



## THE EFFECT OF SPORT ACTIVITY TO THE EDUCATION: ON SOCIAL DEVELOPMENT, MENTAL DEVELOPMENT, SCHOOLING DEVELOPMENT AND PHYSICAL DEVELOPMENT IN TURKISH STUDENTS OF PUBLIC ADMINISTRATION

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### Abstract

This study was done with the aim of searching whether the sport had an effect on education or not. The search involves 179 students studying at Karamanoğlu Mehmetbey University in 2011-2012 education year. Graded quintet Likert type questionnaire was used as a measuring means. In the first part of the questionnaire demographic features and in the second part a questionnaire was used which was developed by Aksoy and adapted by a researcher. SPSS 16.0 programme was used to measure all tests. Alpha coefficient was checked and found as %85 for reliability. Frequency analysis, t-test analysis were used for measuring students' answers given and cross-tabulation was done for some questions.

According to the results of this study students who do sport are more successful in education, have more advanced mental abilities and effect social development positively. When the effect of sport to the education was investigated, it was understood that there was a meaningful difference between girls and boys participants.

**Key words:** Education, Sport, Physical, Social and Mental Development.

### Introduction

Sport can be defined as main factor of enhancing psychical and mental health, ensuring the development of personality and character formation, facilitating adaptation to the environment by providing knowledge, skills and ability, providing solidarity, cohesion and peacemaking between people, societies and communities and are activities done the aim of struggling, getting excited, competing and outracing in the norm of competition with certain rules (A. Yetim, 2010).

The essential in sport is the nature of perceptions, accelerating them, noting indications and suspicions that based on perceptions and determining different factors that are helpful to perception or rather causing a retard by scrambling opponent's perception (S. Özbaylar, 1983). Sportive events are effective in terms of both personal and social on improving individual and social relations. Sport is not only an educatory activity for developing one's physical and psychological aspects. Besides, sport contributes to socializing of person by revealing the ability of organizing with responsibility and cooperation tendency.

Moreover, sport helps for the development of both individual and social proceeds (M. Erkan, 1996). Person is usually alone in mass society. For this reason, s/he wants to resolve loneliness by attending a team, a group etc. Therefore, psychiatrists look at stadiums with the eye of hospital. Stadiums are treatment places where subdued emotions are taken out, namely discharge of individual.

So they ensure satisfaction (M. Tezcan, 1982). One especially, edifies an extrovert personality by attending group sportive activity. One who obtain new friends and obey the rules on plays become respectful to laws and more sociable and

communal. The development of cooperation is a social qualification that can be achieved by attending sportive activities (M. Tezcan, 1982).

Physical education and sport, which have important roles on relations between people and countries in terms of social and economic in our day, and in virtue of predicating mutual love and peace, are important on forming education and democracy conscious. For this reason, physical education and sport are defined as inseparable parts of all personality nurture and general training back onto integrity principle of organism.

According to Alpman "Movements which is conscious and purposive have pragmatism value and qualification" (C. Alpman, 1972). A trainer who regards sportsmen's psychology as well as physical abilities and places importance on psychological can set more correct goals (M. Kuter, F. Öztürk, 1997).

The main objective of education struggles, no doubt, is to help accommodate children and adults to society with healthily and profitably. In order for actualizing this coherency individuals enhance their abilities via education borderline and human behaviors are changed in the direction of education aims (F. Varış, 1985).

On today's conditions young grow without deprivation or insecurity under demographic provisions. Young should enhance abilities, which shape their development, versatile but they shouldn't be patronized. Today we know that social activities, well directed education and mutual relations have a lot effects on individual development and the formation of personality (U. Dündar, 1995).

The successes of young on school and vocational schools are seen on sport field. They want to indicate these successes ideally on sport (S. Baumann, 1998). When these young are compared to

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unsuccessful young, latter ones have problems on school and work life and contradict with their fears and will be ineffective on sport (S. Baumann, 1998).

Accordingly, education carries some responsibilities as generating values that can maintain life and reconstruction of society with prudent and qualitative, preventing breaking up existing values and accommodating old and new values rather than redounding knowledge and skills to people.

