

Why Do Students Kick the Volleyball Ball in Physical Education Courses?¹

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Type: Research Article (Received: 06.03.2018 – Corrected: 03.04.2018 – Accepted: 06.05.2018)

Abstract

The purpose of this study is to examine the reasons for the kicking of the volleyball ball by secondary school and high school students in the physical education courses. The study was carried out with a total of 1388 students in different 14 schools. The study was conducted with survey model. A semi-structured questionnaire developed by the researcher was used. In the form, there are questions about the demographic characteristics of the students as well as their views on the kicking of the volleyball ball. When the findings obtained from the students were examined, 38% of the students stated that they kicking of the volleyball ball. It was understood that the high school students had significantly more kicking of the volleyball ball than the secondary school students. And kicking off the volleyball ball significantly differed in terms of the gender of the students (in favor of the girls) and school success (in favor of good level). The students' kicking off the volleyball ball was not significantly differentiated in terms of the educational status of the parents. "The reflex" (39.0 %) and "love soccer" (28.2 %) were the most important reasons for the students to kick off the volleyball ball.

Keywords: Physical education course, misbehavior, volleyball ball, kick

¹ This study was orally presented at the 2nd International Eurasian Conference on Sport, Education, and Society (October 19, 2017), Antalya/Turkey.

Introduction

In terms of physical education and sports courses, the concept of classroom means indoor or outdoor areas in which these courses take place. Sports fields, sports halls, and school gardens are among these areas. Successful implementation of educational activities and positive behavior modification in physical education and sports courses are only possible in classrooms with minimum discipline problems (Ünlü and Aydos, 2008). If the students are disorganized and disrespectful and if no rules or regulations are helping to resolve this situation, the classroom environment would be chaotic. In such cases, both students and teachers are damaged. In such situations, teachers strive with more efforts to teach whereas most of the students learn lesser than what they should. Nevertheless, in the case of a good class management, students learn more than what they should normally. Teachers are required to display superior efforts to establish a good learning environment and to perform good class management (Marzano et al., 2003). According to Harrison and Blakemore (1992), teachers have key responsibilities in terms of establishing effective discipline in the classroom. These responsibilities consist of establishing productive class environment and teaching good behavior.

Various studies are conducted to determine negative behavior faced by teachers and which affect the classroom environment. In these studies, negative behavior of students and frequency of such behavior were analyzed. Among these studies, the study conducted by Fernandez-Balboa (1991) displays that the most important problem faced by physical education teachers are negative behavior of students (86%). In addition, this negative behavior is followed by quitting the activity (39%), not participating in the activity (23%) and aggression (23.7%).

The most prominent problem encountered by physical education teachers in classrooms is ill-disciplined student behavior, in which crowded classrooms, poor environment, uninterested parents, poor economic conditions and spoiled children factors play a key role (Ünlü and Aydos, 2008). It was also reported that some of the students conduct negative behavior such as being uninterested, smoking, drinking alcohol, not participating in activities, chatting during class hours, coming to the classroom unprepared (Pulur and Tamer, 2001). Reviewing existing literature, improper use of classroom materials (Erdoğan, 2001) and harming inventory items of the school (Korkmaz et al., 2007) are also listed among negative behavior; however a specific behavior which has not been in the literature and is specific to physical education classes are students kicking volleyball balls during physical education courses. It is believed that analyzing the underlying reasons why students kick the volleyball ball during physical education hours should contribute to help us prevent such negative behavior from happening. Korkmaz et al. (2007) underlined that it is of great importance for the teacher to understand well the problem encountered by him and then to determine and interpret the student behavior accurately. Main purpose of this study is to analyze the underlying reasons of why students in secondary school and high school kick volleyball balls. In addition to main goal of this study, effects of various independent variables on why students kick volleyball balls during physical education courses will be analyzed.

Method

Research Model

The study was conducted with survey model. The survey model is a research approach aiming to describe the case existing now or how it existed in the past. The individual or object that is

subject to research as well as how they were attempted to be defined in their circumstances. No effort was shown to affect or change them in any way (Karasar, 2003). It describes the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012).

The Study Group

The study was carried out with a total of 1388 students (713 girls, 675 boys) in different 14 secondary and high schools in Erzincan during the 2016-2017 education year. Required permissions were obtained from the Ministry of National Education.

Research Instrument

A semi-structured questionnaire developed by the researcher was used. In the form, there are questions about the demographic characteristics of the students as well as their views on the kicking of the volleyball ball.

