

Effect Of The Level Of Participation In Sportive Activities On Trust In Teachers And Identification Level With School

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Abstract

The study was performed out to examine the effect of high school students' level of participation in sports activities on teacher confidence and identification with school. The research group consists of a total of 302 students, 211 males and 91 females studying in different types of high schools in Şanlıurfa during the 2018-2019 academic years. In order to gain data for the purpose of the study, "Identification with School Scale" and "Teacher Trust Scale" were used. The students participating in the study were asked personal information questions regarding their demographic characteristics. Skewness and kurtosis tests were examined to test the normality of data distribution. The study was carried out in SPSS 22 statistical package program and the degree of significance was taken as 0.05. Independent Sample T (Independent Sample) test was used in binary comparisons, One-Way Variance Analysis (OneWayAnova) was used in multiple comparisons, and the correlation (Pearson) test was used to determine the relationship between variables. According to the responses given by the students who participated in the study, there was a significant difference between the groups in terms of facility adequacy in the school, the efficiency of the sports activities and the type of school, for the level of the students' confidence in the teacher and their identification with the school, but there was a significant difference between the groups in terms of their identification with the students. According to the results of the correlation analysis, a positive correlation was found between the students' confidence levels and their identification with the school. Finally, according to the regression results obtained, it was determined that the adequacy of the club activities and facilities in the school had a positive effect on the students' identification with the school and their confidence in the teacher.

Key Words:Trust, Identification, Sports, Facility Sufficiency

INTRODUCTION

Sports helps to create and sustain many social values that are of great importance. Sports can achieve this function in many ways. The fact that there is an area where people can express themselves in the concept of sports helps them develop psycho-socially, at least by supporting such activities and taking part in a socialization process (18). Schools are the place where the majority of the changes in the behavior of the individual are realized (9). Because schools are the places where students spend most of their time outside their homes. Students' attitudes towards school affect many features of students. When the literature is

surveyed, these attitudes are; on their successes (2, 5,7, 22, 23, 25), in school absenteeism (2, 24) on their satisfaction with the school (2); It has a crucial effect on interest and desire for learning (8, 22,23), and also in attending school activities (24). Schools can have an impact on students positively or negatively, both for the development of a healthy mind and for academic success. Student-school engagement is mentioned in many researches about the interaction and relationship of these institutions, which have the power to affect students' lives in this way (13, 14, 19, 29). The supportive nature of the bonds developed with teachers in the school environment, students seeing education as a valuable investment

and making efforts to reach their goals will increase their probability of acting in a system of norms and values that are shared jointly by the society. The connection with teachers and school will act in a way to prevent deviant behavior by reinforcing avoidance of unwanted behavior (35). Considering the findings of the research conducted on this subject, it is understood that disciplinary problems such as absenteeism in schools, especially dropping out of high schools, being a member of gangs or forming student gangs are mostly seen in students who do not have a sense of belonging (21). It is possible to say that such problems will be less common in students who feel belonging to the school. Again according to Ma (21), the structure of the school, teachers' approaches and behaviors and peer interaction are important in developing a sense of belonging to students. There are items such as pride with the school, feeling valued, talking with teachers comfortably, making school, making friends as favorite place (20).

Trust is one of the important factors that we encounter in order to realize the goals and objectives effectively and efficiently not only in the relations between social life and people but also within the organization and the institution.

According to King, schools with trusting relationships, problems in teaching and learning in schools where there is no trust, and obstacles encountered, low morale, unmotivated staff, poor management, student discipline problems, union complaints, inadequate parental involvement, and an unpleasant general atmosphere. They do not have most problems like (17). Enhancing an atmosphere of trust provides important benefits for schools. Improved effectiveness, communication, organizational citizenship and student success are some of these benefits (33). In many research conducted until now, the reasons such as the students' not being able to identify with the school have been stated as cultural expectations, previous school achievements, structural and regulatory environment of the school, stereotype threat, poverty and peer pressure (12, 13, 26, 32, 37).

