

THE EFFECTS OF SPORTING HABIT ON STUDENTS' ACADEMIC ACHIEVEMENTS AND LEVEL OF LEARNED HELPLESSNESS ²

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ABSTRACT

The purpose of this study is to analyse the effects of habit of doing sports in 8th grade students' academic achievements and level of learned helplessness.

The research group consists of totally 408 8th grade students (213 girls and 195 boys) who are in Bolu, Gerede. Depressive Attributional Style Questionnaire which is developed by Seligman and the others (1984) and adopted to Turkish and made standardization by Aydın (1985) is used with the aim of testing the level of learned helplessness. Demographic survey is applied to the students. Kruksal Wallis and Mann Whitney U tests are used for statistical analysis of data.

As a result of research findings, any significant differences can't be found between the students' level of learned helplessness who do sport or not ($p>0.05$). Similarly, it is determined that there is no effect of habit of doing sports in academic achievements ($p>0.05$). It is observed that academic achievement doesn't affect the level of learned helplessness ($p>0.05$). It is determined that parents' education levels, professions, income states and students' gender don't differentiate the level of learned helplessness ($p>0.05$).

As a consequence it is concluded that the habit of doing sport doesn't affect 8th grade students' level of learned helplessness and academic achievements.

Key words: Sport, Learned helplessness, Academic achievement

SPOR YAPMA ALIŞKANLIĞININ ÖĞRENCİLERİN AKADEMİK BAŞARILARI İLE ÖĞRENİLMİŞ ÇARESİZLİK DÜZEYLERİNE ETKİLERİ¹

ÖZET

Bu çalışmanın amacı, ilköğretim sekizinci sınıf öğrencilerinin spor yapma alışkanlıklarının öğrenilmiş çaresizlik düzeylerine ve akademik başarılarına etkilerini incelemektir.

Bu araştırmanın çalışma grubu Bolu ili Gerede ilçesindeki toplam 408 (213 kız ve 195 erkek) sekizinci sınıf öğrencisinden oluşmaktadır. Öğrenilmiş çaresizlik düzeyini ölçmek amacıyla Seligman ve diğerleri (1984) tarafından geliştirilen Türkçeye uyarlanması ve standardizasyonu Aydın (1985) tarafından yapılan Depresif Yükleme Biçimi Ölçeği kullanılmıştır. Öğrencilere demografik anket uygulanmıştır. Verilerin istatistiksel analizinde Kruskal Wallis testi ve Mann Whitney U testi kullanılmıştır.

Araştırma bulguları sonucunda, spor yapan ve yapmayan öğrencilerin öğrenilmiş çaresizlik düzeyleri arasında anlamlı bir fark bulunmamıştır ($p>0.05$). Yine spor yapma alışkanlığının akademik başarıyı etkilemediği tespit edilmiştir ($p>0.05$). Akademik Başarının, öğrenilmiş çaresizlik durumunu etkilemediği görülmüştür ($p>0.05$). Anne ve babaların öğrenim seviyesi, mesleği, gelir durumu ve öğrencilerin cinsiyetleri öğrenilmiş çaresizlik düzeylerini farklılaşırmediği tespit edilmiştir ($p>0.05$).

Sonuç olarak spor yapma alışkanlığının 8. Sınıf öğrencilerinde öğrenilmiş çaresizlik düzeyi ve akademik başarı üzerinde etkisinin olmadığı tespit edilmiştir.

Anahtar Kelimeler: Spor, Öğrenilmiş çaresizlik, Akademik başarı

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INTRODUCTION

The lesson of physical education is not ignored that it is quite important in the fact that we socially get the habit of sporting, interiorizing sport as a philosophy of life and getting achievement in the sport of country and the person and where at a society enjoying yourself of life, happy, tranquil, responsible, having the feeling of trusting own, social status (Dalkıran and Tuncel,2007). As being in aware of this, the fact that we have especially the students of primary school grade gotten the habit of sporting is quite important. Habit is defined as action and attitudes being recurred with internal and external conditioned attitude emerging as a result of actualizing in the same style every time (Language Association,1998).We can notice how to be important true attitudes got in early ages by considering the fact that applicability is high throughout the rest life as from the moment the habits that will affect lives of the person in a positively way are gotten.

In the part of primary school of education system, the lessons of physical education and sport take part in as a lesson which classroom teachers in the first, second, third and fourth classrooms; branch teachers from the fifth class to eighth class; necessarily teach 2 hour in a week. Also by classroom teachers in free activity hours or branch teachers outside the classroom practice application, students are provided to take part in sporty activity.

Achievement is that work, thought, will or project is actualized upon request of person or institution and as duly in a certain time (Akça,2002). But academic achievement is the arithmetic means of the scores of passing class the student get from all lessons reflecting to his/her work in a year. In our country, works dealing with examination project and students' performance are scored over full point. Marks are processed to report by being turn to score according to system of 5

score value and degree of marks are drawn in table 1.

