

Research Article

Development of the Opinions on the Effects of Globalization in Sports Sciences Scale

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Abstract

This study aims to develop a standard scale by making the validity and reliability of the globalization survey developed for education faculties in the sample of sports sciences. A total of 878 people, including 81 academicians, 336 physical education and sports teachers, 118 trainers, and 343 sports sciences students, who were reached by a simple random method, participated in the study. The data was collected at 3 different times, Exploratory Factor Analysis (EFA) in the first group (n = 426), Confirmatory Factor Analysis (CFA) in the second group (n = 412), and test-retest analysis in the third group (n = 40) was performed. As a result of EFA, which was conducted to determine the construct validity, a structure consisting of 17 items and 3 factors was obtained, which explains 71.588% of the total variance. These factors are; teaching-learning processes are named as management and technology. The Cronbach Alpha internal consistency coefficient of the scale was calculated as .94. According to the CFA results (χ^2 / df : 2.63; RMSEA: .06; PGFI: .69; PNFI: .79; GFI: .92; AGFI: .90; IFI: .96; TLI: .95; NFI: .94; CFI: .96) the scale has acceptable fit values. In the test-retest analysis, a positive correlation was found .83. As a result, it can be said that the globalization scale can be used in sports science research and is a valid and reliable scale.

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Introduction

One of the most discussed issues of our time is the question of globalization or nationalization (regionalization). In other words, globalization comes to the fore with the effect of modernizing technology under the auspices of politics and strong capital on religion and national identity, tradition, culture, and language. The concept of globalization was used for the first time in T. Levitt's book "Globalization of Markets" published in 1983. T. Levitt used globalization solely as a market phenomenon to mean the coming together of markets owned by multinational companies. Later, K. Ome noted in his work "Unlimited World" (1990) that the process is wide, not just about the market (Hacıyev and Bayramov, 2013: 410). Especially after the collapse of the Berlin Wall in 1989, the word globalization, which we frequently

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encounter in almost every field, is used not only as an economic concept but also to describe the international system we are in.

Universities have been the most important defenders of the nation-state in the modern period. However, with globalization, the status of the nation-state has also become debatable. This situation has also made universities controversial. Educational institutions are the leading institutions that are directly affected by globalization. The main reason for this is that globalization weakens the support of the nation-state and the welfare state, which is considered to be the reason for the modern university's existence (Kwiek, 2012). It is observed that globalization, which marked the last quarter of the 20th century, significantly affects the basic elements of daily life. Putting forward the thesis that capitalism (constituting the most important variable of globalization) has no alternative in order for the phenomenon of global society to be accepted; an approach that places post-modernism on the philosophical basis of the phenomenon of globalization in a sense other than the areas where it emerged is witnessed. As a reflection of this situation, in every field of social sciences, discussions, and evaluations, globalization theories or dynamics are encountered (Newman, 2001).

One of the important areas affected by globalization is the sports and sports fields in which young people are. For this reason, sports education institutions have been the focus of our research. Sports, as a social institution, is in a structure that is growing day by day within economic and cultural organizations. This social phenomenon necessitated a re-evaluation of the world's changing economic and social conditions. We cannot evaluate the changes experienced in sports separately from the cultural and economic changes in the world, because nothing is independent of other things that exist in nature or social life (Akdağçık and Karaküçük, 2013). Sport occupies a unique place in the human psyche. Athletic struggles around the world have long been a way for individuals, institutions, cities, and countries to express themselves. Sport brings out the best and the worst in people. If we go back to the 19th century, it is seen that universities use American football to give their students a sense of identity (Leeds and Allmen, 2017, p. 3). Sports is a global phenomenon and gains prevalence depending on the socioeconomic conditions of societies (Atasoy and Öztürk Kuter, 2005). Sports are also included in the consumption phenomenon that globalization has accelerated to spread. Sports types that we have not even heard of recently and the number of people interested in these sports types as spectators or participants are rapidly increasing (Ekmekçi et al., 2013). Sports is one of the most common organizations of the society. Sport is an important element of human life and public health in both narrow and broad sense. Many factors have an effect on the emergence of the globalization process. These factors are; technological impact, ideological values, and economic factors are grouped under three main headings (Atasoy and Füsün Öztürk, 2005; Ekmekçi et al., 2013).

