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## EXAMINING THE ATTITUDES OF HIGH SCHOOL STUDENTS REGARDING PLAYING GAMES WITH PHYSICAL ACTIVITY

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### ABSTRACT

This is a descriptive research study conducted to examine the attitudes of the high school students towards games. The universe of the study is composed of the high school students in the public schools under the Gaziantep Provincial Directorate for National Education. In total, 493 high school students (295 male, 198 female) participated in the sample group. In order to obtain the data for the research, Gaming Scale was used, which was developed by Hazar (2015). In the analysis of the data, Independent Sample Test, and One Way Anova Analysis were used.

As the conclusion, it was determined that the male students have higher attitudes towards playing games with physical activities; *risk taking* attitude increases and *social adaptation* attitude decreases as the age and the class levels increase; first grade high school students have higher *passion for game* regarding the grade level; *passion for game* is generally high in all of the students; however, the ones with a sportive background have higher *risk taking*, *social adaptation*, *desire for game*, and *pleasure* attitudes; and Anatolian and Science high school students have higher *social adaptation* points compared to Vocational high school students.

**Key Words:** High School, Game, Physical Activity

## 1.Introduction

Since the ancient times of the history, game concept has been of importance, and numerous scientific research were conducted in this field, revealing that it has many benefits on the development of child. In this context, the parents should create a playing setting for their children, supporting them to grow up in a play atmosphere with necessary equipment and materials. Accordingly, by providing a well-designed play setting particularly in the pre-school ages, the children can be supported to develop talents and abilities and to healthily develop in physical and mental aspects.

Playing game is considered to be all of the activities that children express emotional thoughts and dreams, help them to recognize and experience their surroundings, support all kinds of development of the child, create a source of happiness for them and often appear as a reflection of social life (Yalçinkaya 1996, Alıncak and Tuzcuoğulları 2016; Kandır 2000; Tezel 2003; Öztürk and Abakay 2014; Aral et al. 2001). According to Baykoç (1988), play is an effective tool that allows the child to adopt various roles that prepare the child to the real life. Alıncak (2017) reported that through the play, the child observes his/her abilities while becoming an adult, making them practical and perfect.

The game is expressed as the activities with infinite flexibility, which create an opportunity for the mind and spirit to adapt to each other. Children play their own personalities in the game, and each game is a new opportunity to revive past experiences. This can be regarded as an excellent indicator of the child's individual development (Newson and Newson 1979).

According to the definition in the grand dictionary of the Turkish Language Association (TDK) (2017) the play is expressed as all kinds of agility-based contests designed to develop talents, intelligence, physical and mental skills, based on certain rules, and an entertainment for good times.

When the developmental importance of the game is considered, it can be mentioned that it helps many faculties of the child work smoothly, accelerates the muscle development, and

brings in many developments such as running, jumping, walking, climbing, sliding, together with physical and motor skills such as tearing off, cutting, holding, and painting (Ayan et. all,;Mangır and Aktaş 19936).

The game includes the energy that is disposed after using the excess energy required for the organism to function. When the child is able to dispose of this energy that creates tension, it gains a healthier balance. A child playing too much game is a healthy child (Öncü and Özbay 2010). Another view defended that while it was possible to discharge the excess of the energy via hunting, fighting, etc. during the primitive ages, with the industrialization, which narrowed the space to move, activities were needed and thus games were found to be discharging the energy excess (Evans and Pellegrini 1997).

Play activities should be prioritized during the pre-school and the primary school ages, when the child needs to do physical moves most. However, irregular and uniform sports facilities and playgrounds constrict children's dreams about playing at an early age as well as the physical and spiritual characteristics of them (Hollingsworth and Hoover 1999).

Based on the studies conducted on this field, it can be mentioned that play significantly contributes not only to the physical and mental but also social development of the children. In this study, it was aimed to determine the attitudes of the high school students, who had just completed their development period, towards playing games with physical activities. In this purpose, it was examined whether there were differences in their attitudes towards games involving physical activities with regards to gender, age, grade, sports background, and their school types.

## 2.Method

This is a descriptive study aimed to determine the attitudes of the high school students towards playing games including physical activities.

### 2.1.Universe and Sample

The study was conducted on the high school students in the public schools under the Gaziantep Provincial Directorate for National Education. In total, 493 high school students (295 male, 198 female) participated in the sample group. The features of the students handled in the studies on the experimental group are presented on Table 1.

