

SEÇMELİ BEDEN EĞİTİMİ VE SPOR DERSLERİNİ TERCİH EDEN ÜNİVERSİTE ÖĞRENCİLERİNDE BEDEN ALGISI VE SPOR DERSLERİNE KATILIM NEDENLERİNİN ARAŞTIRILMASI

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ÖZ

Çalışmada rektörlüğe bağlı seçmeli beden eğitimi ve spor derslerini tercih eden üniversite öğrencilerinde beden algısı ve spor derslerine katılım nedenlerinin araştırılması amaçlanmıştır. Çalışmaya Muğla Sıtkı Koçman Üniversitesine bağlı çeşitli fakülte ve bölümlerde öğrenim gören, yaş ortalamaları 21,14 olan ve isteğe bağlı özel ilgi alanında bulunan spor derslerini tercih eden 118 Kadın 170 erkek olmak üzere toplamda 288 Öğrenci gönüllü olarak katılmıştır. Katılımcılara çalışma öncesi ayrıntılı bilgi verilerek gönüllü olduklarına dair belge imzalatılmıştır. Ayrıca bu kişilerin herhangi bir sağlık problemleri olup olmadığı tespit edilerek sağlık sorunu olanlar çalışma kapsamı dışında bırakılmışlardır. Çalışmaya katılan araştırma gurubunda sırasıyla spor yapma ve yapmama nedenleri ölçeği ile beden algısı ölçeği uygulanarak veriler anket yöntemi ile elde edilmiş olup IBM Spss 22 adlı paket program ile kayıt edilmiştir. Veriler normal dağılım göstermediği için nonparametrik test yöntemleri kullanılmıştır. İstatiksel işlem olarak Pearson Kolerasyon analizi 0.01 anlamlılık düzeyiyle incelenmiştir. İki değişken arasındaki farklılığa ilişkin Mann Whitney-U Testi ($p<0.05$), aralarında korelasyon olan iki değişken için bağımsız değişkenin bağımlı değişken üzerindeki etkisinin belirlenmesinde (0.05) ve (0.01) önem düzeyinde regreasyon analizi yapılmıştır.

Üniversite öğrencilerinin Spor derslerine katılım tercih puanları Beden algısı seviyelerini ($P<0,05$) düzeyinde etkilemektedir. Ayrıca öğrencilerin Spora katılım tercih puanlarının beden algıları üzerinde % 27,4 düzeyinde açıklayıcı etkisi vardır. Sonuç olarak bayan öğrencilerin erkek öğrencilere oranla daha yüksek spora katılım ve beden algısı düzeyine sahip oldukları görüldükçe, öğrencilerin Spora katılım tercih puanları ile beden algısı seviyeleri arasında anlamlı bir ilişki vardır ($P<0.05$).

Anahtar kelimeler: Spor, Beden algısı,

ANALYSIS OF BODY PERCEPTION AND THE REASONS BEHIND PARTICIPATING IN SPORTS LESSONS IN UNIVERSITY STUDENTS WHO TAKES ELECTIVE PHYSICAL EDUCATION AND SPORTS LESSONS

ABSTRACT

In the study, it is aimed to analyze body perception and reasons behind participating in sports lessons in university students who take elective physical education and sports lessons. To the study, the average of age is 21,149 receiving education in different faculties and departments in Muğla Sıtkı Koçman University, 118 females and 170 males, 288 students participated in total who takes sports lessons in their specialty. By being given detailed information in advance of the study, a document was signed. Besides by determining that if anyone has health problems, the ones with health problems were excluded from the study. By applying scales of doing exercise and not doing exercises and body perception scales respectively in the experimental group, the data was obtained via questionnaire and recorded with IBM SPSS 22 packaged software. As the data does not show normal distribution, non-parametric test methods were used. Pearson correlation analysis was determined in a significant level of 0.01 as a statistical process. In relation to the difference between two variable values Mann Whitney- U test ($p<0,05$), in determining the effect of independent variable on the dependent variable (0.05) for two variables which are correlated, and regression analysis in the significant level of (0.01) were done.

Preference score of university students' participation in sports lesson effects their Body perception level in the level of ($P<0,05$). Besides, preference scores of university students in participation in sports have an explanatory effect on their body perception in the level of %27,4. As a result, while female athletes have been found to have higher body perception level and participation in sports in proportion to males, there is a significant correlation between the students' preference scores of participation in sports and body perception levels ($P<0,05$).

Key Words: Sports, Body Perception.

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INTRODUCTION

It is an irreplaceable fact that positive effects of sports activities on human health. Before people start doing sports activities, what sort of sports that they will choose to differ according to variables such as; expectations, reasons behind participation in sports, physical condition, level of condition, age. First of all, no matter what sort of sports that they will choose, it creates physiological effects on human organism. Also, it is known that participation in sports activities increases individuals' physical suitability and level of ability².