In the age we live in, crisis, inequality, risk, insecurity, anxiety, uncertainty, and social disintegration have become the most frequently used concepts in explaining the social consequences of the globalization process. The globalization process, which has recently gained momentum with the effect of the collapsed walls between the blocks, has brought the social results expressed with the above concepts to a global level in an unprecedented way in history. Depending on the integration process of national economies, social problems have begun to globalize to a large extent, being affected by the results of the globalization process (Mutioğlu and Gözcü, 2009).

Şentürk (2007) has developed a questionnaire to determine the expected and observed effects of globalization in educational institutions. It is important to investigate management, finance, technology, research, and teaching-learning dimensions and the observed effects of globalization in other fields. For this, validity and reliability analysis should be done in the relevant sample group. This research was carried out to develop a valid and reliable scale for sports science stakeholders to use. With the developed scale, research can be done on the observed effects of globalization in sports sciences.

In summary, the problem of the study is that the survey question pool developed for the faculty of education sample tests the validity of sports sciences stakeholders.

Method

Research Model

In this research, a scale development study has been adhered to for use in sports science.

Research Group

878 volunteer individuals who work in different regions of Turkey, including 81 academicians, 336 physical education and sports teachers, 118 coaches and 343 sports sciences students, were involved in the study. Studies on different samples increase validity (Cabrera-Nguyen, 2010). For this reason, the data were collected at 3 different times, were performed, Explanatory Factor Analysis (EFA) (n=426) with the data of the first group, Confirmatory Factor Analysis (CFA) (n=412) with the data of the second group and test re-test analysis (n=40) with the data of the third group. It is sufficient to reach 300 people for EFA and CFA analyzes (Can, 2019: 319; Doğan et al., 2017; Karagöz and Bardakçı, 2020: 171; Orçan, 2018; Özdamar, 2017: 41; Tabachnick and Fidell, 2015: 657). Since it is necessary to collect data from at least 30 people every 3 weeks to perform test-retest analysis (Tavşancıl, 2018: 20), a sample of 40 people was found to be sufficient. As a result, it can be said that 878 people are sufficient for the research. The qualifications of the research group are detailed in Table 1.

Table 1

Demographic Characteristics of the Participants

		EFA group N=426		CFA group N=412		Test re-test group N=40		Total	
		N	%	N	%	N	%	N	%
Gender	Male	284	66,7	271	65,7	26	65,0	581	66,0
	Female	142	33,3	141	34,3	14	35,0	297	34,0
Status	Academician	40	9,3	38	0,9	3	7,5	81	9,2
	PE teacher	160	37,6	161	39,0	15	37,5	336	38,2
	Coach	54	12,7	60	14,5	4	10,0	118	13,4
	PE student	172	40,4	153	37,1	18	45	343	39,0
Department	PEST	222	52,1	220	53,3	15	37,5	457	52,0
	CTD	101	23,7	99	24,0	10	25,0	210	23,9
	SMD	103	24,2	93	22,7	15	37,5	211	24,1

Data Collection Tool

Opinions on the Effects of Globalization in Sports Sciences Scale (OEGSSS)

The measurement tool, which was developed by Şentürk (2007) in the study titled "Expected and observed effects of globalization on education faculties " questionnaire/survey, consisting of 66 items and 5 factors, was contacted with the author by e-mail and a research permission was obtained to use it in developing a scale. The effects of globalization continue to grow not only in the field of education but also by including many sectors such as sports. By testing these previously tested substances in sports science, a valid and reliable measurement tool will be developed. There are 5 dimensions in the measurement tool: management, finance, technology, research, and teaching-learning. The validity of the measuring tool was calculated by the item total test correlation, and the Cronbach alpha internal consistency reliability analysis was calculated as .98. Scoring ranging from 1. Totally disagree, 2. Disagree, 3. Notral, 4. Agree and 5. Totally agree is done in the 5 Likert type measurement tool.

