

Science, Movement and Health, Vol. XVIII, ISSUE 2 Supplement, 2018
September 2018, 18 (2 supplement): 458-463
Original article

EXAMINATION OF THE VALUES GAINED BY HIGH SCHOOL STUDENTS THROUGH PHYSICAL EDUCATION AND SPORT LESSON

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Abstract

Objectives: Physical education and sport lesson is one of the most important lessons that contribute to the mental and emotional development of the students as well as being the only lesson that provides physical development. For this reason, the physical education and sport lesson is a very important lesson (Yıldız and Güven, 2013) where many values were and will be gained by the students. In this context, it was aimed in research to examine the values gained by the high school students through the physical education and sport lesson in terms of various variables.

Methods of research: The survey design, one of quantitative research models, was used in the research. The study group consists of 284 students studying in the 9th, 10th, 11th and 12th grades in Batıkent High School and Gazi Çiftliği Anatolian High School in district of Yenimahalle in Ankara in 2016-2017 education year. As data collection tools in the research, "Personal Information Form" created by the researchers and "Physical Education Lesson Student Value Orientation Scale" developed in 2016 by Yıldız and Güven (2013) were used to collect information about the participants. In the analysis of the data, normal distribution variables were analyzed by parametric test methods. In this context, descriptive statistics such as arithmetic mean, standard deviation and percentile value as well as Pearson Correlation Coefficient, t test and one way variance analysis (ANOVA) tests were used in the analysis of data.

Results: It was determined that the value orientation levels of the physical education and sport lesson displayed a statistically significant difference in terms of sensitiveness and responsibility sub-dimensions according to gender variable. According to the analyses, it was determined that there was a negatively significant difference in the scale's sub-dimensions of sportive virtue, self-confidence, solidarity, sensitiveness, responsibility and national culture at a high level in terms of age variable. It was figured out that the physical education and sport lesson value orientation levels of the high school students showed a significant difference in the sub-dimensions of solidarity and self-confidence according to their grade level. Accordingly, the scores of the 12th grade students for physical education and sport lesson were lower than the other grades in the solidarity and self-confidence sub-dimensions. No significant difference was determined between the status of playing in the school team and the sub-dimensions of the scale.

Conclusions: As a result of the analyses made, it was determined that the value orientations of high school students was moderate for physical education lesson.

Keywords: high school students, physical education and sport lesson, value orientation.

Introduction

In general, education is the process of teaching and transferring social values as well as showing the ability to think, the knowledge, understanding and skills of the individual through learning (Yetim, 2000). Physical education contributes to the physical, spiritual and mental development of the individual in accordance with the basic principles of Ministry of National Education (Demirci, 2008; Aracı, 2006).

The future of the nations depends on the fact that the young people they have are well-trained individuals from the cognitive, physical, spiritual and social aspects. In this context, educating individuals

as cognitive, physical, spiritual and social aspects as a whole is one of the main objectives of education. At this point, physical education and sports lesson are the most important elements and supporting parts of education.

Physical education and sports lesson is one of the most important lessons that contribute to the mental and emotional development of the students and has a role in providing physical development (Yıldız and Güven, 2013; Salar et al., 2012). At the same time, it is considered as an important factor that activates the unexplored features and creative side of the person (Akgül et al., 2012). However, physical education

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and sport curricula around the world are using methods and models that strengthen and support the social development of the students. With the models it is aimed to support the social development of the students through physical education and sports lesson and to include the education to be given within these values. Examples are "personal and social development model", "personal and social responsibility model" and "sport education model" (Williams and Cliffe, 2011, Siedentop et al., 2004, Lund and Tannehill, 2010, Hayes and Stidder, 2003). Whereas the physical, mental, emotional and motor development of individuals is influenced positively by physical education and sports lesson (Carlson and Hastie 1997, Siedentop et al., 2004, Vidoni and Ward, 2009), awareness arises about the importance of maintaining an active life for health.

The values that guide individuals in their way of thinking, the harmony in their society, and their behavior are important in organizing social life. Many researchers make use of the values to explain the behavior and attitudes of the community in the studies on what they are doing to reveal social characteristics (Güneş, 2015). The characteristics that are desired to be acquired by individuals are determined according to the values and the education to be given is shaped around these values (Gömlüksiz, 2007). Values are priorities that connect individuals and society to specific beliefs, experiences and goals in deciding how individuals will live and what they will value (Avci, 2007). The purpose of raising a moral and happy human being under the name of value education in the current system is the most important complement of the education (Yılmaz, 2015). In this context, it was aimed to examine the values gained by high school students through physical education and sports lesson in terms of various demographic characteristics.

Methods

This section includes the research method, the model used in the research, the study group, the data collection tool, the analysis of the data, and the statistical techniques used to obtain the findings.

Research Model

The survey design, one of quantitative research models, was used in the research. Quantitative research is called empirical research approach based on experiments, observations and experiments, or quantitative or numerical research approach in which observations and measurements can be repeated (Özdamar, 2014, Ergün, 2005). The survey design is a plan developed by the researcher to answer the questions of the research or to test its hypotheses (Büyüköztürk, 2014).