The greatest factors in students' trust in teachers and identification with the school; we can say that school friends, teachers, school facilities, cultural activities in schools and sports competitions. In this conducted study; it was aimed to examine the effect of sport on the level of trust and teacher identification with the teacher.

MATERIAL - METHOD

The study group of this research, which was performed out to examine the effect of high school students' participation levels in sports activities on their identification with the school and their trust in their teachers, constitutes totally 302 students, 211 males and 91 females studying in different types of high schools in the city of Şanlıurfa in the 2018-2019 academic year. In our research, survey method was used as a data collection tool. The volunteers participating in the study were informed before completing the questionnaires given to them and their consent was obtained by getting their approvals. In order to carry out this research, the ethical committee decision numbered 28 of 26.02.2020 was taken by the Ethics Committee of the Faculty of Sport Sciences of the Faculty of Sport Sciences, Non-Interventional. The survey consists of 3 sections and 31 questions. In the first part, there are 8 expressions related to demographic variables. In the second part, the "Identification with School Scale" adapted to Turkish by Ozer and Dundar (27), developed by Voelkl (37), which consists of 10 expressions, developed by Adams and Forsyth (1), consisting of 13 expressions in the third and last section. The "Scale for Trust in Teacher", which was adapted to Turkish by Ozer and Tul (28) was used in the research.

Data collected through scales of Identification with School and Trust in Teacher SPSS statistical package program. The data was analyzed with 22 program and the results were interpreted. Descriptive statistics including arithmetic mean, standard deviation, frequency and percentage distributions are presented in order to gain insight into demographic information and other group questions. Correlation (Pearson) test was used to determine the relationship between students' identification with school and teacher confidence levels. Skewness and Kurtosis tests were examined in the first place in order to determine the relationship between school identification and teacher trust dimensions with some demographic variables. In the research, "normal" expression scores of individuals' Z value varies between -3 and +3, while "extreme values" are scores whose Z value is outside the range of -3 and +3. However, according to Shao (31), the normal distribution of the data to be used in the study depends on the values of Skewness and Kurtosis between ± 3 . Independent Sample T (Independent Sample T) and One Way Variance Analysis (One Way Anova) tests

were applied according to the test results. If there is a difference between the variables, Tukey HSD and Dunnet T3 tests were used according to the homogeneity results from the Post-Hoc tests to determine which group or groups originated from this difference. In addition, regression analysis was used to test the relationships between the variables in a holistic way. The results were evaluated at 95%

confidence interval and significance was at $p < 0.05$ level.

FINDINGS

This is the section where the statistical results of the study will be explained. Statistical analysis based on the demographic characteristics of the people participating in the research will be encapsulated.

Table 1. Distributions of Students According to Demographical Variances

		DemographicalVariances	N	%
School Type		Anatolian High School	87	28.8
		Vocational/Technical High School	64	21.2
		Sports High School	71	23.5
		Imam Hatip Anatolian High School	80	26.5
Do you do sports?	Yes		215	71.2
	No		87	28.8
Are the facility opportunities in your school sufficient?	Yes		63	20.9
	No		239	79.1
Are the club opportunities in your school sufficient?	Yes		44	14.6
	No		258	85.4
Total			302	100

When Table 1 is analyzed, it is determined that 71.2% of the students participating in the study do sports and 28.8% do not do sports. As a result of examining the adequacy of facility facilities in schools, it was determined that 79.1% of students considered the facilities in their schools insufficient, and 20.9% of them considered the facilities in their schools sufficient. Alike, as a result of examining the adequacy of the club activities in schools; 85.4% of the students did not find the club activities in their schools sufficient, and 14.6% of them considered the club activities in their schools sufficient.

