

**Determination Of Sport Awareness Levels Of Students In Physical
Education And Sports School
(Adiyaman Example)**

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Abstract

The aim of this study is to determine the Sports Awareness Levels of the Students Studying at the School of Physical Education and Sports. A total of 95 students, 41 female and 54 male, who took courses in the spring semester of the 2021-2022 academic year at Adiyaman University School of Physical Education and Sports, participated in the research voluntarily. The population of the research consists of the students of Adiyaman University School of Physical Education and Sports. The sample of the study consists of a total of 95 students, 41 female and 54 male, who took courses in the Spring semester of the 2021-2022 Academic Year. As a data collection tool in the study; The "Sport Awareness Scale" developed by Uyar in 2019 was used. SST consists of 30 items and 2 sub-dimensions (social and individual benefit, sports knowledge and distinguishing knowledge) in a 5-point Likert type. A personal information form was used with the "Sport Awareness Scale (2019) developed by Uyar in 2019. Data; were analyzed using descriptive statistical methods, t-test and one-way analysis of variance (Anova). As a result of the research; In terms of gender variable, it was determined that the students studying in the physical education department participating in the research showed a significant difference over the scale total score. As a result of the analyzes made, there were no significant differences in the awareness dimension in terms of both knowledge discrimination and benefit sub-dimension in terms of the ages of the participants. In terms of the department variable, it was determined that the students studying in the physical education department participating in the research showed a significant difference over the scale total score.

Keywords: Physical Education, Sports, Awareness, Student.

Introduction

Schools within the scope of social life have the task of raising people and supporting individuals who are part of the social environment and the young generation to understand and define the world they experience, and take the responsibility to prepare them well for the future. Obligation that exists in all societies is interpreted as educating people to make them emotionally, physically and mentally healthy individuals after meeting their needs such as nutrition, shelter and health.

In countries with a high quality of life, it can be observed that physical education and sports activities are one of the most important parts of the bond that people associate with life. In this regard, it is necessary to create awareness at the level of knowledge, emotion and movement about physical education and sports activities, whose goals and objectives have been determined. Ensuring this necessary awareness is extremely important in terms of placing the future of the society on healthy foundations.

Sport does not only aim to complete the physical development of individuals. At the same time, it contributes to the acquisition of various information about the learning and people's being participative throughout their lives. In this respect, sport is not only a way to reach the peak of being healthy and happy, but also a means of education. Considering that education is a process that continues throughout people's lives, sports should be for everyone and people should be made aware of this issue and awareness should be created in the society. (Mirzeoğlu, 2011) Many studies have been conducted in the international literature on awareness in sports and the factors that affect awareness (Cialdini et al., 1976; Funk et al., 2000; Hill and Green, 2000; Kolbe and James, 2000; Milne and McDonald, 1999; Sloan, 1989; Wann, 1995). However, many of these studies have examined the awareness levels and factors affecting awareness on different issues such as fan awareness, brand awareness, sponsorship awareness. "Awareness is about focusing on the current situation and tending to instant experiences. Despite this seemingly simple explanation, awareness is a multi-faceted concept.

For this reason, it is seen that there are definitions in the literature that deal with the concept of awareness from different aspects" (Çatak & Ögel, 2010). Kabat-Zinn (2003) expressed awareness as directing attention to the flow of instant experiences voluntarily and without questioning. Awareness is a cognitive and affective activity. When the awareness process is complete, we have formed a number of new cognitive schemas and images. Creating a new scheme means the expansion and development of the field of consciousness. Through awareness, there is an increase in our consciousness of ourselves, of others, and of the universe; our field of consciousness expands (Dökmen, 2002).

"The starting point of a person's development and transformation throughout his life; is to realize" (Karakuş, 2008, p. 74). Erdemli (1996) stated that one of the clearest characteristics of a person, regarding movement training which is a prerequisite for the concept of physical education, is that he is a being that moves. For this reason, a person's realization and survival depend on his own actions. Movement education gives new meanings to one's body and its language, action. Movement is the basic condition of human existence. Man perceives his outer world through movements, and realizes his environment through movements. Movement is a communication tool of society. Movement is at the center of physical education, sports, games and life (Mirzeoğlu, 2011). Concepts such as being aware, noticing, being aware of, and being aware of oneself refer to events related to the individual's mental competencies, affective characteristics, and psychomotor skills.

