



Cultural Diversity and Sport Attitudes: A Research on foreign national Secondary School Students

Kültürel Çeşitlilik ve Spor Tutumları: Yabancı Uyruklu Ortaokul Öğrencileri Üzerine Bir Araştırma

ABSTRACT

The education is a deliberate process of inducing intended changes in an individual's behavior through their own experiences. Physical education encompasses all physical activities aimed at enhancing both physical and mental health, fostering qualities such as character and personality, nurturing competitive individuals, safeguarding societal will, and serving as a cornerstone for social and economic development. This study investigates the attitudes of foreign national middle school students towards physical education and sports classes. The study comprises 240 foreign national students aged between 11 and 14, including 138 girls and 102 boys. The aim of the study is to examine the effects of foreign national middle school students' attitudes towards physical education and sports classes and to compare whether these effects differ according to age, gender, and sports license status. The research was designed according to the quantitative research model and survey research method was used. Descriptive statistics, including frequency and percentage distributions, were used to analyze the data obtained, aiming to determine variations among participants' levels of attitude towards physical education and sports concerning age, gender, participation in sports, possession of a sports license, and family income level, utilizing Independent Samples t-test and One-Way Anova. The participants attitudes towards physical education classes showed a statistically significant difference based on gender and participation in sports. However, there was no statistically significant difference in participants' attitudes towards physical education classes based on educational level, age, and income distribution variables. Additionally, no statistically significant difference was found between participants' engagement in sports and their body mass index.

Keywords: Physical education, sport, attitude, foreign nationals.

ÖZET

Eğitim, bireyin davranışlarında kendi yaşantısı yoluyla kasıtlı olarak istendik değişme meydana getirme sürecidir. Beden eğitimi, beden ve ruh sağlığını geliştirmeye, karakter ve kişilik gibi nitelikleri artırmaya, rekabetçi bireyler yetiştirmeye, toplumsal iradeyi korumaya, sosyal ve ekonomik gelişmenin yapı taşı olmayı amaçlayan tüm fiziksel etkinlikler bütünüdür. Bu çalışmada, yabancı uyruklu ortaokul öğrencilerinin beden eğitimi ve spor dersine yönelik tutumları incelenmiştir. Çalışmada 11 ile 14 yaş arasında 138 kız ve 102 erkek öğrenci olmak üzere 240 yabancı uyruklu öğrenciden oluşmaktadır. Çalışmanın amacı ise; yabancı uyruklu ortaokul öğrencilerinin beden eğitimi ve spor dersine yönelik tutumlarının etkileri ve etkilerin yaş, cinsiyet ve spor lisansı durumuna göre farklılık gösterip göstermediğinin incelenerek karşılaştırılmasıdır. Araştırma; nicel araştırma modeline göre tasarlanmış olup, survey tarama yöntemi kullanılmıştır. Elde edilen verilerin analizinde frekans ve yüzdelik dağılım olan betimsel istatistikler katılımcıların beden eğitimi ve spor tutum düzeyleri yaş, cinsiyet, spor yapma durumu, sporcu lisansı olma durumu, aile gelir düzeyi arasında farklılaşmayı belirlemek amacı ile Bağımsız Örnekleme T Testi ve Tek Yönlü Anova Testi kullanılmıştır. Katılımcıların; beden eğitimi dersine ilişkin tutumları ile cinsiyet ve spor yapma değişkenleri arasında istatistiksel olarak anlamlı bir farklılık olduğu belirlenmiştir. Katılımcıların beden eğitimi dersine ilişkin tutumları ile lisans, yaş, gelir dağılımı değişkenleri arasında istatistiksel olarak anlamlı bir farklılık olmadığı, spor yapma durumları ile beden kitle endeksi arasında ise istatistiksel olarak anlamlı bir farklılık olmadığı belirlenmiştir.

Anahtar Kelimeler: Beden eğitimi, spor, tutum, yabancı uyruklu.

INTRODUCTION

Education is the process of intentionally bringing about desired change in the behavior of the individual through his/her own experience. Equipping people with desired behaviors, that is, educating them, has been the most important goal throughout the ages. Today, this phenomenon is becoming increasingly complex, and its impact is felt more intensely. Nevertheless, the importance of education has not been sufficiently understood, especially in our country. However, unless human behavior develops in a valid and reliable direction, it is out of the question to reach a desired way of life. Human beings can be intertwined with all kinds of processes, from the most concrete and simple relationships to the most abstract and complex ones. It is the human being who governs the state, plans, builds and operates factories, distributes, and consumes products, processes nature, extracts products from it, builds homes, builds schools, roads, dams, or abolishes all these things, creates or solves problems with

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objects and phenomena. As such, we have to equip people with consistent behaviors, that is, with problem-solving knowledge and skills. This can be achieved through education (Altınışık & Peker, 2012; Çakmak, 2008).