Table 2. Comparison of identification with school and trust in teacher levels of students depending on "Do you do sports?" variance

		Do you do sports?	N	X	S.s	t	p
Identification With School Sub Dimensions	Belonging	Yes	215	14.81	4.060	2.395	.017*
		No	87	13.62	3.551		
	Dignification	Yes	215	16.00	3.461	1.429	.154
		No	87	15.41	2.776		
Identification with School General		Yes	215	30.82	6.406	2.302	.022*
		No	87	29.03	5.325		
Trust in Teacher General		Yes	215	38.84	10.659	.427	.670
		No	87	38.26	10.604		
Total			302				

p<0.05*

When Table 2 is examined, according to the responses given by the students participating in the study to the question of "Do you do sports?", there is a significant difference between the groups in favor of those who do sports in sub-dimensions of general identification with school ($p < 0.05$).

Table 3. Comparison of identification with school and trust in teacher levels of students depending on "Whether the facility opportunities at your school are sufficient?" variance

		Are the facility opportunities at your school sufficient?	N	X	S.s	t	p
Identification with School Sub Dimensions	Belonging	Yes	63	16.00	3.667	3.518	.001**
		No	239	14.06	3.932		
	Dignification	Yes	63	16.26	2.886	1.174	.241
		No	239	15.72	3.379		
Identification with School General		Yes	63	32.26	5.298	2.876	.004**
		No	239	29.79	6.275		
Trust in Teacher General		Yes	63	44.25	8.515	4.855	.000***
		No	239	37.20	10.657		
Total			302				

p<0.01** p<0.001***

When Table 3 is examined, according to the answers given by the students participating in the study to the question of "Whether the facility opportunities at your school are sufficient?", there was a significant difference found between the groups in terms of belonging to the general school identification level and the sub-dimensions of identification with the school and general trust in teacher levels ($p < 0.05$).

Table 4. Comparison of identification with school and trust in teacher levels of students depending on "Are the club activities at your school sufficient?" variance

		Are the club activities at your school sufficient?	N	X	S.s	t	p
Identification with School Sub Dimensions	Belonging	Yes	44	16.50	3.114	4.476	.000***
		No	258	14.12	3.980		
	Dignification	Yes	44	16.34	2.701	1.099	.272
		No	258	15.75	3.371		
Identification with School General		Yes	44	32.84	4.969	3.513	.001**
		No	258	29.87	6.246		
Trust in Teacher General		Yes	44	46.06	7.777	5.203	.000***
		No	258	37.41	10.547		
Total			302				

$p < 0.01$ ** $p < 0.001$ ***

When Table 4 is analyzed, according to the answers given by the students participating in the study to the question of "Whether the club activities in your school are sufficient?", there was a significant difference found between the groups in terms of belonging to the general school identification level and belonging to the school identification sub-dimensions and general trust in teacher ($p < 0.05$).

Table 5. Comparison of identification with school and trust in teacher levels of students depending on school type variance

		School Type	N	X	S.s	f	p	
Identification with School Sub Dimensions	Belonging	^a Anatolian High School	87	13.86	3.654	12.837	.000***	^c > ^{a,b,d} ^b > ^d
		^b Vocational/Technical High School	64	14.78	3.872			
		^c Sports High School	71	16.60	4.015			
		^d İmamHatip Anatolian High School	80	12.98	3.451			
Dignification		^a Anatolian High School	87	15.94	3.058	2.225	.085	
		^b Vocational/Technical High School	64	16.04	3.025			
		^c Sports High School	71	16.38	3.961			
		^d İmamHatip Anatolian High School	80	15.07	2.971			
Identification with School General		^a Anatolian High School	87	29.80	5.491	9.032	.000***	^c > ^{a,d} ^b > ^d
		^b Vocational/Technical High School	64	30.82	5.832			
		^c Sports High School	71	32.98	7.053			
		^d İmamHatip Anatolian High School	80	28.06	5.335			
Trust in Teacher General		^a Anatolian High School	87	37.40	10.381	6.363	.000***	^c > ^d ^b > ^d
		^b Vocational/Technical High School	64	41.67	10.030			
		^c Sports High School	71	41.23	11.231			
		^d İmamHatip Anatolian High School	80	35.38	9.758			
Total			302					

$p < 0.001$ ***

When Table 5. is examined, according to the answers given by the students to the question of school type, there was a meaningful difference found between the groups in terms of belonging to the general school and the dimensions of belonging to the school identification sub-dimensions and general trust in teacher ($p < 0.05$).