While daily increasing technological developments affect societies, it diverts people to different lifestyles. One of them is the sedentary lifestyle and health problems resulting from this lifestyle. As sedentary lifestyle results in overweight and obesity, it originates anatomical deformity in people. In this context, while sports activities help people to have stronger musculature and skeletal structure, it is the inhibitor of undesired physical cases. However, participation in sports prevents overweight by according muscle distribution in the body. Individual needs to utilize his spare time consciously in order that being aware of his level of ability and fulfills his potential. Human organism's staying healthy in terms of both physically and psychologically is possible with participation in sportive activities³.

Sports activities have psychological effects on humans as much as physical. While sports provide people to spend time cheerfully, endorphins secreted in body enable people to get rid of family and occupation concerns; physical and physiological changes made by sports activities cause people to perceive their body in a better way²⁰.

In the context of body perception, besides being a physical organism, human body

encompasses many concepts about his own body such as attitudes, emotions, and experiences. On the other hand, it is known that different cultures are also effective in individual's noticing, perceiving, and interpreting changes both in his and others' bodies. For this reason, people distinguish being healthy rather than ailing, not existing rather than being disabled, perceiving and expressing any symptom about his body, and situations about his body that may create disturbance in society. Four different approaches to the body perception concept have been suggested. These include morphological properties of the body, internal dynamics and different beliefs about its functions¹. Therapists need to explain to their patients that what is really wanted to be expressed about body perception is their own opinion or "mental picture" rather than real physical appearance¹⁸. In different societies, changes in form of socio-economic, traditional and cultural can change individuals' body perception, as well. Especially in western societies, beauty concept is perceived as the skinny body in parallel with body weight, and shape. Proportionally with another period of development, especially teenagers and youth attach more importance to body images⁹. Conducted researchers state that negative body perception is related to low self-esteem; negative body perception is a risk factor for disorders such as anxiety and depression, and psychopathology in many areas¹². Although there are similar studies about the topic in conducted literature scanning, why students take elective physical education lessons dependent on chancery and sports lessons have been regarded as significant in this study. Accordingly, it is aimed to analyze if there is a correlation between university students' participation in sports lessons and body perceptions by determining their attitude and thoughts

about their body perceptions and reasons behind university students' tending

MATERIAL AND METHOD:

Participants: To the study, the average of age is 21,1493, receiving education in different faculties and departments in Muğla Sıtkı Koçman University, 118 females and 170 males, 288 students voluntarily participated in total who chose physical education and sports lessons. By being given detailed information in advance of the study, a document was signed about their volunteering. Besides by determining that if anyone has health problems, the ones with health problems were excluded from the study.

Data Collection Tool: By applying scales of doing exercise and not doing exercises and body perception scales respectively in the experimental group, the data was obtained via questionnaire.

Scale of Reasons behind Doing Exercise and Not Doing Exercises: The scale achieved from doctoral thesis study named analysis on the preference of university students' participation in sportive activities in terms of some psycho-social variables consists 42 items, agreeing or disagreeing on each item in the scale is determined by selecting one of the options "YES" or "NO". The scale has two scales, which are "reasons behind doing exercise and not doing exercise. Reasons behind doing exercise" has 16 items and 5 sub-scales. Sub-scales have been named as "Believing in benefit of the sports", "Affecting environment", "Getting affected by the environment", "With intent to make a social environment", and "Effect of immediate vicinity". In sub-dimensions of the scale, high scores achieved from total score explains the reason behind doing exercises.

towards sports activities who take physical education and sports lessons.

Body Perception Scale: Body image scale (BIS) was developed by Secord and Jourand in 1953 and adapted into Turkish by Hovardaoğlu in 1989 by conducting its validity and reliability studies. Hovardaoğlu found Cronbach alpha internal consistency coefficient as 0.91 ($p < 0.01$), and BPS alpha value as 0.76. The scale has 40 items, each item is about a part, an organ (i.e. arm, leg, face), or a function (i.e. sexual activity level) of the body¹⁴. Each item in the scale is scored 1-5, and these scores refer to 5 different answers; "Strongly Dislike", "Somewhat Dislike", "Neutral", "Somewhat Like", "Strongly Like". Total score obtained from the scale is calculated with total scores which correspond to the answers in each item. The scale does not have a breakpoint. Total score varies between 40-200, the highness of the score shows the highness in the level of satisfaction of the individual⁶.

Analysis of the Data: The obtained data was transacted with a packaged program named IBM SPSS 22. Correlation analysis was done for analyzing the relationship between variables. When the correlation between two variables have been found, regression analysis was conducted in order to determine independent variables' effect level on the dependent variable, in the significance level of ($P < 0,05$). In addition to that, in order to determine if the obtained data shows normal distribution, Shapiro Wilk Normality Test was applied in the significance level of $P < 0,05$. As the data does not show normal distribution, in the significance level of 0,05 Mann Whitney-U test was conducted about average difference between two variables.