Sport has an updated structure that penetrates into society. In this respect, it is impossible to consider sport and society separately. Sport develops with social changes. Today, especially with the widespread use of mass communication, sport helps different cultures to come together. People participating in sports competitions all over the world have the same goals. They think about acting together. Sport is just a competition. It is not only a competition between two sides, but also a tool that makes it an important pastime. Individuals who considered these different characteristics of sport have a positive attitude towards sport. They have a willing attitude to participate in sports (Sunay & Bayraktar, 2007).

Attitudes towards physical education course are the positive or negative evaluations that students keep in their memory towards physical education course (Tavşancıl, 2002). An individual's attitudes are formed by organizing his/her experiences and knowledge. Since organization depends on certain evaluation processes, attitudes can change when these experiences and information change form and new ones can be acquired over time. This change also implies a change in feelings, beliefs and values. Motivation is one of the most important factors in eliminating negative attitudes. Individuals look at events from their own point of view and therefore their personal attitudes form their personal judgments. Attitude, which is a mental habit, often does not allow for rational means such as reason and logic, as in other habits. In some cases, the individual cannot determine his/her true attitude in advance. The events that shape individual attitudes are the result of previous events and experiences. A student's attitude towards physical education is said to be "neutral" if it is not yet developed, "negative" if it is in the direction of disliking and rejecting physical education class, and "positive" if it is in the opposite direction. Generally, negative attitudes towards physical education lessons are caused by painful life events such as failing physical education lessons, being punished by the teacher, and not liking the teacher. Positive attitudes facilitate learning. Negative attitudes prevent learning. For this reason, it is necessary to measure and evaluate student attitudes towards physical education course in directing the learning-teaching process in physical education course (Pehlivan, 1997; Özyalvaç & Wang, 2010).

Individuals' attitude towards sport is formulated and conditioned by various factors. Previous studies have shown that attitude towards sport activities is conditioned by the individual as well as social and psychological factors that influence the formulation of this attitude (Wang & Zhang, 2021). Attitude towards sport has positive effects on social characteristics (Salar et al., 2012). Sport is a very important point for individuals to get to know others and interact more with them, and sport is an effective socialization tool (Karataş et al., 2021).

The concept of attitude is a concept usually defined in the field of sociology, psychology, and social sciences. It is a concept that is discussed and defined in the field. This concept has been used in many different fields. Different definitions have been made since its use. The concept of attitude is the psychological factors or initial thoughts that guide behavior. It can be defined as a set of values that influence an individual's specific beliefs and determine their ideology. Some theorists believe that emotional and cognitive factors are considered, some focus only on emotional aspects. However, all theorists have the same point of view in examining the relationship between emotions, beliefs, and behaviors (Atkinson et al., 1999).

The aim of the study is to examine and compare the effects of foreign middle school students' attitudes towards physical education and sports course and whether the effects differ according to age, gender and sports license status.

METHOD

The research was designed according to the quantitative research model and survey screening method was used. The survey model used in the study is a survey conducted on a group taken from the universe in order to reach a general opinion about the universe in a universe consisting of a large number of different elements. Survey models are methods that investigate and define a past or current situation as it exists without interfering with the conditions that constitute the phenomenon. According to Karasar (2006), what is essential in this model is to observe and measure the existing situation without interfering with the current situation and conditions. In this study, "maximum diversity sampling" method, one of the purposive sampling methods, was used. The maximum diversity sampling method defines maximum diversity sampling by identifying similar and different situations in the universe related to the problem being examined and conducting the study on these situations (Büyüköztürk et al. 2016).

Data Collection

There are various rules of thumb in the literature for sample size. One of them is 'in scale studies, the sample size should be at least 5 times of each scale item' (Tavşancıl, 2014). For this reason, the Physical Education Course Attitude Scale for Secondary School Students consists of 35 questions in determining the sample of the study.

Although there was a minimum of 350 participants formed by the number of scales, it was determined as 400 people to eliminate possible problems. The data collection process was carried out in their free time in accordance with the random sampling method.

Data Collection Tool

In the study, the Personal Information Form created by the researcher and the Likert-type "Physical Education Course Attitude Scale for Secondary School Students" developed by Güllü and Güçlü (2009) were used.

