

## Analysis of the Attitudes of Student-Athletes Playing in the Universities Volleyball 2nd League in Turkey towards Sports

Ahmet Atalay<sup>1</sup>, A. Kürşad Akbulut<sup>2</sup>, A. Serdar Yücel<sup>3</sup>, Kemal Göral<sup>4</sup>, Murat Korkmaz<sup>5</sup>

<sup>1,2</sup>Ardahan University, Vocational School of Physical Education and Sports, Ardahan, TURKEY

<sup>3</sup>Fırat University, Faculty of Sports Sciences, Elazığ, TURKEY,

<sup>4</sup>Muğla University, Vocational School of Physical Education and Sports, Muğla, TURKEY

<sup>5</sup>Finance Manager, Güven Group Inc. İstanbul, TURKEY

Received: January 2, 2015

Accepted: February 29, 2015

### ABSTRACT

The purpose of this research is to analyze the attitudes of student-athletes towards sports who played in Universities Volleyball Second League competitions held in Antalya on 16<sup>th</sup>-27<sup>th</sup> December 2014. Target population of the study is composed of the student-athletes studying in universities in Turkey and playing in the volleyball teams of universities at the same time, and the sample group of the study is composed of 23 student-athletes from different universities who participated in Universities Volleyball Second League held in Antalya on 16<sup>th</sup>-27<sup>th</sup> December 2014. With the purpose of determining the attitudes of student-athletes towards sports, the participants were applied a survey. SPSS (Statistical Package for Social Sciences) for Windows 21.0 program was used in the analysis of data. Descriptive statistics, t-test for determining the difference between two groups, One-way Anova test for comparisons of more than two groups were used in analysis of data. It has been found that attitude scores of all participants towards sports are high and attitude scores of female students towards sports are higher than those of male students. In conclusion, it has been determined that the attitudes of students playing in the volleyball teams of universities towards sports are positive. It has also been demonstrated that the attitude towards sports by the sex variable is higher in favor of female students; however, such variables as family educational background, income, age and grade point average don't create difference for the attitude towards sports.

**KEY WORDS:** Volleyball, Sports attitude, Student-athletes, Universities Volleyball Second League

### 1. INTRODUCTION

Franzoi [15] defines attitude as the individual's positive or negative evaluation about an object. In this sense, attitudes can be positive or negative at different levels. While negative attitudes reveal themselves as negative belief, rejection or dislike on objects or opinions and acting against them; positive attitudes may reveal themselves as positive belief, adoption and loving regarding objects or opinions [10].

Opinion or attitude formed in individuals and society concerning sports or participation in sports can also be shaped by such factors as lifestyle, education and view of life. True perception of physical, mental, cognitive and social benefits of sports will help development of attitudes towards sports.

While sports provide opportunities for recognition of countries, it is also a clarion call in cultural, social and economic sense [23]. However, replying to this call can be possible via dissemination of mass sports and realization of the attitude towards sports in the society. Otherwise, it won't go beyond being an expression and will remain as a difficult act to be realized. Dissemination of sports in the society and presenting a positive attitude is closely related to transferring sports to children and young individuals as an element of culture and bringing the habit of doing sports regularly.

Today, sports is an important element in raising qualified individuals who have completed their physical, mental, social and emotional development; it can also be uttered to be a significant supporter of the socialization process in children and young individuals [17, 25]. While participation in regular physical activity for adults in addition to children and young people supports healthy aging process, it also makes significant contributions to the development of cognitive functions [8, 32].

It can be expressed that sports is an important tool in development and acceleration of many attributes concerning human and life. As it can be stated that every moment of human life becomes concrete with sports and its reflections on life are observed within sports, it will no longer be wrong to say that the power of sports in influencing masses is fed from here.

Sports is an area where individuals obtain a competitive structure, working discipline and fighting spirit; learn sharing and cooperation; come together and can compete individually or as a team within the same rules despite all differences [28, 29]. Participation in this area is motivated by such factors as contest, fun, competition, and development of competition (Koivula 2009). Beyond its physical and health benefits,

participation in sports has other important functions in terms of strengthening the whole society, communication, cooperation, solidarity and social ties within the society [24], improving and maintaining social ties [4]. Moreover, sports is also closely related to social integration and removal of social problems [31], improvement of health and social development [26], supporting psycho-social and emotional well-being [27] and increasing civil participation and social communication [12].