By using the five senses, a person can distinguish what he is aware of, what he thinks about and how he wants to feel while communicating with himself and others, and can use them at any moment of his life in line with his needs and wishes. Awareness in the field of physical education and sports, which includes cognitive, affective and psychomotor branches and goes from the past towards the future, is the moment when the selectiveness of the person's life is realized (Eski, 2010). Through physical activities, students learn the importance of health, beautiful body actions and exercise criteria in their lives and internalize its importance. They learn the importance of staying in fit and being physically fit and how they are maintained and improved. Another area that students can experience will be the opportunity to test their weaknesses and strengths through physical education (Tamer & Pular, 2001). Thus, they will be aware of the physical activities that they can and cannot achieve by being aware of their limits. All physical education activities are social experiences and often involve emotions. People who participate in such activities have the opportunity to express their feelings through movements. People get rid of their negative behaviors (shyness, jealousy, anger, aggression) by doing sports. They learn to control these kind of behaviors (Aracı, 1999, Maslow, 1970). In physical education classes, teachers should provide an environment for students to work together in the activities in their annual programs in order to support the development of students in the affective field, thus providing opportunities for students to socialize and learn collaboratively.

Such opportunities also help students develop positive identities. The basic perspective of physical education is awareness in the psychomotor field. Although awareness is aimed in other areas (cognitive, affective) with physical education lessons, the main task of a physical education teacher is to create areas where students can contribute to their psychomotor awareness. Awareness reaches the highest level in individuals who are provided with a good environment. The aim of this study is to determine the awareness levels of the students studying in the physical education department towards sports.

Method

The aim of this study is to determine the Sports Awareness Levels of the Students Studying at the School of Physical Education and Sports. Descriptive survey model was used in the research. The descriptive survey model is a research model that aims to determine the co-existence or degree of change in two or more variables. It would not be correct to interpret the relationships determined by scanning as a real cause-effect relationship; but by providing some clues in that direction, if the situation in one variable is known, it can yield useful results in estimating the other (Karasar, 1991).

Participants

A total of 95 students, 41 female and 54 male, who took courses in the spring semester of the 2021-2022 academic year, participated voluntarily in the research at Adiyaman University School of Physical Education and Sports.

Measures

The "Sport Awareness Scale" developed by Uyar in 2019 was used as a data collection tool in the research. SST consists of 30 items and 2 sub-dimensions (social and individual benefits, sports knowledge and distinguishing knowledge) in a 5-point Likert type.

Statistical Analysis

Within the scope of the current study, the data obtained from the students were analyzed using descriptive statistical methods, t-test and one-way analysis of variance (Anova). It was decided whether the data met the prerequisites of parametric tests by examining the Skewness and Kurtosis values and Levene test results. The analyzes showed that the data met the parametric test assumptions.

Findings

Table 1. T-Test Results for Comparing Sports Awareness Scale Mean Scores According to Gender Variable

Sub-Dimensions	Gender	n	x
Distinguishing the Knowledge	Females	41	3,50
	Males	54	3,80
Benefits Sub-Dimensions	Females	41	4,33
	Gender	n	x
Distinguishing the Knowledge Benefits Sub-Dimensions	Females	41	3,50
	Males	54	3,80
Distinguishing the Knowledge	Females	41	4,33
	Gender	n	x
Income Benefits Sub-Dimensions	Females	41	3,50
	Males	54	3,80
Distinguishing the Knowledge	Females	41	4,33
	Gender	n	x
Distinguishing the Knowledge	Females	41	3,50
	Males	54	3,80

As seen in Table 1, according to the results of the t-test, the mean score of male students ($\bar{X}=3.80$) in the dimension of distinguishing knowledge from the sub-dimensions of sports awareness levels of female students ($\bar{X}=3.50$) is higher than the average score of female students ($\bar{X}=3.50$). It was determined that there was a significant difference according to the results2 being high ($t= -2,43 p> .5$).