Study Group

The study group consists of 284 students studying in the 9th, 10th, 11th and 12th grades in Batkent High School and Gazi Çiftliği Anatolian High School in district of Yenimahalle in Ankara in 2016-2017 education year. In this context, 9th grade 66 (40 female, 26 male), 10th grade 65 (53 female, 25 male), 11th grade 78 (53 female, 25 male) and 12th grade 75 (39 female, 36 male) high school students participated in the research.

Data Collection Tool

As data collection tools in the research, "Personal Information Form" created by the researchers and "Physical Education Lesson Student Value Orientation Scale" developed in 2016 by Yıldız and Güven (2013) were used to collect information about the participants.

The Analysis of Data

Before the data were subjected to any analysis, it was determined whether they provided the preconditions for the parametric tests. In this context, the decisions were taken by examining the pre-analysis Skewness and Kurtosis (normal distribution of the data) values and Levene (equality of variance) test results (Büyüköztürk, 2006). After the data was found to be suitable for parametric tests, frequency, arithmetic mean, standard deviation; t-test, one-way analysis of variance (ANOVA), Post-Hoc test statistics (Tukey HSD) and Pearson Correlation test were used for the analysis of data as a statistical method. These statistical analyzes were carried out by SPSS 23 statistical package program. Pre-analysis negative attitudes were reversed.

Results

This section includes the findings obtained by subjecting the analyses acquired from the participants to various statistical processes.

Table 1. Results of T Test for Independent Groups according to Gender

Scale	Variable	N	\bar{x}	Sd	df	t	p	
Physical Education and Sports Lesson	Sportive Virtue	Female	173	26,45	7,66	282	,67	,50
		Male	111	25,81	8,29			
	Solidarity	Female	173	12,36	5,19	282	,56	,57
		Male	111	11,99	6,08			

Self Confidence	Female	173	16,31	5,79	282	1,27	,19
	Male	111	15,47	4,49			
Sensitiveness	Female	173	15,74	4,82	282	2,04	,04*
	Male	111	14,49	5,35			
Responsibility	Female	173	20,71	6,16	282	2,57	,01*
	Male	111	18,61	7,45			
National Culture	Female	173	21,30	5,58	282	1,95	,06
	Male	111	19,91	6,22			

* p> .05

Table 1 shows the t-test results carried out to determine the relationship between the gender variable and sub-dimensions of the physical education and sports lesson value orientation levels of the participants.

In this context, a significant difference was found in favor of female students in the sub-dimensions of sensitiveness ($t_{285} = 2,04$; $p < 0,05$) and responsibility ($t_{285} = 2,57$; $p < 0,05$).

Table 2. Correlation Results according to Age Variable

Variable	N	\bar{x}	sd	r	p
Age Variable	314	16,06	1,51	-,670	,00*
Sportive Virtue		26,22	7,91		
Age Variable	314	12,22	5,55	-,672	,00*
Solidarity		15,98	5,33		
Age Variable	314	15,25	5,06	-,527	,00*
Self Confidence		19,89	6,76		
Age Variable	314	20,76	5,87	-,756	,00*
Sensitiveness		16,06	1,51		
Age Variable	314	26,20	7,91	-,770	,00*
Responsibility		12,22	5,55		
Age Variable	314	15,98	5,33	-,784	,00*
National Culture		15,25	5,06		

* p> .05

Table 2 shows the results of the correlation analysis conducted to determine the relationship between the age variable and the sub-dimensions of the physical education and sports lesson value orientation levels of the participants.

According to this, it was determined that age variable showed a negatively significant relationship with sportive virtue ($r = -,670$, $p < ,05$), solidarity ($r = -,672$, $p < ,05$), self-confidence ($r = -,527$, $p < ,05$), sensitivity $r = -,756$, $p < ,05$), responsibility ($r = -,770$, $p < ,05$) and national culture ($r = -,784$, $p < ,05$).

Table 3. ANOVA Results According to Grade Level

	Grade	N	\bar{x}	Variance Source	Sum of Squares	Averages of Squares	F	P	Significant Difference
Sportive Virtue	9 th grade	66	29,95	Between groups	4993,736	1664,579	36,658	,12	-
	10 th grade	65	30,03						
	11 th grade	78	30,02						
	12 th grade	75	29,87						
Solidarity	9 th grade	66	12,68	Between groups	752,647	250,882	8,805	,00*	12 th grade* - 9 th grade
	10 th grade	65	13,64						
	11 th grade	78	13,20						
	12 th grade	75	9,56						
Self Confidence	9 th grade	66	16,53	Between groups	1348,100	449,367	18,771	,00*	12 th grade * / 9 th grade
	10 th grade	65	17,92						