In this regard, all these features are humanistic reflections about life coming from the core of life as expressed above. Sports are a cruise in which personal reactions become simplified, feelings for force and violence calm down, and humanistic reflexes become soft. While it mediates physical maturation, it also functions as a bridge in reaching to cognitive and emotional maturity and increasing socialization. Sports is also a strong tool for promotion in creating social balances in a solid way, in closing the distances within the society, in removal of socioeconomic gaps with cultural and social ties, and in transforming the inequalities into wealth.

## 2. MATERIAL AND METHOD

**In the study conducted with the purpose of analyzing the attitudes of student-athletes towards sports in terms of different variables, survey method was used to obtain data. The survey used is the scale named "Attitudes of University Students towards Sports" developed by Funda Koçak in 2014 with Cronbach's Alpha coefficient found as 0.891 [18]. Data obtained from the research were analyzed by using SPSS (Statistical Package for Social Sciences) for Windows 21.0 program. Descriptive statistics, t-test for determining the difference between two groups, One-way Anova test for comparisons of more than two groups were used in analysis of data. Findings obtained were evaluated within the confidence interval of 95% and at the significance level of 5%. With the purpose of testing the reliability of the scale, Cronbach's alpha analysis was applied and Cronbach's alpha value of .872 was found.**

## 3. FINDINGS

For the solution of the research problem, there are findings obtained following the analysis of data collected via scales from athletes who participated in the research in this part. Explanations and interpretations have been made based on the findings obtained.

**Table 1: Some Demographic Distributions Concerning Participants**

Tables	Groups	N	%
Age	18-20 years	132	33,4
	21-22 years	176	44,6
	23-25 years	87	22,0
	Total	395	100,0
Sex	Male	203	51,4
	Female	192	48,6
	Total	395	100,0
Grade Point Average	1-1.99	28	7,1
	2-2.49	151	38,2
	2.5-2.99	142	35,9
	3- 3.49	56	14,2
	3.5-4	18	4,6
	Total	395	100,0
Income	Below 1000 TL	97	24,6
	Between 1000-1499 TL	110	27,8
	Between 1500-1999 TL	68	17,2
	Between 2000-2499 TL	48	12,2
	2500 TL and above	72	18,2
	Total	395	100,0
Family's Educational Background	Primary School	69	17,5
	Secondary School	189	47,8
	College	81	20,5
	Undergraduate	35	8,9
	Graduate	21	5,3
	Total	395	100,0

According to Table 1, the majority of athletes is aged between 18-20 (33.4%) and 21-22 (44.6%); 51.4% of them is male and 48.6% is female. Regarding the grade point averages of athletes, it is observed that the majority ranks between 2-2.49 (38.2%) and 2.5-2.99 (35.9%). Concerning the income distribution of athletes, 97 of them earn less than 1000 TL (24.6%), 110 of them earn between 1000-1499 TL (27.8%), 68 of them earn between 1500-1999 TL (17.2%), 48 of them earn between 2000-2499 TL (12.2%), of them earn and 72 of them

earn 2500 TL and more (18.2%). When we look at the educational background of athletes' families, we see that 69 of them are primary school (17.5%), 189 of them are secondary school (47.8%), 81 of them are college (20.5%), 35 of them are undergraduate school (8.9%) and 21 of them are graduate school (5.3%) graduates.

**Table 2: Attitude Levels of Athletes towards Sports**

	N	Aver.	Ss	Min.	Max.
Attitude towards Sports	395	4,049	0,511	1,450	5,000

Attitude levels of participant athletes towards sports has been found high ( $4,049 \pm 0,511$ ).

**Table 3: Averages of the Athletes' Attitudes towards Sports by Family's Educational Background (Anova test)**

	Group	N	Aver.	Ss	F	p
Attitude towards Sports	Primary School	69	4,021	0,561	0,160	0,958
	Secondary School	189	4,050	0,525		
	College	81	4,040	0,446		
	Undergraduate	35	4,097	0,568		
	Graduate	21	4,084	0,348		

Following the one-way variance analysis (Anova) that was conducted with the purpose of determining whether attitude scores averages of athletes who participated in the research regarding sports show a significant difference by the family's educational background variable, the difference between group averages wasn't found to be statistically significant ( $F=0,160$ ;  $p=0,958>0.05$ ).