Table 1. The value of the notes point and the degree

Point	0-44	45-54	55-69	70-84	85-100
Note	1	2	3	4	5
Degree	Fail	Pass	Good	Very Good	Excellent

The students in the level of primary school have self-perception dealing with their own physical and psychological situations as if each person has. The concept of self is one of the most important factors affecting social life. Design of academic self is defined as his/her view the student has improved about how skillful he/she, own, is according to other students in the face of a certain academic struggle of a student (Arseven,2005). The concept of academic self is known to affect academic achievement. In Marsh's search (1989) discoveries dealing with the fact that the concept of academic self is affective on academic achievement are gotten (Açıkgöz,2005). When the student become successful, he/she will motivate himself/herself in a positively way and maintain his/her success. But when the student become unsuccessful, he/she will feel himself/herself as insufficient and this negative judgment will cause learned helplessness by causing unsuccessfulness.

"The theory of learned helplessness" is identified as being learned whole attitudes that mind can disclose will not affect any positive change upon the conclusion, whatever be done, negative condition can now be turned into positive condition (Avcı, 2008).

This study, has been done by the aim of analyzing whether the students habits of sporting of 8th class in primary school are effective upon the level of learned helplessness and academic achievement or not.

METHOD

Population and samples

The population of this search is the students of the 8th class in primary school bound to Ministry of Education. The sample group of search is students of whole 8th class in whole 7 primary school bound to directorate of national education in Bolu, town of Gerede. 408 ones from questionnaire applied have been commented, and sample group consists of 213 girls and 195 boys as students.

Data collection instruments

Individual knowledge form: It determines factors such as students' gender, condition of sporting, education situation of parents, whether his/her mother and father working or not and condition of income by being improved by the searcher.

Situation of academic achievement: It is identified from students' year-end weighted score list got over system of e-school.

Depressive attributional style scale: In it have been profited by "Depressive Attributional style scale" at being written of the clauses of scale consisting of 30 clauses, in the year of 1972 wrote by Seligman previously and translated to Turkish by Aydın. Test subjects answering the scale are wanted them to sign it if which one is suitable for them from two choices at the questions consisting of positive or negative situations supposed.

10 ones are deal with "internal-external", 10 ones "special-common", 10 ones also "fixed-changeable" upload size from 30 clause of the scale. Thus 3 main causal upload size and clauses measuring the shape of these are there. In this way, it has been applied that test subject's getting only one score from the scale and it has them filled by the aim of identifying whether or not they have depressive attributional style. Such a way is followed in being given points of the scale. 1 score is given to answer reflecting each "internal" "fixed" and "common size" and 0 score is given to answer reflecting each "external", "changeable" and "special size". The highest high score signs existence of depressive attributional shape and so learned helplessness (Aydın,1988).

Statistical Analysis

The data were evaluated by SPSS19.0 statistical packet program. Whether or not the data are at normal distribution is analyzed with the test of Kolmogorov-Smirnov and it is gotten that the data do not have normal distribution. The test of Kruskal Vallis and Man Whitney U is used in statistical analysis of the data. The data have been given in the way of Mean, Standard deviation (Sd), median, minimum (min) and maximum (Max).

FINDINGS

Table 2. Effect of student's gender, situations of their sporting and academic achievement marks upon the level of learned helplessness.

		Learned Helplessness				p
		N	\bar{x}	Sd	Median(min-max)	
Gender	Female	213	12.5	2.82	12 (6-19)	0.147
	Male	195	12.87	3.13	13(4-21)	
Situation Of Sport	Do	82	12.63	3.05	13(4-19)	0.939
	Not Do	326	12.69	2.95	13(4-21)	
Situation of Academic Achievement	0-44 (1)	6	12.83	1.94	12.5 (11-16)	0.215
	45-54 (2)	52	13.36	2.94	13 (7-21)	
	55-69 (3)	136	12.33	3.16	13 (4-18)	
	70-84 (4)	127	12.45	2.76	12 (5-19)	
	85-100 (5)	87	13.13	2.98	13 (4-19)	

When the table 2 is analyzed, statistically significant difference could not be found among the level of learned helplessness according to gender, situation of sport and academic achievement ($p>0.05$).

Table 3. Effect of mother and fathers' education, occupational and income status upon the students' level of learned helplessness.