Collection of Data

The study was started by obtaining an ethical report from the Scientific Research and Publication Ethics Committee of Niğde Ömer Halisdemir University (DECISION-2021/02-12 dated 01.02.2021 and numbered E-86837521-050.99-15440). The data was collected electronically (<https://docs.google.com/forms/d/e/1FAIpQLSfIyIkW6OPO1J9sjFPbOvuM4MIJaTzcr8zhyb3CihClg6wjJA/viewform>) via google forms.

Data Analysis

IBM SPSS Statistics 21 and AMOS Graphics 21 package programs were used for analysis. By examining the total test correlations of 66 items, item loadings were examined, and normality analysis (Tabachnick and Fidell, 2015) was performed. For the distinctiveness of the items, the 27% upper group and the 27% subgroup (Can, 2019: 393) were compared. In order to determine the construct validity, Varimax rotation principal component analysis (maximum likelihood) was used by using Exploratory Factor Analysis (EFA), factor loads above .55 (Tabachnick and Fidell, 2015: 654) were determined. Confirmatory Factor Analysis (CFA) was performed by collecting data from different samples in order to check the consistency of the results obtained from EFA. $X^2/df < 3$ in DFA; RMSEA $< .08$; PGFI $> .50$; PNFI $> .50$; GFI $> .90$; AGFI $> .90$; IFI $> .90$; TLI $> .90$ CFI $> .90$ criteria were taken into account (Karagöz and Bardakçı, 2020: 46; Özdamar, 2017: 229-244). The test-retest reliability of the 17-item scale, which was formed as a result of factor analysis, was analyzed with the Pearson correlation test.

Results

Table 2

Item Analyzes of the Opinions on the Effects of Globalization in Sports Sciences Scale

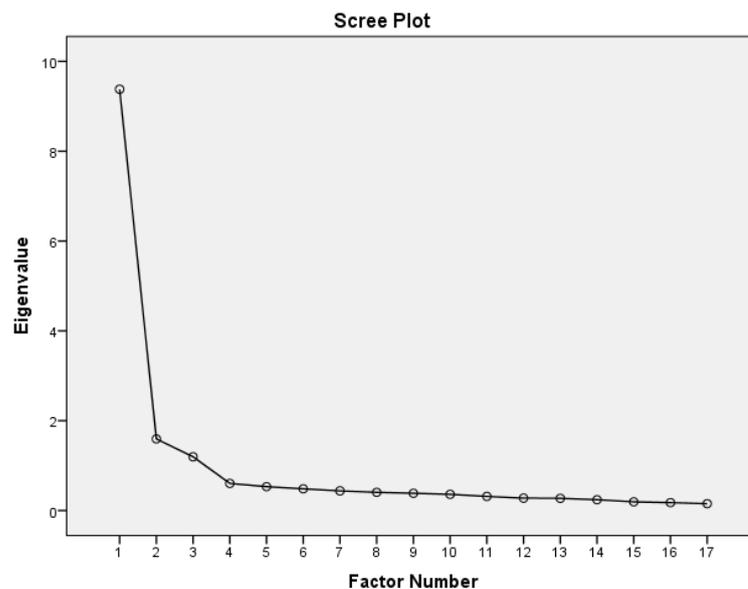
Dimensions	Item No.	27% Subgroup n=115		27% Upper group n=115		t	p	Item total test correlation
		\bar{x}	sd	\bar{x}	sd			
Teaching-learning processes	59	2,27	0,81	4,34	0,64	-21,35	,000*	,794
	57	2,49	0,86	4,46	0,63	-19,71	,000*	,753
	58	2,53	0,94	4,54	0,59	-19,30	,000*	,748
	60	2,57	0,84	4,38	0,60	-18,65	,000*	,773
	54	2,77	0,89	4,43	0,67	-15,82	,000*	,720
	63	2,51	0,77	4,30	0,69	-18,48	,000*	,768
	62	2,60	0,86	4,33	0,68	-16,79	,000*	,688
Management	4	2,16	0,93	4,03	0,90	-15,38	,000*	,644
	5	2,46	0,93	4,26	0,80	-15,64	,000*	,668
	3	2,35	1,05	4,25	0,79	-15,42	,000*	,569
	6	2,33	0,80	4,25	0,78	-18,28	,000*	,705
	8	2,21	0,89	3,86	0,90	-13,82	,000*	,598
Technology	32	2,75	1,01	4,48	0,64	-15,47	,000*	,687
	33	2,66	0,90	4,60	0,57	-19,30	,000*	,745
	37	2,96	0,85	4,47	0,70	-14,61	,000*	,641
	42	2,99	0,81	4,40	0,67	-14,41	,000*	,693
	36	2,70	0,77	4,37	0,66	-17,53	,000*	,723