**Table 4: Averages of the Athletes' Attitudes towards Sports by Income (Anova test)**

	Group	N	Aver.	Ss	F	p
Attitude towards Sports	Below 1000 TL	97	4,052	0,467	0,539	0,707
	Between 1000-1499 TL	110	4,088	0,487		
	Between 1500-1999 TL	68	4,054	0,586		
	Between 2000-2499 TL	48	3,958	0,549		
	2500 TL and Above	72	4,041	0,507		

Following the one-way variance analysis (Anova) that was conducted with the purpose of determining whether attitude scores averages of athletes who participated in the research regarding sports show a significant difference by the income variable, the difference between group averages wasn't found to be statistically significant ( $F=0,539$ ;  $p=0,707>0.05$ ).

**Table 5: Averages of the Athletes' Attitudes towards Sports by Grade Point Average (Anova test)**

	Group	N	Aver.	Ss	F	p
Attitude towards Sports	1-1.99	28	3,958	0,666	0,330	0,858
	2-2.49	151	4,074	0,480		
	2.5-2.99	142	4,038	0,495		
	3- 3.49	56	4,048	0,559		
	3.5-4	18	4,066	0,502		

Following the one-way variance analysis (Anova) that was conducted with the purpose of determining whether attitude scores averages of athletes who participated in the research regarding sports show a significant difference by the grade point average variable, the difference between group averages wasn't found to be statistically significant ( $F=0,330$ ;  $p=0,858>0.05$ ).

**Table 6: Averages of the Athletes' Attitudes towards Sports by Age (Anova test)**

	Group	N	Aver.	Ss	F	p
Attitude towards Sports	18-20 Years	132	3,989	0,564	1,581	0,207
	21-22 Years	176	4,064	0,509		
	23-25 Years	87	4,109	0,417		

Following the one-way variance analysis (Anova) that was conducted with the purpose of determining whether attitude scores averages of athletes who participated in the research regarding sports show a significant difference by the age variable, the difference between group averages wasn't found to be statistically significant ( $F=1,581$ ;  $p=0,207>0.05$ ).

**Table 7: Averages of the Athletes' Attitudes towards Sports by Sex (t-test)**

	Group	N	Aver.	Ss	t	p
Attitude towards Sports	Male	203	3,947	0,481	-4,168	0,000
	Female	192	4,157	0,520		

Following the t-test that was conducted with the purpose of determining whether attitude scores averages of athletes who participated in the research regarding sports show a significant difference by the sex variable, the difference between group averages was found to be statistically significant ( $t=-4,168$ ;  $p=0,000<0,05$ ). Attitude scores of females towards sports ( $x=4,157$ ) was found to be higher than those of males ( $x=3,947$ ).

#### 4. DISCUSSION AND CONCLUSION

Universities are the educational institutions that rank at the top level in our country in ensuring the scientific competence. However, providing education is not their only mission. They are also important platforms where cultural, artistic and sportive developments of individuals receiving education are supported, intellectual knowledge is reflected on life, and individuals obtain a new perspective for life.

In this study where the attitudes of individuals studying at university towards sports or their habits of doing sports are evaluated, it has been determined before the universities taking place in the research that the attitudes of the participants towards sports is positive ( $4,049 \pm 0,511$ ).

In the study by Akyurt [2], it has been uttered that 62% of university students who participated in the research do sports regularly. However, it is observed in the study of Korkmaz [21] that has been conducted with the students of Uludağ University that 69.5% of the participants used to do sports regularly before entering the university, but this rate falls to 43.7% in the university years. Current studies indicate that attitudes of university students towards sports is not too low but not at sufficient level, either.

Universities are the institutional structures where theoretical information is blended with practical ones, social roles take shape, and belonging and identity formation is supported. It will not be wrong to say that the feeling of belonging to a group strengthens especially via sports. Therefore, participation in the sports activities held by universities or taking part in sports teams of universities will accelerate this process. Marsh [22] points out that participation in sports is an understanding that helps individuals identify themselves with school.