Table 2. T-Test Results for Comparing Sport Awareness Scale Mean Scores According to the Part 2 Variable

Sub-Dimensions	Department	n	x	Ss	sd	t	p
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Distinguishing the Knowledge	Teaching	41	3,66	,606	,067	-,654	,496
	Training	54	3,76	,482	,133		
Benefits	Teaching	41	4,34	,682	,075	93	0,58
	Training	54	4,64	,460	,127		

As seen in Table 2, according to the t-test results, the average score of the students studying in the coaching department in the sub-dimension of the awareness level in sports, which is one of the sub-dimensions of the level of awareness in sports ($\bar{X}=4.64$), is higher than the average score of the students studying in the teaching department ($\bar{X}=4.34$). It was determined that there was a significant difference according to the results' being high ($t= ,93$ p< .5).

Table 3. Anova Test Results for Comparing Sports Awareness Scale Mean Scores by Age Variable

Sub-Dimensions	Age	Variant Source	Total of Squares	sd	Average of the Squares
Distinguishing the Knowledge	17-20 yaş	Between groups	1,168	2	,584
	21-24 yaş	In group	31,569	92	,343
	25 ve üzeri yaş				
	Total		32,737	94	
Benefits	17-20 yaş	Between groups	1,509	2	,754
	21-24 yaş	In Group	39,795	92	,433
	25 yaş ve üzeri				
	Total		41,304	94	

As seen in Table 3, the Anova test did not show a significant appearance compared to the averages of high scores in sports compared to those who saw it according to their expectations ($F(1,702)=,1$ p>.5). ($F=(1.744)=,188$ p> .5).

Discussion and Conclusion

According to the findings obtained as a result of the statistical analyzes made in the research; In terms of gender variable, it was determined that the students studying in the physical

education department participating in the research showed a significant difference over the scale total score. In the study conducted by Recep Cengiz (2006), it was determined that there was a significant difference between the gender variable and the awareness levels in sports.

The findings obtained from this study support the current research finding. In another study, in which the conscious awareness levels of the participants were examined according to the gender variable, it was found that awareness ($t(546)=.049$, $p>.05$), non-judgment ($t(546)=.305$, $p>.05$), refocusing ($t(546)=-.698$, $p>.05$) and total score ($t(546)=-.444$, $p>.05$) were not statistically significant (Erman,2021).

This study reveals the state of awareness of gender in sports, even though the result is the opposite of our research. The relationship between the awareness levels of the participants for sports according to their age was revealed. As a result of the analyzes made, there were no significant differences in the awareness dimension in terms of both knowledge discrimination and benefit sub-dimension in terms of the ages of the participants.

Although there are studies showing that the age variable is not effective on awareness levels (Brown et al., 2007; Newsome, 2009; Şentuna,2013, Erman,2021) it is expected that students who are athletes should have awareness levels in parallel with the increase in age. The study of Şeşen and Basım (2012) with students studying in sports sciences differs from our study in terms of age variable. In terms of the department variable, it was determined that the students studying in the physical education department participating in the research showed a significant difference over the scale total score.

In order to understand the reason for the appearance of significant differences between departments in terms of awareness, firstly, we must consider the art of living consciously, carefullness (Kabat-Zinn, 2009), as well as the state of being aware of the current events (Brown & Ryan, 2003) , which is the most basic definition of conscipus awarenes (mindfulness.) Although Physical Education and Sports School students exhibit similar behaviors at the beginning, over time they show different behaviors according to the characteristics of the departments they have studied (Eski, 2010; Funk et al, 2000; Hill and Green 2000; İmamoğlu, 2009).

As students' in the coaching department being more conscious aware may be due to the different opportunities their departments have brought them. Because students who graduated from other departments have created certain standards in their minds about the work they will do when they graduate. Generally, Physical Education Teaching students will teach at schools by studying for Public Personnel Selection Exam (PPSE). However, since the working areas of the coaching department vary in a much wider range, it is an explanation that the students in this department are more entrepreneurial and have a higher awareness.

In all departments of the School of Physical Education and Sports, lessons can be given to develop students' awareness tendencies, so that these differences between departments can be eliminated. With the curriculum arrangement, new lessons with social content can be created so that students know more about and be aware of the events around them. With the new studies to be done, the conscious awareness of the students in the School of Physical Education and Sports can be compared with the students in other departments.

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