In Table 2, for the significance of the difference between the item scores of the upper 27% and lower 27% groups according to the arithmetic mean, the t-test values varied between -21.35 and -13.82, and $p = .00$ significant difference was found for the all items. Item total test correlation scores ranged from .59 to .79.

Table 3*Exploratory Factor Analysis and Factor Loadings*

Item	Teaching-learning processes	Management	Technology
M59	,863		
M57	,835		
M58	,816		
M60	,801		
M54	,747		
M63	,717		
M62	,627		
M4		,825	
M5		,789	
M3		,761	
M6		,736	
M8		,586	
M32			,917
M33			,869
M37			,634
M42			,619
M36			,556

According to Table 3, the scale consists of 17 items in total, with 7 items in the teaching-learning processes dimension, 5 items in the management dimension, and 5 items in the technology dimension. Item loads vary between .55 and 91.

**Figure 1***Scree Plot Graph of the OEGSSS***Table 4***The Explained Variance of Opinions on the Effects of Globalization in Sports Sciences Scale*

Component	Total	Extraction sums of squared loadings % of the variance	Cumulative %	Cronbach's Alpha
1	9,379	55,173	55,173	,93
2	1,594	9,379	64,553	,88
3	1,196	7,035	71,588	,90

In Table 4, it is seen that 3 factors explain 71.588% of the total variance. Cronbach's Alpha (α) internal consistency coefficients were calculated as .93, .88, .90, and .94 for the overall scale, respectively.

Table 5
Table of Correlation Coefficients Between Factors

	Teaching-learning processes	Management	Technology
Teaching-learning processes	1	,637**	,724**
Management		1	,570**
Technology			1

According to Table 5 inter-factor correlations were found to be positively related, ranging from .57 to .72.

Table 6
Pearson Correlation Analysis for Test-Retest

	n	Correlation	p
OEGSSS	40	,838	,000**

In Table 7, it is seen that the pre and post test scores of the globalization scale are positively related (r =, 83).

Table 6
Confirmatory Factor Analysis Fit Values

Model Fit Index	Perfect Range	Acceptable Range	*Globalization
X ² /df	0<X ² /df<2	2<X ² /df<3	2,63
RMSEA	0.00<RMSEA<0.05	0.05<RMSEA<0.10	0,06
PGFI	0.95<PGFI<1.00	0.50<PGFI<0.95	0,69
PNFI	0.95<PNFI<1.00	0.50<PNFI<0.95	0,79
GFI	0.90<GFI<1.00	0.85<GFI<0.90	0,92
AGFI	0.90<AGFI<1.00	0.85<AGFI<0.90	0,90
IFI	0.95<IFI<1.00	0.90<IFI<0.95	0,96
TLI	0.95<TLI<1.00	0.90<TLI<0.95	0,95
NFI	0.95<NFI<1.00	0.90<NFI<0.95	0,94
CFI	0.95<CFI<1.00	0.90<CFI<0.95	0,96

Fit indices χ^2/df : 2,63; RMSEA: .06; PGFI: .69; PNFI: .79; GFI: .92; AGFI: .90; IFI: .96; TLI: .95; NFI: .94; CFI: determined as .96.