FINDINGS:

Table 1. Descriptive Statistics about University Students' Preference of Participation in Sports Lessons and Body Perception Levels According to Gender

Gender	Variables	N	Minimum	Maximum	Mean	Std. Deviation
Male	Sports Preference Score	170	16.00	31.00	24.741	3.365
	Body Perception Score	170	41.00	133.00	82.847	20.280
Female	Sports Preference Score	118	18.00	31.00	25.618	2.179
	Body Perception Score	118	45.00	148.00	97.940	23.953
Total	Age	288	18.00	25.00	21.149	1.4911
	Height	288	150.00	190.00	172.402	10.091
	Weight	288	40.00	100.00	67.003	13.478
	Gender	288	1.00	2.00	1.409	.492

As it is seen in Table 1, female students have higher participation in sports lessons and body perception levels than males'. Female and male students' body perception levels are midlevel.

Table 2. Body Perception and Sports Lessons Preference Level Normality Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	Std. D.	p	Statistics	Std. D.	p
Sports Preference Score	.160	288	.000	.928	288	.000
Body Perception Score	.096	288	.000	.982	288	.001

Body perception and sports lessons preference level scores do not show normal distribution ($p < 0,05$)

Table 3. Correlation Analysis on University Students' Body Perception Levels and Participation in Sports Lessons Preference Scores

Variables	Body Perception Scores	
Sports Participation Status	Pearson Correlation	.274**
	p	.000
	N	288

There is a positive significant correlation between university students' body perception levels and sports lesson participation preferences ($p < 0.01$).

Table 4. Mann Whitney-U Test about Difference between University Students' Gender, Body Perception, and Participation in Sports Lesson Levels

Variables	Gender	N	Avg. Rank	U	p
Body Perception	Male	170	122.46	176.25	0.00
	Female	118	176.25		
	Total	288			
Sports Participation Levels	Male	170	135.04	11.638	.019
	Female	118	158.13		
	Total	288			

There is a significant difference between two variables. ($p < 0.05$). Female students have higher body perception levels than males'.

Table 5. Regression Analysis about University Students' Participation in Sports Lesson Preference Scores Effect on Body Perception Levels

Model	R	R ²	Residual R ²	Estimated Std. Deviation
1	.274 ^a	.075	.072	22.20717

a. Dependent Variable: Body Perception.

b. Independent Variable: Participation in Sports Preference Scores

Table 6. Anova Table about Regression Analysis in Determining University Students' Participation in Sports Lessons Preference Scores' Effect on Body Perception Levels

Model		Square of Total	df	Square of Arithmetic Mean	F	P
1	Regression	11463.445	1	11463.445	23.245	.000 ^b
	Residual	141043.274	286	493.158		
	Total R ²	152506.719	287			

a. Dependent Variable: Body Perception Score

b. Independent Variable: Sports Preference Score

There is a difference between students' participation in sports lesson preference scores, average of body perceptions ($P < 0.05$).

Table 7. Coefficient Table about Regression in Determining University Students' Participation in Sports Lesson Preference Scores' Effect on Body Perception Levels

Model	Non-Standard Coefficient		Standard Coefficient	t	p
	B	Std. Error	Beta		
Participation in Sports Preference Score	35.539	11.172		3.181	.002
Body Perception Score	2.131	.442	.274	4.821	.000

a. Dependent Variable: Body Perception Score

University Students' participation in sports lesson preference scores affect Body perception ($P < 0.05$). University students' participation in sports lesson preference scores has explanatory effect on their body perception in the level of % 27.4.

Table 8. Regression analysis on the determination of the effects of the variables, which are the sub dimensions of the university students' preference to attend to sports lessons, on their body perception levels

Model	R	R ²	Residual R ²	Estimated Std. Mistake	Durbin-Watson
1	.376 ^a	.141	.126	21.55139	2.197

a. Independent Variables: Effect of Immediate Vicinity, Affecting Environment, Getting Affected by the Environment, believing in Benefit of the Sports, For Affecting Social Environment b. Dependent Variable: Body Perception Score

Table 9. ANOVA table regarding the regression analysis to determine the effects of the variables, which are the sub dimensions of the university students' preference to attend to sports lessons, on their body perception levels

Model		Totals ²	Std. D.	A.Avg ²	F	p
1	Regression	21528.297	5	4305.659	9.270	.000 ^b
	Residual	130978.422	282	464.462		
	Value					
	Total	152506.719	287			

a. Dependent Variable: Body Perception Score

b. Independent Variable: Effect of immediate vicinity, affecting environment, getting affected by the environment, believing in benefit of the sports, for affecting social environment.