People who learn being the part of a group individually will have laid the foundations for social unity and solidarity. As participation in sports mediates strengthening of social unity and contributes to development of socialization. While Yetim [33] indicates that sports has such a mission to ensure cooperation, cohesion and peace among people, societies and nations; Erkal et al. [13] emphasizes that it also has a feature that completes the social status of an individual. Concerning this situation, Şahan [28] conducted a study with the students of Gazi University and Selçuk University, and highlighted that one of the most important effects of sports on life is being an important factor in social integration. It is observed that the students of Selçuk University (3.94) agree with this situation more than the students of Gazi University (3.79).

Sex is an important determiner for social fabric and roles to get shape. However, it is also necessary to highlight a significant mistake regarding sex. It will be a vain effort to reject such a reality that people don't become men and women in the society, they are born as men and women. As it can be uttered that female and male roles are not learnt, they are innate. At this point, the limits where women participate in working life, social, cultural and sports activities have been indicated with red, and the lines have been darker.

In this sense, attitude scores of participant female and male student-athletes studying at 23 different universities towards sports were evaluated and it has been found in the light of the findings obtained that the attitude scores of female student-athletes ( $x=4,157$ ) are higher than those of males ( $x=3,947$ ). It is necessary to say that the habit of participation in sports for women who are the most valuable wealth of every stage in fair conduct and life is higher than men specific for research. Nevertheless, when the related current literature is examined, it is seen that men's participation in sports or their attitudes towards sports are higher than those of women.

In the study conducted by Hoase et al. [16] with university students in 23 countries from different regions of the world, level of participation in physical activities for male students (73%) has been found to be higher than the female students (64%). In the same study, it has been established that the countries where sedentary standard of living is the lowest are North West European countries and the USA, but the countries with the highest level of sedentary standard of living are Columbia, Southern Africa and Venezuela.

In many other national and international scientific studies, it is observed that men's attitudes towards sports or their level of participation in sports are higher than women [3, 5-9, 11, 30, 34].

Ertop et al. [14] approach the subject from a different perspective, state that students' habit of doing sports regularly is effective on self-fulfillment, stress management, nutrition and exercise habits at a significant level and they also emphasize that the perception of the students who do sports regularly on healthy lifestyle is better than those who don't. Korkmaz and Deniz [20] pass a similar judgment and utter that the individuals with

increasing level of physical activity lead a healthier life with higher quality. They have also put forth in parallel to the results of this study that women lead a more active life than men.

Sex and society dilemma may sometimes disrupt the social act process of women. However, the research results can be perceived as an indicator that this process may change and is even changing.

In order not to keep the expression that women are the most valuable wealth of society only a saying, the participation of women in every stage of life and particularly sports life should be intensified and increased, and universities can even make positive discrimination when required. For this purpose, universities must have guidance and a right information mechanism in themselves. Aktaş [1] points out to the necessity for guidance and counseling services in universities that serve particularly university freshmen and guide them towards such positive fields as art, culture and sports.

Universities are living structures where social development is supported. Although its educational perspective outweighs, their range of missions should be towards action. Therefore, it should be taken into account that the attitudes of young people towards sports can be developed in universities, and each of their graduates must be thought to be a milestone in creating a healthy society. If sports-specific universities perceive the sports life as a culture, and the rate of participation in sports is considered within the quality assessment of universities, then our social attitude towards sports will be affected positively.