Table 1. Personal Features of the Experimental Group

Variables	Groups	n	%	Variables	Groups	n	%
<b>Gender</b>	Male	295	59.8	<b>Sports Background</b>	Yes	255	51.7
	Female	198	40.2		No	238	48.3
<b>Age</b>	14 years old	29	5.9	<b>School Type</b>	Health Vocational	96	19.5
	15 years old	124	25.2		Anatolian	98	19.9
	16 years old	155	31.4		Girls' Vocational	100	20.3
	17 years old	138	28.0		Science	100	20.3
	18 years old	47	9.5		Trade Vocational	99	20.1
<b>Grade</b>	9. grade	376	42.0	<b>Income Level</b>	Good	30	6.1
	10. grade	136	15.2		Medium	372	75.5
	11. grade	156	17.4		Bad	91	18.5
	12. grade	227	25.4				

### 2.2.Data Collection Tool

In order to obtain the data for the research, personal information form and Gaming Scale was used, which was developed by Hazar (2015). This scale was prepared in order to determine the passion and desire to play games including physical activities. It is a 25-item, 5-factor, and 5 point likert scale. Cronbach Alfa value was calculated as 0.86 for the reliability of the Gaming Scale.

### ***2.3.Data Analysis***

The data obtained from the scales used in the research were coded into the computer environment and statistical analyses were conducted via SPSS 22.0 package program. Kolmogorov-Smirnov normality tests were performed to determine whether the data of the study has normal distribution. For the data sets without normal distribution, Kurtosis-Skewness values were examined, and it was observed that the values were in between  $+2/-2$ , and it was determined that the data had normal distribution. Therefore, Independent Samples t test was used for dual groups, while OneWay ANOVA test was applied for the multi-groups.

### 3.Findings

In this part, the findings procured from the analyses of the data obtained through the research study are manifested as table and sub-table explanations.

Table 2. Comparison of the gaming points based-on gender variable

	Gender	N	Ave.	sd	t	p
Passion for Game	Male	295	3.53	0.80	5.402	.000
	Female	198	3.10	0.97		
Taking Risk	Male	295	2.94	0.92	5.376	.000
	Female	198	2.48	0.94		
Social Adaptation	Male	295	1.84	0.71	-.722	.471
	Female	198	1.89	0.65		
Desire for Game	Male	295	2.27	0.77	2.615	.009
	Female	198	2.09	0.72		
Pleasure	Male	295	2.41	0.81	2.791	.005
	Female	198	2.21	0.73		

Comparison of points that the experimental group obtained from the sub-dimensions of the scale concerning gender variable are presented on Table 2. Statistically significant differences were observed in favor of males in passion for game, taking risk, desire for game, and pleasure sub-dimensions ( $p < 0.05$ ).

Table 3. Comparison of the gaming points based-on age variable of the students

		KT	sd	KO	F	p	Significant Difference
Passion for Game	Inter-groups	7.203	4	1.801	2.255	.062	
	In-group	389.654	488	.798			
	Total	396.857	492				
Taking Risk	Inter-groups	9.539	4	2.385	2.664	.032	4-1
	In-group	436.876	488	.895			4-2
	Total	446.414	492				4-3
Social Adaptation	Inter-groups	9.037	4	2.259	5.013	.001	1-2
	In-group	219.940	488	.451			1-3
	Total	228.977	492				1-4
Desire for Game	Inter-groups	2.346	4	.586	1.029	.392	
	In-group	278.111	488	.570			
	Total	280.457	492				
Pleasure	Inter-groups	1.268	4	.317	.513	.726	
	In-group	301.404	488	.618			
	Total	302.672	492				

Groups; 1.group 14 year-old, 2.group 15 year-old, 3.group 16 year-old, 4.group 17 year-old, 5.group 18 year-old

Comparison of points that the students obtained from the sub-dimensions of the scale concerning age variable are presented on Table 3. Statistically significant differences were observed in taking risk and social adaptation sub-dimensions. According to the results of the Tukey LSD test, which was conducted to detect the differences;

It was determined that the points that the 17-year-olds obtained in taking risk sub-dimension were higher compared to 14,15, and 16 year-olds.

It was determined that the points that the 14-year-olds obtained in social adaptation sub-dimension were higher compared to 15, 16, and 17 year-olds.