FINDINGS

Table 1: Age Distribution of Individuals Participating in the Study

	n	%
11 years and under	69	28,8
12 years old	56	23,3
13 years and older	115	47,9
Total	240	100,0

It was determined that 47.9% of the individuals participating in the study were 13 years of age or older, 28.8% were 11 years of age or younger, and 23.3% were 12 years of age.

Table 2: Gender Distribution of Individuals Participating in the Study

	n	%
Woman	138	57,5
Male	102	42,5
Total	240	100,0

It was determined that 57.5% of the individuals participating in the study were female and 42.5% were male

Table 3: Distribution of the Individuals Participating in the Study Doing Sports

	n	%
1-2 days a week	86	35,8
2-3 days a week	48	20,0
More than 3 days a week	57	23,8
Nothing.	49	20,4
Total	240	100,0

It was determined that 35.8% of the individuals participating in the study do sports 1-2 days a week, 23.8% do sports more than 3 days a week, 20.4% do not do sports at all, and 20% do sports 2-3 days a week.

Table 4: Undergraduate Distribution of Individuals Participating in the Study

	n	%
Yes	29	12,1
No.	211	87,9
Total	240	100,0

It was determined that 87.9% of the individuals participating in the research did not have a bachelor's degree, while 12.1% had a bachelor's degree.

Table 5: Distribution of Average Income of Individuals Participating in the Study

	n	%
7500 tl and below	79	32,9
Between 7600-8500	74	30,8
8600 tl and above	87	36,3
Total	240	100,0

It was determined that 36.3% of the individuals participating in the research had a monthly income of TL 8600 and above, 32.9% had a monthly income of TL 7500 and below, and 30.8% had a monthly income of TL 7600-8500.

Table 6: Distribution of Anova Test Results of the Comparison of the Attitudes of the Individuals Participating in the Study towards Physical Education Lesson According to Age Variables

	Age	N	Average	sd	Sum of squares	Mean squares	F	p
Attitude	Under 11 years old	69	3,1065	0,50726	0,267	58,574	0,540	0,584
	12 years old	56	3,0872	0,48302				
	13 years and older	115	3,1632	0,49776				

After the Anova test conducted to compare the age distribution of the individuals participating in the study with their attitudes towards physical education course, it was found that the attitudes of the age group towards physical education course were not different from each other ($p > 0.05$; $F = 0.540$). According to this result, it was determined that there

was no statistically significant difference in the attitudes of individuals towards physical education course according to age status. The attitudes of those aged 13 years and over towards physical education course ($\bar{X} = 3,1632$) The attitude levels of those aged 11 years and younger towards physical education course ($\bar{X} = 3,1065$) and 12-year-olds' attitudes towards physical education course ($\bar{X} = 3,0872$) than those of the other groups.

Table 7: Distribution of t Test Results of the Comparison of the Attitudes of the Individuals Participating in the Study towards Physical Education Lesson According to Gender Variables

	Gender	N	Average	Standard deviation	t	Df	p
Attitude	Woman	138	3,0531	0,46869	-2,800	238	0,006*
	Male	102	3,2320	0,51579			

*p<0,05

After the t-test conducted to compare the attitudes of men and women participating in the study towards physical education course, it was found that the attitudes of men and women towards physical education course were different from each other ($p < 0.05$; $t = -2.800$). According to this result, the attitudes of males towards physical education course ($\bar{X} = 3,2320$) women's attitudes towards physical education course ($\bar{X} = 3,0531$) is higher.

Table 8: Distribution of Anova Test Results of the Comparison of the Attitudes of the Individuals Participating in the Study towards Physical Education Lesson According to the Variables of Doing Sports

	Doing Sports	N	Average	Sum of squares	Mean squares	F	P
Attitude	1-2 days a week	86	3,07	6,344	52,496	9,507	0,000*
	2-3 days a week	48	3,15				
	more than 3 days a week	57	3,38				
	Nothing.	49	2,90				

After the t-test conducted to compare the attitudes of the individuals participating in the study towards physical education course with their sporting status, it was found that the attitudes towards physical education course were different from each other ($p < 0.05$; $F = 9,507$). According to this result, it was determined that there was a relationship between those who do sports 1-2 days a week and those who do sports 3 days a week. Another result is that there is a relationship between those who do sports 1-2 days a week and those who do not do sports at all.

Table 9: Distribution of t Test Results of the Comparison of the Attitudes of the Individuals Participating in the Study towards Physical Education Course According to Undergraduate Variables

	License	N	Average	Standard deviation	t	Df	p
Attitude	Yes	29	3,2170	0,51621	1,017	230	0,310
	No.	211	3,1171	0,49341			

After the t-test conducted to compare the attitudes of individuals with and without a license towards physical education course, it was found that the attitudes of individuals with and without a license towards physical education course were not different from each other ($p > 0.05$; $t = -1.017$). According to this result, although the attitudes of individuals with a license towards physical education course are more positive than those without a license, it is not statistically significant.