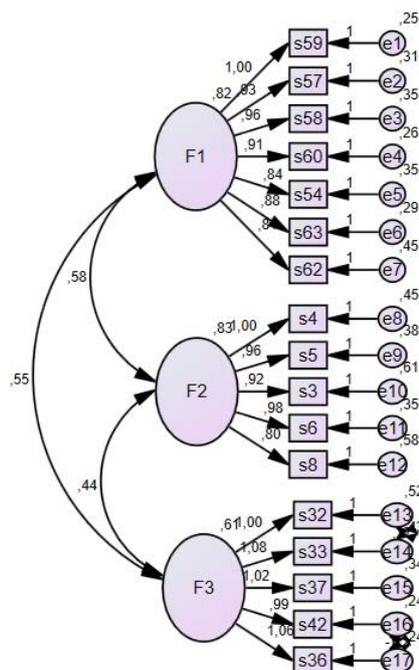


Figure 2
CFA Values

Discussion and Conclusion

In this research, it is aimed to develop the globalization scale for use in sports sciences. First of all, item analysis was performed and it was checked whether there were any items under .20 (Karagöz and Bardakçı, 2020: 109), and it was seen that 66 items had varying item correlations over .55. Then, in order to determine the distinctiveness of the items, the scores of the 27% upper group (n = 115) and the 27% lower group (n = 115) were compared and all items were found to be significantly different in favor of the upper group. The significance of the t values between the lower and upper groups indicates the distinctiveness of the item (Can, 2019: 394). Kolmogorov-Smirnov normality analysis was performed on 426 data sets and $p = .055$ (Can, 2019: 89) data was found to be suitable for Exploratory Factor Analysis (EFA).

The suitability of the 66-item measuring tool developed by Şentürk (2007) to Exploratory Factor Analysis (EFA) was tested with the Kaiser-Meyer-Olkin (KMO) coefficient of .94, the Bartlett test of 5491,309 and $p = 0,000$. If the KMO value at the sample size is over .70 (Can, 2019; Tavşancıl, 2018), it indicates that the sample is suitable for analysis. As a result of EFA, it was seen that 17 items with a factor load of .55 to .91 and a Cronbach alpha value of .94 were collected in 3 factors. These factors are; Teaching-learning processes are named as management and technology. Cronbach alpha internal consistency coefficients of the factors were determined as .93, .88, and .90, respectively. The Cronbach alpha coefficient for the sub-dimensions and the whole of the scale is highly reliable since it has a value above .80 (Karagöz and Bardakçı, 2020: 52; Özdamar, 2017: 74). The scale consisting of 17 items and 3 factors explained 71,588% of the total variance. This ratio shows that the explanation of the scale is good (Büyüköztürk, 2002; Karagöz and Bardakçı, 2020: 36; Tavşancıl, 2018: 48). Factors on the scale are positively related, ranging from .57 to .72. These values express the perfect relationship (Özdamar, 2017: 74).

In order to perform Confirmatory Factor Analysis (CFA), data was collected from different sample (n = 412) groups and the normality of the data set was tested with Kolmogorov-Smirnov analysis ($p = 0,184$). DFA compliance values made using the AMOS Graphics program χ^2 / df : 2.63; RMSEA: .06; PGFI: .69; PNFI: .79; GFI: .92; AGFI: .90; IFI: .96; TLI: .95; NFI: .94; CFI: .96 calculated. These values are at an acceptable level (Büyüköztürk et al., 2012; Özdamar, 2017: 183; Tabachnick and Fidell, 2015: 720-725).

In order to measure the stability of the 17-item scale, which was formed as a result of EFA and CFA analyses, data were collected from 40 people every 3 weeks. Pearson correlation test-retest analysis was performed and .83 positive correlations were found. This result explains the perfect stability (Tavşancıl, 2018: 19-25).

As a result, it can be said that the globalization scale developed for use in sports sciences is a valid and reliable measurement tool. Accordingly, the total score that can be obtained from the 5-point Likert-type scale varies between 17 and 85. When the scale scores are graded on the total score, it can be said that 17-30 points are not at all, 31-44 points are low, 45-58 points are moderate, 59-72 points are quite and 72-85 points are very observable. According to the arithmetic mean, 1.00-1.79 points never, 1.80-2.59 points low, 2.60-3.39 points medium, 3.40-4.19 points quite and 4.20 It can be said that over points has many globalization effects. High scores obtained from the scale are evaluated positively in terms of teaching-learning, management, and technology.