These values affect students' behaviors and wish levels by education means. In the opposite case; as the individual reinforce education level, idea, sense and ethical attitudes, the education given to children and adolescents grades and strengthens basically (F. Variş, 1984). Education of people occurs through learning. In other words, human gain almost every personality characters acquire by learning. The acquired abilities of human are more than those which are brought from birth. Education tries to redound the desired properties by learning to people (I.E. Başaran, 1996:11).

Intellectual and spiritual processes have a very important role on administration of movements aimed at success in other stages of sport and life. These processes do not affect knowledge received from the mental abilities and skills that occur in intelligences such as perception, attention, learning and memory.

Here, intellectual and emotional factors act in unison and affect each other continually (C. İközler, C. Karagözoğlu, 1997). Psychologically healthy individual is a person who is affectionate, beloved and consistent and has a place in the society and enhance relations with society. The person his/her abilities to certain aim and use them correctly and productively. S/he trust him/herself, does not give away to despair, is flexible and has a sense of tolerance (A. Yörükoğlu, 1980).

People at times comprehend his/her body with sport. In a sense sport is an expression of a need of the body itself. Especially, sport done on childhood will be required for the person through the life and provide gaining control power that concerns entire personality (M.V. MacLeod, 2002).

Some literature researches show that it was concluded that a healthy balance between academics and athletics is achievable (D.L. Jones, 2007). The positive effects of athletic participation for student-athletes: selfdiscipline, self-confidence, lower dropout rates, and smaller percentages of drug and alcohol abuse (L.S. Sitkowski, 2008).

The other Research purported the grade point average was a stronger predictor of future academic success than ACT scores (B. Bleyaert, 2010). Colleges and universities are augmenting the academic support they provide student athletes (J. Maher, 2007). Student athletes at one university demonstrated quantifiable gains in academic achievement (N. Voinis, 2009).

### **The Aim, Constraints and Hypothesis of the Search**

#### **The Aim of the Search**

The study aims to look into the effect of sport to the education of students who study Public Administration at Karamanoğlu Mehmetbey University and also the study aims to explore whether or not there is an effect of sport on social development, mental development, academic learning and physical development at sub-dimensions.

#### **The Constraints of the Search**

The study is restricted with students who study Public Administration at Karamanoğlu Mehmetbey University. The questionnaire, which was carried out on students, is bounded by social development, mental development, physical development and academic learning questions.

#### **The Hypothesis of the Search**

1- There are differences in terms of statistically on the aspect of students related to the effects of sport on education.

2. There is a difference in terms of statistically on the aspect of boys and girls, studying in the same classroom, related to the social development of sport.

3. There is a difference in terms of statistically on the aspect of boys and girls, studying in the same classroom, related to the mental development of sport.

4. There is a difference in terms of statistically on the aspect of boys and girls, studying in the same classroom, related to the physical development of sport.

5. There is a difference in terms of statistically on the aspect of boys and girls, studying in the same classroom, related to the academic learning of sport.

#### **The method of the Study**

#### **The Model of the Search**

Descriptive method of screening model was used with the aim of evaluating whether there is an effect of sport on physical development, mental development, social development and academic learning of students who study public administration at faculty of economic and administrative sciences in Karamanoğlu Mehmetbey University.

#### **Data Gathering**

Questionnaire method was used to test the questions asked in the search. Literature was made use which is oriented to measure the effect of sport on education and scale was taken advantage on preparing questionnaire questions (the questionnaire that was used by Aksoy on his master thesis in 1999).

The questionnaire consists of two parts. While the first part is for measuring demographic knowledge of participants, the second part consists of physical, social, mental and academic learning questions asked to subjects with the aim of evaluating the effects of sport on education. Second part questions were prepared due to quinted likert scale. Participants were wanted to choose the most suitable options for them as "I totally disagree", "I disagree", "I hesitate", "I agree" and "I totally agree" which were marked between 1 to 5. The marking of these options were 1,2,3,4,and 5 in turn.



## The Main Mass of the Search

The main mass of the search constitutes a community of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> class students who are at morning and evening education and study public administration at faculty of economic and administrative sciences in Karamanoğlu Mehmetbey University. All the units that form main mass were included to the search skeleton. The skeleton consists of girl and boy students study public administration. 179 students, participated in the survey, formed the adequate sample size to measure the main mass.

## The findings of the Search

Cronbach Alpha scale was found as ,98 after the reliability analysis of questions on the questionnaire. The definitive statistics gathered from the study was given on Table 1.