			Learned Helplessness				
			N	\bar{X}	Sd	Median(min-max)	p
Situation Of Education	Mother	Literate	356	12.61	3.01	13(4-21)	0.232
		Illiterate	52	13.15	2.65	13(6-18)	
	Father	Literate	376	12.67	2.99	13(4-21)	
		Illiterate	32	12.81	2.74	13(6-17)	
Status Of Occupational	Mother	Working	48	12.77	2.91	13(6-18)	0.724
		Not Working	360	12.66	2.98	13(4-21)	
	Father	Working	370	12.71	2.94	13(4-21)	
		Not Working	38	12.39	3.27	12(6-18)	
Status Of Income	0-1000 TL		193	12.78	2.89	13(5-21)	0.469
	1001-2000 TL		133	12.63	2.96	12(4-19)	
	2001 TL and +		57	12.19	3.25	12(4-19)	

When the table 3 is analyzed a significant difference could not be found between the level of students' learned helplessness according to mother and fathers' education, occupational and income status ($p>0.05$).

Table 4. Effect of student's situations of sporting to their grade point average

		Average Of Grade Point (Academic Achievement)				
		N	\bar{X}	Sd	Median(min-max)	p
Situation Of Sport	Do	82	69.39	13.25	68.27(47.88-95.71)	0.129
	Not Do	326	71.77	13.74	71.85(39.24-96.27)	

When table 4 is analyzed between the levels of students' academic achievement could not be found statistically difference according to situations of students sporting ($p>0.05$).

DISCUSSION AND CONCLUSION

In this study, gender of 8th class students' does not significantly affect the level of learned helplessness. Onder(1982), Aydın (1986), Baş (1998), Ercan (2002), Cemalciler et al. (2003), Ayköse (2006), Dweck and Licht (1980) and Farmer et al. (1990) have found that gender is not effective upon the level of learned helplessness. Because of the projects and campaigns such as "Girls, Let's go to the school" "Dad, send me to the school" being arranged, also being increased compulsory education time recently in our country, a homogenous gender distribution has been composed in

our system of education. As a result of this, it is supposed that gender of students maintaining their life of education and training on the same conditions do not affect the level of learned helplessness.

It has been identified that situation of sporting does not affect the level of learned helplessness. The students have not given facility of sporting at wanted level as a result of severe winter conditions in the province Bolu, town Gerede where the study has been executed. Students who answered "I do sport" could not do sport enough. Because an important part of education

has actualized in the months of autumn and winter and open spaces such as gardens of schools are covered with snow and also there are not enough fitness centers is the sign of why the facilities of sporting and not sporting have similar specialties. This could be the reason of similar level of learned helplessness between the students doing or not doing sports.

In this study, it has been identified that situation of academic achievement does not significantly affect the level of learned helplessness ($p>0.05$). Yüksel(2003), Erdoğan (2006) and Yee et al. (2003) showed that the level of academic achievement does not significant effect on the level of learned helplessness as our study. Akpur (2005) divided to students into 3 groups and could not find a meaningful difference between the level of academic achievement and learned helplessness at 2 ones of this groups and a low relationship have been found at one of them ($r=0.03$). They bounded reasons of academic achievement or failure to internal-fixed and common reasons as if they bounded it to external-changeable and special reasons. And this situation does not make significantly effect on the level of learned helplessness.

In our study, it has been noticed that learned helplessness is not affected by mother and fathers' situation of education ($p>0.05$). Ercan (2002), Ayköse (2006) put forth similar conclusions in their study they searched. They examined the situation of mother and fathers' education according to whether or not they are literate and the rate of being illiterate became low in number at both mothers and fathers.

While the parents occupational status are identified they are appreciated as they are working or not working. In our study, it is inferred that occupational

status of mother and father does not have a meaningful effect on the level of learned helplessness ($p>0.05$). By Ercan's (2002) inferring a similar conclusion, he identified that mothers' occupational status does not have an effect on the level of learned helplessness.

In this study it has been identified that family's income status does not affect the level of learned helplessness ($p>0.05$). Oluklu (1997) put forth the data supporting this conclusion in his study. As a result of living environment of students, they feel similar pecuniary needs and the needs are in the low level in general. This situation could prevent the effect of income status on learned helplessness.

It is identified that situations of students' sporting do not affect academic achievement ($p>0.05$) (Table 4). Şirinkan et al. (2006) inferred similar conclusions in their study. The reason of the fact that sport has an insignificantly effect upon academic achievement can be that the students telling that they sport do not regularly sport.

In conclusion, it has been identified that the habit of sporting has not an effect upon the level of learned helplessness and academic achievement of the students of 8th grade. It is thought that this situation is originated from the fact that the students do not sport sufficiently to get the sports gains. Another conclusion inferred from this study is also the fact that varieties such as students' gender and occupational status, educational status, income status of their mother and father do not affect the level of learned helplessness. The fact that sample of study is limited to only one town is to reduce the rate of differentiation among the test subject. So being influenced by similar cultures can be headed off by doing subsequent studies in various districts and settlements.

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