Data Analysis

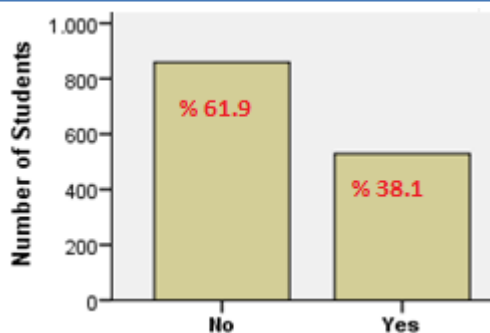
The responses the students obtained in the semi-structured questionnaire were reexamined in accordance with independent variables such as their class level, gender, and school success level and educational status of the parents (chi-square). Besides, frequency and percentage of the underlying reasons why students kick volleyball balls were tabulated. For data analysis, SPSS 22 was used.

Results

Table 1. Frequency and percentage of certain determining actions of students

VARIABLES	TO PLAM	
	f	%
CLASS LEVEL	Secondary school	956 68.9
	High school	432 31.1
	Total	1388 100
GENDER	Female	713 51.4
	Male	675 48.6
	Total	1388 100

It was determined that 68.9 % of the students taking part in the study were secondary school (n=956), 31.1 % were high school (n=432); that 48,6 % of the students taking part in the study were male (n=675), 51.4 % were female (n=713) (Table 1).



Graphic 1. Volleyball ball kick rates of students

Analyzing the data collected from students, it was revealed that 38.1% of students stated that they kick volleyball balls whereas % 61.9 did not (Graphic 1).

Table 2. Analyzing the effects of class level of students on kicking the volleyball ball (chi-square)

Variables	Kicking the volleyball ball				X^2	p
	No		Yes			
	n	%	n	%		
Class level					10.662	0.001
Secondary school	619	% 64.7	337	% 35.3		
High school	240	% 55.6	192	% 44.4		

It was understood that the rate of high school students who kick volleyball ball (44.4%) is significantly higher when compared to secondary school students (35.3%) [$X^2_{(1)} = 10.662$, $p < 0.01$].

Table 3. Analyzing the effects of gender of students on kicking the volleyball ball (chi-square)

Variables	Kicking the volleyball ball				X^2	p
	No		Yes			
	n	%	n	%		
Gender					13.107	0.000
Female	474	% 66.5	239	% 33.5		
Male	385	% 57.0	290	% 43.0		

It was understood that the rate of male students who kick volleyball ball (43%) is significantly higher when compared to female students (33.5%) [$X^2_{(1)} = 13.107$, $p < 0.01$].

Table 4. Analyzing the effects of school success level of students on kicking the volleyball ball (chi-square)

Variables	Kicking the volleyball ball				X ²	p	
	No		Yes				
	n	%	n	%			
School success level	Weak	155	57.0	117	43.0	11.526	0.003
	Moderate	208	57.1	496	42.9		
	Good	496	66.0	256	34.0		

It was understood that the level of successful students who kick volleyball ball (34%) is significantly lower when compared to other students (43.0% and 42.9%) [$X^2_{(2)} = 11.526$, $p < 0.01$].

Table 5. Analyzing the effects of educational status of the mothers of students on kicking the volleyball ball (chi-square)

Variables	Kicking the volleyball ball				X ²	p	
	No		Yes				
	n	%	n	%			
Educational status of the mothers	Primary school and below	497	61.1	316	38.9	2.516	0.472
	Secondary school	268	64.7	146	35.3		
	High school	70	57.9	51	42.1		
	University and above	24	60.0	16	40.0		

There were no significant differences in terms of the education level of the mothers of students who kick volleyball balls and who did not [$X^2_{(3)} = 2.516$, $p > 0.05$].

Table 6. Analyzing the effects of education level of the fathers of students on kicking the volleyball ball (chi-square)

Variables	Kicking the volleyball ball				X ²	p	
	No		Yes				
	n	%	n	%			
Educational status of the fathers	Primary school and below	321	60.6	209	39.4	1.867	0.601
	Secondary school	340	64.2	190	35.8		
	High school	145	60.4	95	39.6		
	University and above	53	60.2	35	39.8		

There were no significant differences in terms of the education level of the mothers of students who kick volleyball balls and who did not [$X^2_{(3)} = 1.867, p > 0.05$].

Table 7. Frequency and percentage of the underlying reasons why students kick volleyball balls

Reasons	Frequency (n)*	Percentage (%)*
1 – As a reflex (unwillingly)	206	39.0
2 – Because I like football too much	149	28.2
3 – Because volleyball ball swerves better	122	23.1
4 – Because it is lighter than football ball	108	20.5
5 – Because I am too lazy to pick up the ball	104	19.7
6 – I want to kick the ball further away	85	16.1
7 – Because I feel better when I kick the volleyball ball	81	15.3
8 – Because I do not like my physical education teacher	42	8.0
9 – In order to show off	40	7.6
10 – A ball is a ball, I do not care	2	0.4
11 – Because I forgot it is a volleyball ball	2	0.4
12 – Because there was no football	1	0.2

* Some students gave multiple responses to the same question.