Table 4. Comparison of the gaming points based-on grade variable of the students

		KT	sd	KO	F	p	Significant t Difference
Passion for Game	Inter-groups	7.008	3	2.336			1-2
	In-group	389.849	489	.797	2.930	.033	1-3
	Total	396.857	492				1-4
Taking Risk	Inter-groups	8.971	3	2.990			4-1
	In-group	437.443	489	.895	3.343	.019	4-2
	Total	446.414	492				4-3
Social Adaptation	Inter-groups	3.921	3	1.307			1-2
	In-group	225.055	489	.460	2.840	.037	1-3
	Total	228.977	492				1-4
Desire for Game	Inter-groups	3.411	3	1.137			
	In-group	277.045	489	.567	2.007	.112	
	Total	280.457	492				
Pleasure	Inter-groups	2.957	3	.986			
	In-group	299.715	489	.613	1.608	.187	
	Total	302.672	492				

Groups; 1.grade, 2.grade, 3.grade, 4.grade

Comparison of points that the students obtained from the sub-dimensions of the scale concerning grade variable are presented on Table 4. Statistically significant differences were



observed in passion for game, taking risk, and social adaptation sub-dimensions. According to the results of the Tukey LSD test, which was conducted to detect the differences;

It was determined that the points that the 1<sup>st</sup> graders obtained in passion for game sub-dimension were higher compared to higher graders.

It was determined that the points that the 3<sup>rd</sup> graders obtained in taking risk sub-dimension were higher compared to the 1<sup>st</sup> and 2<sup>nd</sup> graders.

It was determined that the points that the 1<sup>st</sup> graders obtained in social adaptation sub-dimension were higher compared to the 2<sup>nd</sup> and 3<sup>rd</sup> graders.

Table 5. Comparison of the gaming points based-on sports background variable of the students

	<b>Sports Background</b>	<b>N</b>	<b>Ave.</b>	<b>sd</b>	<b>t</b>	<b>p</b>
Passion for Game	No	238	3.28	0.91	-1.875	.062
	Yes	255	3.43	0.88		
Taking Risk	No	238	2.53	0.94	-5.189	.000
	Yes	255	2.97	0.91		
Social Adaptation	No	238	1.61	0.67	-2.678	.002
	Yes	255	2.11	0.69		
Desire for Game	No	238	2.06	0.71	-4.113	.000
	Yes	255	2.33	0.77		
Pleasure	No	238	2.20	0.76	-3.513	.000
	Yes	255	2.45	0.79		

Comparison of points that the experimental group obtained from the sub-dimensions of the scale concerning sports background variable are presented on Table 5. Statistically significant differences were observed between the two groups in favor of the ones with a sports background in taking risk, social adaptation, desire for game, and pleasure sub-dimensions ( $p < 0.05$ ).

Table 6. Comparison of the gaming points based-on school type variable of the students

		KT	sd	KO	F	p	Significant Difference
Passion for Game	Inter-groups	4.697	4	1.174	1.461	.213	
	In-group	392.160	488	.804			
	Total	396.857	492				
Taking Risk	Inter-groups	2.469	4	.617	.679	.607	
	In-group	443.945	488	.910			
	Total	446.414	492				
Social Adaptation	Inter-groups	7.956	4	1.989	4.392	.002	2-1, 2-3
	In-group	221.020	488	.453			2-5,4-1
	Total	228.977	492				4-3,4-5
Desire for Game	Inter-groups	4.177	4	1.044	1.845	.119	
	In-group	276.279	488	.566			
	Total	280.457	492				
Pleasure	Inter-groups	3.839	4	.960	1.567	.182	
	In-group	298.833	488	.612			
	Total	302.672	492				

Groups; 1.group Health Vocational, 2.group Anatolian, 3.group Girls' Vocational, 4.group Science, 5.group Trade Vocational.

Comparison of points that the experimental group obtained from the sub-dimensions of the scale concerning school type variable are presented on Table 6. Statistically significant differences were observed in favor of the Anatolian and Science High Schools in social adaptation sub-dimension ( $p < 0.05$ ).

#### 4.Discussion

In this part is the discussion about the data obtained through the research study.