Table 10: Distribution of Anova Test Results of the Comparison of the Attitudes of the Individuals Participating in the Study towards Physical Education Lesson According to Income Distribution Variables

	Income Distribution	N	Average	Sum of squares	Mean squares	F	P
Attitude	7500 and below	79	3,0897	0,331	58,509	0,671	0,512
	between 7600-8500	74	3,1814				
	8600 and above	87	3,1206				

As a result of the Anova test, there was no statistically significant difference between the attitudes of the individuals participating in the study and the income distribution variable ($p > 0.05$). According to this result, the level of attitudes towards physical education course of those with an income level between 7600 TL -8500 TL ($\bar{X} = 3,1814$) The attitude levels of those with an income level of 8600 TL and above towards physical education course ($\bar{X} = 3,1206$) and those with an income level of 7500 and below were more likely to have attitudes towards physical education course ($\bar{X} = 3,0897$) is higher.

DISCUSSION AND CONCLUSION

There was no statistically significant difference between the attitudes of the individuals participating in the study and the age variable. According to this result, it was observed that the attitudes of all individuals of different ages towards the physical education course were the same. It was concluded that the students who

participated in the study had the highest attitude score at the age of 13 and above, while those who were 12 years old had the lowest attitude score.

There was no statistically significant difference between the attitudes of the individuals participating in the study towards the physical education course and the income distribution variable. According to this result, it was observed that the attitudes of individuals with different income levels towards the physical education course were the same.

No significant difference was found in students' attitudes towards physical education course according to their mothers' educational status; it was observed that attitude scores varied according to their mothers' educational status, with the highest values (from the highest) in the university, literate, and illiterate groups respectively, and the lowest values (from the lowest) in the high school, secondary school, and primary school groups respectively.

Çeliköz and Çetin (2004) found a low correlation between mother's education level and attitudes. In the study conducted by Tural (2014), it was concluded that there was a statistically significant difference between the education level of the parents participating in the study and their attitudes towards the Physical Education course; as the education level increases, attitudes towards the physical education course increase positively.

In the study conducted by Güllü and Güçlü (2009), it is seen that there is a significant difference in the attitudes towards physical education course according to the educational status of the students' mothers. This difference was observed between the group of students whose mothers were illiterate and the group of students whose mothers were high school graduates.

In the study, when the attitudes of male and female students towards the physical education course were examined, a significant difference was observed. Looking at the mean scores, it is seen that male students' attitudes towards physical education course are higher than female students.

In parallel with this study, Çelik and Pular (2011) found that the attitude scores of male students were higher than those of female students. Taşğın and Tekin (2009) also found in their study that male students' attitudes towards physical education course were more positive than female students.

In the study conducted by Akandere et al. (2009), the attitude scores of males towards physical education course were found to be statistically significantly higher.

Trenor et al. (1998) found that male students felt themselves more talented, strong, and powerful than female students in physical education classes. A statistically significant difference was determined between the attitudes of the individuals participating in the study towards physical education course and the variable of doing sports.

In the study conducted by Hazar et al. (2019), it was determined that there was a statistically significant difference between the total scores obtained from the Attitude Towards Physical Education Course Scale belonging to the variable of whether the participants were actively doing sports or not.

In the study conducted by Akdoğan (2017), a significant difference was found between the arithmetic averages of the groups according to the regular exercise variable of the physical education course attitude scale scores of the students constituting the sample group.

It is seen that there is a significant difference between the responses of secondary school students regarding the frequency of exercising and doing sports in their free time. In order to determine which statements this difference is between; all statement types were compared pairwise with each other. As a result of the pairwise comparison, it is seen that the difference between those who always do exercise and sports in their free time and those who do it occasionally, between those who always do exercise and sports in their free time and those who rarely do it, and between those who always do exercise and sports in their free time and those who never do it is significant. When the mean values are examined, it is understood that those who stated that they always do exercise and sports in their free time have more positive and higher attitudes towards physical education course than the other respondents.

Activities can be organized to increase the participation of foreign students in sports activities.

- ✓ Elective physical education courses can be selected, and physical education class hours can be increased in order to better integrate students and to contribute to the development of positive attitudes towards the course,
- ✓ Teachers and administrators in schools can inform students about sportive and cultural activities and direct them to these activities,
- ✓ Unlike our study, the factors affecting students' attitudes towards physical education and sports can also be investigated.

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