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Appendix 1.*Opinions on the Effects of Globalization in Sports Sciences Scale (Turkish Version)***Küreselleşmenin Spor Bilimlerinde Etkilerine Yönelik Görüşler Ölçeği**

Tamamen katılmıyorum 1, Katılmıyorum 2, Kararsızım 3, Katılıyorum 4, Tamamen katılıyorum 5

	Maddeler	1	2	3	4	5
	Spor bilimlerinde;					
1	piyasa yönelimi ve rekabet, öğretim programlarını, süreç ve yöntemlerini belirlemektedir.					
2	öğretim programları ve yöntemleri, iş gücü gereksinimine yanıt verecek şekilde düzenlenmektedir.					
3	öğrenciler bilimsel projelerde görev almaya yönlendirilmektedir.					
4	öğretim sürecinde verimlilik ve etkililik esas alınmaktadır.					
5	öğretim programları, yöntem ve tekniklerindeki değişim ve çeşitlilik artmaktadır.					
6	öğrencilerin bireysel öğrenme süreçlerini planlamaları ve yönetmeleri esas alınmaktadır.					
7	program içeriklerinde uluslararası düzeyde standartlaşma ve kredi transferi çalışmaları artmaktadır.					
8	yönetimsel kararlara (demokratik karar verme süreçlerine) katılım arttırılmaktadır.					
9	uzun ve kısa dönemli gelişim planları (Stratejik Plan) yapılmakta ve uygulanmaktadır.					
10	kalite geliştirme uygulamaları artmaktadır.					
11	yönetimde etkililik ve verimliliğin temel alınmaktadır.					
12	yönetimsel ve mali özerklik artmaktadır.					
13	bilgi kaynağı olarak internette ve online veri tabanlarından yararlanma artmaktadır.					
14	teknoloji destekli öğrenme ve öğretme olanakları artmaktadır.					
15	teknoloji ve bilgi yönetimi önem kazanmaktadır.					
16	bilgisayar ve bilgi teknolojileri yardımıyla araştırma süreçleri hızlanmaktadır.					
17	personelin teknoloji kullanma bilgi ve becerileri geliştirilmektedir.					

Boyut 1. Öğrenme Öğretme Süreçleri: 1,2,3,4,5,6,7**Boyut 2.** Yönetim: 8,9,10,11**Boyut 3.** Teknoloji: 13,14,15,16,17

Appendix 2.*Opinions on the Effects of Globalization in Sports Sciences Scale (English Version)***Opinions on the Effects of Globalization in Sports Sciences Scale**

Totally disagree 1, Disagree 2, Notral 3, Agree 4, Totally agree 5

	Items	1	2	3	4	5
	In sports sciences;					
1	trade market trend and competition determine curriculum, processes and methods.					
2	Curriculum and methods are organized to meet the labour force needs.					
3	students are directed to take part in scientific projects.					
4	efficiency and effectiveness are based on the teaching process.					
5	change and diversity in instructional programs , methods and techniques is increasing.					
6	It is based on students' planning and management of their individual learning processes.					
7	International standardization and credit transfer studies are increasing in program content.					
8	participation in administrative decisions (democratic decision-making processes) is increased.					
9	long and short term development plans (strategic plan) are made and implemented.					
10	quality improvement practices are increasing.					
11	management is based on effectiveness and efficiency.					
12	managerial and financial autonomy is increasing.					
13	The use of the internet and online databases as a source of information is increasing.					
14	technology-supported learning and teaching opportunities are increasing.					
15	technology and knowledge management are gaining importance.					
16	Research processes are accelerating with the help of computers and information technologies.					
17	technology use knowledge and skills of the personnel are developed.					

Dimension 1. Learning Teaching Processes: 1,2,3,4,5,6,7**Dimension 2.** Management: 8,9,10,11**Dimension 3.** Technology: 13,14,15,16,17