## 5. REFERENCES

1. Aktaş Y. (1997). Üniversite Öğrencilerinin Uyum Düzeylerinin İncelenmesi: Uzunlamasına Bir Çalışma (Analysis of University Students' Level of Adaptation: A Longitudinal Study). Hacettepe University Faculty of Education Journal, 13: 107-110.
2. Akyurt N. (2009). Meslek Yüksekokulu ve Marmara Üniversitesi Sağlık Hizmetleri Meslek Yüksekokulu öğrencilerinin Genel Profili. (General profile of the students of vocational school and Marmara University Vocational School of Healthcare Services) Fırat Healthcare Services Journal, 4(11): 175-189.
3. Alemdağ S. (2013). Öğretmen Adaylarında Fiziksel Aktiviteye Katılımın Sosyal Görünüş Kaygısı Ve Sosyal Öz-Yeterlilik İlişkisinin İncelenmesi (Analysis of the Relation between Participation in Physical Activity and Anxiety of Social Look and Social Self-Sufficiency in Prospective Teachers). Karadeniz Teknik University Institute of Education Sciences, Unpublished Doctoral Thesis. Trabzon, p: 86.
4. Allender S, Cowburn G & Foster C. (2006). Understanding Participation in Sport and Physical Activity among Children and Adults: A Review of Qualitative Studies. Health Education Research, 21(6): 826-935.
5. Alricsson M, Lanstad BJ, Romild U & Werner S. (2006). Self-related Health, Physical Activity and Complaints Swedish High School Students. Scientific World Journal, 6: 816-826.
6. Aslan UB, Livanelioğlu A & Aslan Ş. (2007). Fiziksel Aktivite Düzeyinin Üniversite Öğrencilerinde İki Farklı Yöntemle Değerlendirilmesi (Evaluation of the Level of Physical Activity with Two Different Methods in University Students). Fizyoterapi Rehabilitasyon, 18(1): 11-19.
7. Bahar HH. (2008). Cinsiyet ve Branşa Göre Eğitim Fakültesi Öğrencilerinin Serbest Zaman Etkinlikleri (Erzincan Eğitim Fakültesi Örneği) (Free Time Activities of the Students of the Faculty of Education by Sex and Branch (Erzincan Faculty of Education Sample). Erzincan Faculty of Education Journal, 10(2): 117-140.
8. Booth ML, Owen N, Bauman A, Clavisi O & Leslie E. (2000). Social Cognitive And Perceived Environment Influence Associated With Physical Education In Older Australians. Preventive Medicine, 31(1): 15-22.
9. Dalkılıç M. (2011). İlköğretim Öğrencilerinin Sportif Faaliyetlere Katılım Düzeyi Ve İletişim Becerileri Arasındaki İlişkilerin İncelenmesi (Analysis of the Relations between the Level of Participation in Sports Activities and Communication Skills in Primary School Students). Karamanoğlu Mehmet Bey University Institute of Social Sciences, Unpublished Master's Thesis. Karaman, p: 58.
10. Demirhan G & Altay F. (2001). Lise Birinci Sınıf Öğrencilerinin Beden Eğitimi ve Spora İlişkin Tutum Ölçeği (Attitude Scale of the First Grade Students in high School towards Physical Education and Sports) 2<sup>nd</sup> Journal of Sports Sciences, 12, (2), 9-20.
11. Dwyer JS, Allison KR, Goldenberg ER, Frein AS, Yoshida KK & Boutilier MA. (2006). Adolescent Girls Perceived Barriers to Participation in Physical Activity. Adolescence, 41(161): 75-89.
12. Edwards MB. (2013). The Role Of Sport In Community Capacity Building: An Examination Of Sport For Development Research And Practice. Sport Management Review, 235: 1-14.
13. Erkal M, Güven Ö & Ayan D. (1998). Sosyolojik Açından Spor (Sports in Sociological Terms). (3th ed). İstanbul: Der Publications.
14. Ertop NG, Yılmaz A & Erdem Y. (2012). Üniversite Öğrencilerinin Sağlıklı Yaşam Biçimleri (Healthy Lifestyles of University Students). Kırıkkale University Faculty of Medicine Journal, 14(2): 1-7.