					6702,868	23,939		12 th grade */10 th grade 12 th grade */11 th grade
	11 th grade	78	17,33	Intragroup				
	12 th grade	75	12,44					
Sensitiveness	9 th grade	66	18,80	Between groups	4432,640	1477,547	145,900	,23
	10 th grade	65	18,04					
	11 th grade	78	18,35	Intragroup	2835,596	10,127		
	12 th grade	75	18,09					
Responsibility	9 th grade	66	24,77	Between groups	8267,029	2755,676	165,131	,06
	10 th grade	65	23,98					
	11 th grade	78	24,11	Intragroup	4672,587	16,688		
	12 th grade	75	24,48					
National Culture	9 th grade	66	24,56	Between groups	6726,496	2242,165	207,524	,07
	10 th grade	65	24,20					
	11 th grade	78	24,03	Intragroup	3025,222	10,804		
	12 th grade	75	24,76					

* p> .05

According to Table 3, as a result of the ANOVA, it was determined that physical education and sports lesson value orientation levels of participants showed a significant difference in the sub-dimensions of solidarity (F=8,805; p<0,01) and self-confidence (F=18,771; p<0,01). Post-Hoc test statistics (Tukey HSD) were used to determine the source of significant difference emerged as a result of this analysis between groups.

In this context, it appeared that 12th grade students (\bar{x} =9,56) had a lower and significant difference than the 9th grade (\bar{x} =12,68) 10th grade

(\bar{x} =13,64) 11th grade (\bar{x} =13,20) students in the sub-dimension of solidarity. Moreover, it was determined that 12th grade students (\bar{x} =12,44) had a lower and significant difference than the 9th grade (\bar{x} =16,53) 10th grade (\bar{x} =17,92) 11th grade (\bar{x} =17,33) students in the sub-dimension of self-confidence.

Table 4. Results of t Test for Independent Groups according to the Status of Playing in School Team

Scale	Variable		N	\bar{x}	Sd	df	t	p
Physical Education and Sport Lesson Student Value Orientation Scale	Sportive Virtue	Yes	57	24,38	8,71	282	-1,951	,06
		No	227	26,66	7,64			
	Solidarity	Yes	57	12,21	7,90	282	-,017	,98
		No	227	12,22	4,81			
	Self Confidence	Yes	57	15,28	4,91	282	-1,123	,26
		No	227	16,16	5,42			
	Sensitiveness	Yes	57	14,10	5,20	282	-1,928	,25
		No	227	15,54	5,00			
	Responsibility	Yes	57	18,50	7,68	282	-1,732	,08
		No	227	20,23	6,48			
	National Culture	Yes	57	19,43	6,60	282	-1,911	,06
		No	227	21,09	5,63			

* p> .05

According to Table 4, as a result of the t test, no significant difference was found between physical education and sport lesson value orientation levels of participants according to the status of playing in the

school team (p> 0,05). In this context, physical education and sport lesson value orientation levels of participants were found to be similar.

This research was carried out to determine the value orientation levels of high school students

Discussion

towards physical education and sports lesson. In this context, a total of 284 students studying in the 9th, 10th, 11th, and 12th grades participated in the research.

According to the findings of the research, it was determined that there was a statistically difference in the value orientation levels of the high school students towards physical education and sports lesson in the sub-dimensions of sensitiveness and responsibility in favor of females according to their gender. In the literature, parallel to the research findings, a significant difference was also found in the research of Yücekaya (2017) in favor of female secondary school students. From ancient times to present, it can be said that females are more sensitive and more thoughtful because of their structure of creation and characteristic of mother hen. It can be said that the sense of responsibility females have is higher than that of the males because the females spend more time with the mothers at home. Lamsa et al. stated that males are individual, and females are collectivist, because males are raised with values like independence, paternalistic, and females with values like caring about people, feminine. (Lamsa et al., 2000, quoted by Uygur, 2003). In the social environment in which the identity of the individual is being revealed in the society, it is necessary to develop identity according to the role models expected from him/her. The individual shapes himself in this direction and directs his behavior (Sankır, 2014).

In another finding of the study, it was found that there was a significant relationship at a high level in the negative direction between the age variable and the sub-dimensions of sportive virtue, solidarity, self-confidence, sensitiveness, responsibility and national culture of physical education and sport

lesson value orientation of participants. The reason for this can be the stress and anxiety caused by the fact that the 12th grade students will take the university exam, which will shape their future after high school education is over.

In the study, it was determined that the value orientation levels of physical education and sports lesson of the participants showed a significant difference in the sub-dimensions of solidarity and self-confidence according to the grade levels. In this context, it was found that in the sub-dimension of solidarity and self-confidence, 12th grade students have a significant lower difference than the 9th, 10th and 11th grade students. It can be said that this is because 12th grade students are more experienced in terms of age and experience than other classes. Göngör (2010) states that the moral development of individuals, including some values, is completed by the age of 16, and that the individual becomes more conscious according to psychologists (Göngör, 2010).

In the last finding of the study, no significant difference was determined between the value orientation levels of physical education and sport lesson of participants according to the status of playing in the school team. This can be interpreted as the fact that the participants who play or not play in the school team have similar values for the physical education and sports lesson and that the value, which great leader Mustafa Kemal Atatürk gives to physical education and sports lesson, has been embraced by the society and imposed on everyone since the young age.

Acknowledgments

I thank all students for participating in this study. No funding was used for this study.

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