Table10. Coefficient table regarding the regression analysis to determine the effects of the variables, which are the sub dimensions of the university students' preference to attend to sports lessons, on their body perception levels

Model		Non-Standard Coefficient		Standard Coefficient	t	p
		B	Std. Mistake	Beta		
1	(Independent Variables)	40.291	10.951		3.679	.000
	believing in benefit of the sports	-4.351	1.615	.171	-2.695	.007
	affecting environment	1.148	1.942	.037	.591	.555
	getting affected by the environment	1.958	1.280	.097	1.530	.127
	for affecting social environment	7.389	2.227	.215	3.317	.001
	Effect of Immediate Vicinity	5.224	1.592	.216	3.282	.001

a. Dependent Variable: Body Perception Score

“Believing in benefit of the sports”, a sub-dimension of participation in sports, has an effect on students' body perception levels in the level of %17.1 ($p < 0.05$). “Affecting environment” and “getting affected by the environment” sub-dimensions have no

significant correlation between students' body perception levels ($p > 0.05$). “Affecting social environment” has %25. “effect of immediate vicinity” has effect in the level of %21.6 ($p < 0.05$).

DISCUSSION AND RESULT

By determining the reasons behind university students tending towards sports activities and their attitude and thoughts who choose rectorate affiliated elective physical education and sports lessons, this study in which we conducted with the aim of analyzing if there is a correlation between participation in sports lessons and body perceptions, 170 males, 118

females, 288 students were included in, whose age average 21,1493, height average 172,4028, and average weight 67,0035. In accordance with the obtained data, there are significant differences between female and male students preferring sports and body perception levels. It can be said that female students have higher participation in sports and body perception levels. Female and male university students' body perception levels

are in midlevel. University students' participation in sports lessons preference score affects body perception in the level of ($P < 0,05$), it is considered that why students choose physical education and sports lessons is related to their body perception. University students' participation in sports lessons preference scores have an explanatory effect on their body perception in the level of %27,4. This effect is a positive one; and as the students' physical education and sports lessons preference scores increase, their body perception levels increase.

"Believing in benefit of the sports", one of the sub-dimensions of the reasons behind participation in sports, affects students' body perception levels in the level of %17,1 ($p < 0,05$), with the intent to affect social environment %25,1 ($p < 0,05$), "effect of immediate vicinity affect students' body perception levels in the level of %21,6 ($p < 0,05$). No significant correlation between students' body perception and "affecting environment" and "getting affected by environment" ($p > 0,05$).

Doctors make many suggestions for staying healthy. One of these suggestions is providing optimum dynamism of the organism. The fact provides body to move and presented feature is sports⁴. No matter what kind of sportive activity, no matter at what age and level, all these activities require some kind of education. First of all, participation in sports brings along many physical, psychological, social, cultural, and educational formations in the body⁷. "In a study about cadets' spare time activities", they state that cadets' participation in spare time activities has a positive effect on their health⁸. In a study conducted on university students in Taiwan, they stated that participation in sportive activities increase students' life satisfaction¹⁹. A primary

objective of participation in sportive activities is to achieve instant satisfaction, enjoying the activity, achieving both emotional and physical satisfaction in the process of activity¹⁷. In his study, in which Doğan 2006 analyzed students' wellbeing conditions, physical activity duration within spare time was analyzed and it was seen that the duration causes changes in individuals' wellbeing conditions⁵. In this direction, it can be said that participating in different sports leaves a positive impression on individuals. In this study, while it stands out that university students attitudes are for obtaining benefit from sports lessons generally, the study shows congruity with the literature.

As seen in Table 1, female students' body perception levels have been found to be higher compared to males'. Similarly, in a study conducted by Netz and his friends, it is reported that psychological wellbeing condition increases in females doing physical activity¹¹. On the other hand, there are studies pointing out that there is gender discrepancy in being satisfied with body image of individuals¹⁰. According to Harter's studies, females' self-esteem is higher than men's¹⁰. In another study, it is notified that females who do regular exercise have low body perception total scores¹³. This study does not overlap our study. In our study, it is determined that participation in sports and exercise increase individuals' body perceptions. There are studies showing that doing exercise regularly develop body perception¹⁵. Also, it is said that there is a positive development in body perception of individuals who regularly does exercise¹⁶.

Consequently, significant differences have been found between female and male university students' body perception levels and preferring sports lessons. Female

students' participation in sports lessons and body perception levels has been found to be higher than men's. While students' scores of participation in sports lessons positively affects body perception; as participation in sports lessons, preference scores increase, body perception levels also increase. Besides, one of the sub-dimensions of reasons

behind participation in sports lessons, "believing in benefits of the sports", and "the intent of affecting social environment", "effect of immediate vicinity", are effective in students' attitudes towards preferring sports lessons, "affecting environment" and "getting affected by environment" facts are not effective.

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