Additionally, the meaningfulness t-test, which is for measuring whether sport has effects on physical, social, psychological and academic learning or not, and analysis results are shown in Table 2. One way variance analysis which was done on the effects of sport on physical growing, social improvement, psychological improvement and academic learning according to age is shown in Table 3. Finally, the effects of sport on physical development were shown with cross-tabulation in Table 4.

**Table 1:** Descriptive Statistics

<b>GENDER</b>	<b>Frequency</b>	<b>%</b>
Female	86	48,0
Make	93	52,0
<b>AGE</b>		
Till 18	11	6,1
Between 19 and 25	153	85,5
Between 26 and 30	15	8,4
<b>SPORT RELATED STATUS</b>		
Did by not entering competitions	50	27,9
Did by entering competitions	31	17,3
Interested as a spectator or active fan	71	39,7
Never interested	27	15,1
<b>TOTAL</b>	179	100

Looking at the table, men generate %52 of the participants and %48 of them are women. On looking age groups, till 18 age group is %6,1. With % 85,5 percentile 19-25 age group is quite rich. And it is seen that %8,4 of the group is generated by 26-30 age

group. When looking at the sport related status of the participants it seen that %27,9 of them did sport, %17,3 of them did it by entering competitions, %39,7 of them were a spectator or an active fan and %39,7 of them did not do any sport.

**Table 2:** The t-test results of sport effects on social, psychological and academic learning in terms of gender

	<b>N</b>	$\bar{X}$	<b>SS</b>	<b>Sd</b>	<b>t</b>	<b>p</b>
<b>Social</b>	86	13,441	2,694	177	-5,283	,000
	93	16,161	4,008			
<b>Psychological</b>	86	13,011	2,724	177	-3,663	,000
	93	15,290	5,138			
<b>Academic</b>	86	13,779	2,702			
<b>Learning</b>	93	17,741	4,308	177	-7,303	,000

p<.05

The t-test analysis results of sport having effects on social, psychological and academic learning in terms of gender is shown in Table 2 above. It can be

said that the male students' view about having effects of sport on academic learning, social and psychological development is more than female ones. A meaningful

difference can be accepted when looking at answers given by male and female students views (Sig.= p<.05).

**Table 3:** The one way variance analysis of answers of students, who study at Karamanoğlu Mehmetbey University, to the questions of these answers; “who do not join competitions”, “who join competitions”, “interest as a spectator or an active fan” and “never interest”.

Sub-dimensions of social skills	Group of Interest Status	N	$\bar{X}$	SS	F	p
<b>Social dimension</b>	Who do sports by not joining competitions	50	11,76	2,06	180,310	,000
	Who join competitions	31	15,48	1,28		
	Who are actively interested in	71	18,35	1,05		
	Who are never interested in sports and competitions	27	10,66	3,13		
<b>Psychological dimension</b>	Who do sports by not joining competitions	50	11,16	2,06	160,641	,000
	Who join competitions	31	15,45	0,50		
	Who are actively interested	71	17,97	2,64		
	Who are never interested in sports and competitions	27	8,44	2,56		
<b>Academic learning dimension</b>	Who do sports by not joining competitions	50	12,10	2,30	59,605	,000
	Who join competitions	31	15,96	0,79		
	Who are actively interested	71	19,08	0,89		
	Who are never interested in sports and competitions	27	14,97	6,69		

(p<.05)

Score means of social, psychological and academic learning dimensions variables of participants are seen in Table 3. It is seen that there is a meaningful difference on social, psychological and academic learning conditions of participant students in terms of sport interests. Scheffe test results were studied in order to search for the reason of differences between

groups. Although there is not a meaningful difference between the answers of people who do sport without joining competitions and who never interest in sport and competitions ( $.107 > .05$ ), a meaningful difference was found on the answers of people who join competitions and who are active fan ( $.00 < .05$ ).