Unwilling kicks (as a reflex) (39%), because they like football (28.2%) and because volleyball ball swerves better (23.1%) were among the most important answers. Following those, because it is lighter than a football ball (20.5%), because I am too lazy to pick up the ball (19.7%) and because I want to kick the ball further away (16.1%) were among the second set of underlying reasons.

Discussion

Analyzing the acquired data, it was understood that more than one-third of students (38.1%) kick volleyball ball. It was also supported with data acquired by this study that kicking volleyball ball is a negative behavior is a widespread negative behavior observed in physical education courses. Considering the fact that such behavior is negative, it should not be difficult to estimate that such behavior reduces the economic life of volleyball balls. Overcoming this problem would contribute to wellbeing of physical education teachers who are already encountering material shortage. In addition, injuries that might occur due to kicked volleyball balls hitting other students are among other problems that might be the result of such negative conduct. Demirhan (2006) stated that maintaining safety and security of the students during physical education courses is an important requirement that must be taken into consideration and also stated that any resulting injuries might contribute to further

irregularities in the classroom and disrupt the discipline of students. For that reason, it was stated that precautions that should ensure the safety of physical education and sports teacher should be taken.

It was understood that the rate of high school students who kick volleyball ball (44.4%) is significantly higher when compared to secondary school students (35.3%). Aslan et al. (2011) also claimed that the rate of unwanted behavior increase with the age and grade of students. This claim displays an expected fact. Sivez (2009) also stated that adolescence is a period in which student tend to perform more unwanted behavior. Kuş and Karatekin (2009) approved the fact that more unwanted behavior is observed as age groups increase due to the fact that students tend to act more freely, especially after adolescence.

It was understood that the rate of male students who kick volleyball ball (43%) is significantly higher when compared to female students (33.5%). Gender of the majority of problem students being male is rather a common-general observation made by teachers in schools. However, the reason behind the fact that there are very few studies on this is due to it being significantly visible (Wheldall and Merrett, 1988). Although various studies do not display determined results in terms of significant differences between genders, (Koç and Güllü, 2017) stated that male students are far more courageous in terms of displaying problematic behavior in school age. Various reasons are listed as underlying causes of this fact. Generally, socio-cultural reasons are deemed more prominent. Another reason that negative behavior is observed much less in female students when compared to male students is due to the fact that female students are much timider by their nature and also due to social roles of genders. It is thought that female students are expected from their social environment to be much more harmonious and comprehensible (Koç, 2017). This is preventing the female students from displaying negative behavior. Balkaya and Ceyhan (2007) proposed that the reason female students display much less criminal behavior when compared to male students is due to the fact that social/family pressure on female students increase after adolescence whereas it is the exact contrary for male students.

It was understood that the rate of successful students who kick volleyball ball (34%) is significantly lower when compared to unsuccessful student (43.0% and 42.9%). Yiğit (2004) includes academic failure as a non-class fact that contributes to negative behavior of students. It was also understood in other studies that students with lower academic performance displayed more aggressive behavior (Koç and Güllü (2017). Aggressive students are believed to encourage more negative behavior in the classroom.

There were no significant differences in terms of the education level of the mothers or fathers of students who kick volleyball balls and who did not. Results of another study displayed that the education level of mothers and fathers did not create significant difference in terms of behavior of kindergarten students (Alisinanoğlu and Kesicioğlu, 2010). In another study conducted on high school students, Another study conducted on high school students displayed significant correlation between the education level of parents and criminal behavior. Contrary to expected results of the study, it was understood that criminal behavior tendency of high school students increased as did the level of education of their parents (Balkaya and Ceyhan, 2007). Contrary to the results of this study, there are various findings of studies which suggest that criminal behavior tendency to increase as education level of parents decrease. (Basut, 2004; Ozen et al., 2005; Şenses, 1990; Yılmaz, 2000). More studies should be conducted in order to obtain more precise results on this fact.

Unwilling kicks (as a reflex) (39%), because they like football (28.2%) and because volleyball ball swerves better (23.1%) were among the most important reasons for students

kicking the volleyball ball. Analyzing the underlying reasons why students kick volleyball balls, it was understood that they perceive it as a regular ball rather than a tool to play volleyball ball and they had a desire to use the volleyball ball for this purpose. At this point, due to the fact that their hunger to play football is not satisfied, they have an inclination to satisfy this hunger with other tools (e.g. volleyball ball). Lack of football equipment and lack of available football fields can be considered among such reasons. In a study conducted by Korkmaz et al. (2007), these two facts were listed by physical education teachers as the two most important reasons that disrupt the learning environment.

In the light of findings of this study, physical education teachers will better understand the underlying reasons and resolve these issues that cause students to display the negative behavior of kicking the volleyball ball. In this context, understanding and resolving such problem would also increase the economic life of volleyball balls.

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Conflict of Interest

The authors have not declared any conflicts of interest.

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