is a visible difference. Among the participants, on general attitude, interaction and on sports industry, there is a visible difference ($p < 0,05$). Male participants have more positive tendency on sports industry, interaction and general attitude then female participants. The research by Çelik and Pular (2011), shows that scores of physical education and sport attitude scale of students were significantly different by gender. These studies are parallel to our work.

There isn't a significant difference seen on the different class groups ($p > 0,05$) yet on sports industry, interaction and on general attitude that difference is seen ($p < 0,05$). When the averages are analyzed, it is seen that the students from the first year has a negative tendency on sports industry, social responsibility and on interaction then the rest of the participants. It was determined that there was a meaningful difference between sporting and non-sporting participants in terms of

sport industry and general attitude ($p < 0,05$). When the averages are examined, the sports industry participants and the general attitude of the non-sports participants are more favorable than the sports participants. It was determined that there was no meaningful difference ($p > 0,05$), between the participants in different groups in terms of sport management, sport industry, social responsibility and general attitude ($p < 0,05$). Participants in the other countries group were found to have a negative attitude towards interaction then Turkmenistan and Kazakhstan. The participants of the Afghan group are more positive in terms of interaction then of those Turkmens and Kazak.

There was no significant difference in social responsibility attitude among participants living in different places ($p > 0,05$) and it was determined that there was a meaningful difference between sport management, sports industry, interaction and general attitude ($p < 0,05$). Sports management attitudes of the participants in the village are more favorable than participants in the other groups. The attitude of the sports industry and the attitude of interaction are more favorable than those who live in the towns and villages.

Furthermore, the interaction attitude of the participants living on the coast is more favorable than the participants living in the town. The overall attitude of the participants living in the village is more favorable than the participants in the other groups. In the research conducted by Wallhead and N. Toumanis (2004), it was determined that physical education courses and students' attitudes and motivations towards this course has increased. In the research conducted by Hagger and friends (2003), it was found that regular physical education and sports activities are an element developing the attitude toward the sports. When we look at some studies done, we see that physical education and sports are important in terms of both physical and motivational aspects. In this respect, sustainability is important. When it is taken from a sociological point of view; Sports develops the abilities that the individual has achieved in bringing the natural environment into the human environment. It is a phenomenon that is cultural, under certain rules, with or without the tools, which is socializing, unifying, and improving the development of spirit, physics and competition.

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