15. Franzoi, SL. (2003). *Social Psychology*. (3th ed). Boston: Mc. Graw Hill.
16. Hoase A, Stepteo A, Saallis JF & Wardle J. (2004). Leisure Time Physical Activity in University Students from 23 Countries: Associations with Health Beliefs, Risk Awareness and National Economic Development. *Preventive Medicine*, 39: 182-190.
17. Koçak F, Tuncel F & Tuncel S. (2012). Sporda Sürdürülebilirliğin Boyutlarının Belirlenmesi (Determining the Dimensions of Sustainability in Sports). *Ankara University Faculty of Sports Sciences Journal*, 11(2): 113-129.
18. Koçak F. (2014). Üniversite Öğrencilerinin Spora Yönelik Tutumları: Bir Ölçek Geliştirme Çalışması (Attitudes of University Students towards Sports: A Scale Development Study). *Spormetre*, 12(1): 59-69.
19. Koivula N. (2009). Sport Participation: Differences in Motivation and Actual Participation Due To Gender Typing. *Journal of Sport Behavior*, 22(3): 360-380.
20. Korkmaz NH & Deniz M. (2013). Yetişkinlerin Fiziksel Aktivite Düzeyi İle Sosyo-Ekonomik Düzeyleri Arasındaki İlişkinin İncelenmesi (Analysis of the Relation between the Adults' Level of Physical Activity and Socioeconomic Levels). *E-Journal of New World Science Academy-Sport Science*, 8(3): 46-56.
21. Korkmaz NH. (2010). Uludağ Üniversitesi Öğrencilerinin Spor Yapma Ve Beslenme Alışkanlıklarının İncelenmesi (Analysis of the Sports and Nutrition Habits of the Students in Uludağ University). *Faculty of Education Journal*, 23 (2): 399-413.
22. Marsh HW. (1993). The Effects Of Participation In Sport During The Last Two Years Of High School. *Sociology of Sport Journal*, 10(1): 18-43.
23. Nicholson M, Hoye R & Houlihan B. (2001). Introduction: Participation In Sport: International Policy Perspective. (Edt: Nicholson M. Hoye R. Houlihan B.) New York: Routledge.
24. NSW Sport and Recreation. (2007). Sport and Physical Activity in New Wales. Available at: [www.dsr.nsw.gov.au/assets/pubs/industry/sportandphysicalactivity.pdf](http://www.dsr.nsw.gov.au/assets/pubs/industry/sportandphysicalactivity.pdf). Access Date: 16.01.2015.
25. Pherson MC. (1981). Socialization Into and Through Sport Involvement. *Handbook of Social Science of Sport*. (Edt: Lüschen GRF. Sage GH. Sfeir L.). Champaing: Stipes Publishing.
26. Sherlock E, O'Donnel JS, White B & Bloke C. (2010). Physical Activity Levels and Participation in Sport Irish People with Haemophilia. *Haemophilia*, 16(1): 202-209.
27. Stepteo AS & Butler N. (1996). Sport Participation and Emotional Wellbeing in Adolescents. *The Lancet*, 347(9018): 1789-1792.
28. Şahan H. (2008). Üniversite Öğrencilerinin Sosyalleşme Sürecinde Sportif Aktivitelerin Rolü (The Role of Sports Activities in Socialization Process of University Students). *Karamanoğlu Mehmet Bey University IIBF Journal*, 10 (15): 260-278.
29. Şebin K, Serarslan Z, Katkat D, Tozoğlu E & Kızılet A. (2007). Spor Yapan Üniversite Öğrencilerinin Spora Başlama ve Spor Yapma Nedenlerine İlişkin Görüşleri (Opinions of the University Students Who Do Sports Concerning the Reasons of Beginning and Doing Sports). *Atatürk University BESB Journal*, 9(1): 43-63.
30. Tel M & Köksalan M. (2008). Öğretim Üyelerinin Spor Etkinliklerinin Sosyolojik Olarak İncelenmesi (Doğu Anadolu Örneği) (Sociological Analysis of Sports Activities of Lecturers (Eastern Anatolia Sample). *Fırat University Journal of Social Sciences*, 18(1): 261-278.
31. Vermeulen J & Verweel P. (2006). Participation in Sport: Bonding and Bridging As Identity Work. *Sport in Society: Cultures, Commerce, Media, Politics*, 12(9): 1206-1219.
32. Weuve J, Kong HS, Manson JE, Breteler MMB, Ware JH & Grodstein F. (2004). Physical Education: Including Walking and Cognitive Function in Ol+ühyt19+er Women. *The Journal of American Medical Association*, 292(12): 1454-1461.
33. Yetim A. (2005) *Sosyoloji ve Spor (Sociology and Sports)*. (First Ed). İstanbul: Morpa Publishing.
34. Yüksel M. (2014). Cinsiyet ve Spor (Sex and sports). *Journal of History School*, XIX: 663-684.