**Table 4:** The cross tabulation of “I believe that sport affects psychological development” view in terms of age

Ages between	I TOTALLY DISAGREE	I DISAGREE	I AM UNDECICE D	I AGREE	I TOTALLY AGREE	Total
<b>0-18</b>	0	2	9	0	0	<b>11</b>
	% 0	%100	%100	% 0	% 0	<b>%6,1</b>
<b>19-25</b>	0	0	0	29	124	<b>153</b>
	% 0	% 0	% 0	%100	%91,9	<b>%85,5</b>
<b>26-30</b>	4	0	0	0	11	<b>15</b>
	%100	% 0	% 0	% 0	%8,1	<b>%8,4</b>



<b>Total</b>	<b>4</b>	<b>2</b>	<b>9</b>	<b>29</b>	<b>135</b>	<b>179</b>
	<b>%100</b>	<b>%100</b>	<b>%100</b>	<b>%100</b>	<b>%100</b>	<b>%100</b>

When checked the table it is observed that “I totally agree” category is the most significant one. % 91,9 of 19-25 age group participants marked the choice “I totally agree” to the view of “I agree that sports affects psychical development” given in this category. It is seen that most of the participants agree about the effect of sport on psychical development.

**Discussion and results**

This study was done with the aim of searching sports’ effect on students who study at Karamanoğlu Mehmetbey University, Public Administration department and presenting the effects of sport on education with the social, psychological, academic learning and psychical development sub-dimensions. It can be asserted that there is a meaningful difference in terms of gender variable on looking t-test results. According to one way variance analysis test results of this study it seen that nearly all of the male participants accept the sports’ effects on education, the rate of this is less on female participants. This comes to mean that females have less habits of doing sport than males. On looking the table it appears that males’ view is far higher than female on the following conceptions; “Sports has effects on students’ academic successes”, “Sports has effects on social development” and “Sports has effects on psychological development”. In this direction it can be thought that as for male people are more successful on academic study, are social socially and are healthy and feel happy psychologically. On the other hand, as for females, success can not be achieved by sport but from other resources.

On the other hand, according to one way variance analysis results in Table 3, the reason of the differences is team culture or the contribution of competition culture on education or high mean results of both “competition joiners” and “being active fan” than other expressions such as “doing sport without joining competitions” and “never interesting in sport or competitions”.

Thus, it is understood that students, who join competitions and interest as an active fan, are far more developed on education. Summarily, most of the students who participated in the study share the same view of effects of sport on psychical development. Besides, they agree that sport effects social development. Socially deficient people maintain relations by sharing the same excitement, unhappiness and happiness with others by means of these activities done at schools.

Most of the participant students advocate that sport has effects on psychological development. Because sport keep some behaviors inside like defeating, failure, sharing and respecting and can be a means that can acquires these behaviors. On the other hand, while all the male participants agree that sport

has effects on education, females’ rate who have the idea of sports not having effects on education are pretty high. As well as these positive results, people who have the view of non-effects of sports are present when personally considered.

As a result, students are healthier with sport, are more sociable on education life with sport, can overcome downswing more easily with sport and are freer mentally. Therefore, school success rise, Due to all these good, students should be leaded to sport and the importance of sport should be emphasized. In this study it is understood that female has more negative view of sport than male. For this reason, they should be informed about sport and directed to sport much more.

Some writers found in parallel or non-parallel with the results of mine as informed below;

According to S.G. Ghooshchya and et al (2011), Results of this study indicated that there was significant difference between self-perception scores in athlete and non athlete girls (in all 3 aspects), athlete and nonathletic boys (self perception of parents), athlete boys and girls (total score) (P<0.05).

According to S. Dumana and E. Kuru (2010), when looked at social adaptation and sub-scale score averages of male and female students doing sports and not doing sports, gender has been found not to differ statistically with social adaptation scores.

According to P. Bayar, Z. Koruç (2000), Their research supports our study. Bayar and Koruc, in their research, investigated the characteristics of athletes and found that males doing sports were more adaptable, more active, more tolerated. (P. Bayar and Z. Koruç, 2000). On the other hand, The research, done by K. Ozduran (2001), differs from our study. As Özduran’s research (2001), This research differ from our study. When the students participated in our study were examined according to school type, social adaptation scores of students doing sports have been found to be higher than the ones not doing sports. Most of the Turkish students living in Germany attend secondary school.

**Conclusions.** In our study, it was found that the number of the students attending these schools was higher. These schools having lower education level also cause adaptation problems. This situation shows that the problems in these schools are higher. In a research by Ozduran, no difference was found between females’ adaptation levels doing sports and not doing sports at secondary and high school levels.

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