Concerning the gender variable, comparing the points obtained in the sub-dimensions, it was determined that the male participants obtained statistically significant high points in *passion for game*, *taking risks*, *desire for game*, and *pleasure* sub-dimensions, except *social adaptation* sub-dimension. Thus, it can be stated that the male students have a higher attitude to play games including physical activities.

Concerning the general averages, it was determined that both the male and female high school students obtained high points in *passion for the game* sub-dimension, while they obtained mediocre points in *taking risks*, *desire for game*, and *pleasure* sub-dimensions. However, it was determined that there was no difference in *social adaptation* sub-dimension with regards to gender variable, and that the average points obtained were quite low.

There are findings in various research studies conducted in this field, stating that there is no difference in gender variable concerning *social adaptation* sub-dimension (Balabanlı 1990, Gültekin 1991, Vasta, Haithm & Miller 1992, Çırak 1994).

It is stated in numerous research studies (Arnett & Jensen 1993, Paetsch & Bernard 1997, Parsons et al. 1997, Jelalia, et al. 1997, Byrnes et al. 1999, Bayar 1999, Marcus 1999, Kıran 2002, Özkan, 2002, Rolison & Scherman, 2003, Gündoğdu et al. 2005, Uludağlı & Sayıl 2009, Morsünbül 2009, Morsünbül 2013, Gülgez & Kısaç 2014) that males tend to take more risks compared to the females in *taking risk* sub-dimension. Since the adaptation processes of the male and female children differ in the society, it is mentioned that males are more decisive in taking risks (Chen et al.1998). Moreover, it can be stated that the males displaying risk taking attitudes is due to their desire to seek excitement (Arnet 1992). Gündoğdu et al. (2005), reported that the features such as societal role, family expectations, education, peer pressure, and seeking excitement caused the males to display more risk-taking and exceptional attitudes compared to the females.

A difference was observed for the age variable in *risk taking* and *social adaptation* sub-dimensions. It was concluded that in *risk taking* sub-dimension 17 year-old students are more prone to display risk-taking attitudes compared to 14, 15, and 16 year-olds, and in *social adaptation* sub-dimension 14 year-old students have higher attitudes compared to 15,16, and 17 year-olds. The results in the both sub-dimensions were also observed in the

class-based analyses. Moreover, it was seen that the attitudes of the first grade students were higher compared to the other grade students concerning the *desire for game*.

Risk taking attitude is generally accepted as a behavior observed in the puberty period. Therefore, the research studies on this field (Kıran 2002, Yılmaz 2000, Kaner 2002, Delikara 2002) generally focus on the risk taking behavior in the puberty period. Accordingly, it is mentioned that risk taking attitudes in puberty periods provide advantages to the teenagers such as controlling their own lives, resisting against the adult authority and traditional society, coping with anxiety, tension, inadequacy, and failure, being accepted more by their peer groups, embracing the youth culture, and shaping their personal identities (Gonzales et al.1994).

There are findings in previous researches stating that risk taking attitude increases as the age and the grade increase (Bayar 1999, Gullone & Moore 2000, Beyaz 2004, Gülgez & Kısaç 2014).

Concerning the participation in sports activities, statistically significant differences were observed in favor of the ones with a sportive background in *risk taking*, *social adaptation*, *desire for game*, and *pleasure* sub-dimensions.

According to the findings of previous researches, sports increased the social adaptation level of the individual (Kızıltan 1984, Akandere 1998, Marsh & Kleitman 2002, Smith, Darling & Cardwell 2005, McHale et al. 2005). Yıldırım et al. (2006), reported that the most effective motives behind participation of the students in sport activities are pleasure and enjoying in sports. In a study conducted by Alıncak (2016) on secondary school students, positive significant relations were determined, as well. It was determined that the basic factors influencing the participation of the students in sport activities were friend and social media.

Concerning the school-type variable, it was determined that Anatolian and Science High School students had higher social adaptation attitudes compared to the Health, Business, and Girls' Vocational School students in *social adaptation* sub-dimension.

As the conclusion, it was determined that the male students have higher attitudes towards playing games with physical activities; that *risk taking* attitude increases and *social adaptation* attitude decreases as the age and the class level increase; that the first grade high

school students have higher *passion for game*; that *passion for game* is generally high in all of the students; however, the ones with a sportive background have higher *risk taking*, *social adaptation*, *desire for game*, and *pleasure* attitudes; and that Anatolian and Science high school students have higher *social adaptation* points compared to Vocational high school students.

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