Table 6. Correlation analysis that reflects the relationship between identification with school and trust in teacher levels of student

		Trust in teacher	
Identification with School	r	1	.588
	p	-	.000***
	n	302	

$p < 0.001$ ***

When Table 6 was examined, there was a positive meaningful relationship determined between the identification levels of the students participating in the study and their trust in teacher.

Table 7. Regression analysis that reflects the relationship between facility sufficiency at school club activities and trust in teacher levels of students

		Variances	Beta (β)	S. Error	t	F	p	R ²
Independent Variance	Facility Sufficiency	FAC»TT	-,270	1,452	-4,855	23,570	.000***	.07
Dependent Variance	Trust in Teacher							
		Variances	Beta (β)	S. Error	t	F	p	R ²
Independent Variance	Club Activities	CA»TT	-,288	1,663	-5,203	27,071	.000***	.08
Dependent Variance	Trust in Teacher							

p<0.001***

In the Table 7, when the results of regression analysis considered; it was conducted to determine the effect of the students' facility adequacy and teacher confidence levels at each other, it was found that the sufficient number of facilities in the school affects ($R^2 = .07$) the teachers' confidence levels at a low but positive level ($p < 0.001$). Similarly, when we consider another result, in the results of the regression analysis which was conducted to determine the effects of the students' club activities and teacher trust levels at each other; it was found that the sufficient number of club activities at the school affects ($R^2 = .08$) the trust in teacher levels of the students at a low but positive level ($p < 0.001$).

Table 8. Regression analysis that reflects the effect between facility sufficiency and club activities and identification with school levels of students

		Variances	Beta (β)	S. Error	t	F	p	R ²
Independent Variance	Facility Sufficiency	FAC»IWS	-,164	,862	-2,876	8,271	.000***	.02
Dependent Variance	Identification with School							
		Variance	Beta (β)	S. Error	t	F	p	R ²
Independent Variance	Club Activities	CA»IWS	-,170	,992	-2,990	8,939	.000***	.02
Dependent Variance	Identification with school							

p<0.001***

When Table 8 is analyzed and considered, in the results of the regression analysis; it was done to determine the effect of the students' facility adequacy and school identification levels to each other, it was found that the number of facilities at the school has a low but positive effect ($R^2 = .07$) on students' identification with the school ($p < 0.001$). Similarly, when we look at another result, in the results of the regression analysis performed to determine the effect of the students' club activities and their level of identification with the school on each other, it was found that the sufficient number of club activities in the school affects ($R^2 = .08$) the students' identification level with school at a low but positive level ($p < 0.001$).

DISCUSSION AND RESULT

In this part, it will be tried to explain the results of this study conducted in order to examine the level of identification with the school and confidence in the teacher according to the level of high school

students' participation in sports activities and the results of other studies in the literature.

According to the answers given by the students who participated in the research to the question of "Do you do sports?" there was a significant difference found between the groups in favor of those who do sports. In the studies conducted, many positive features such as academic achievement, motivation, self-efficacy perception, participation in the school, positive interpersonal relationships, satisfaction with the school, feeling happy in the school, and looking positive in the future are affirmative; Many negative characteristics such as dropout, anxiety, bullying, alienation to school, depression, sadness, jealousy and loneliness have been found to be negatively related (30). In order to gain these positive and negative behaviors on students, we can say that it is possible to have students do sports and thus increase the identification of students with the school.

According to the answers given to the question of whether the facility opportunities of the students participating in the research, which are the other variables of our study, are sufficient, there is a significant difference between the levels of belonging to the general school and the dimensions of belonging to the school and the levels of belonging to the general teacher and the level of general trust in teacher. According to the answers, there was a significant difference between the groups in terms of the level of identification with the general school and the dimensions of belonging to the sub-dimensions of identification with the school, and the levels of general trust in teacher. When these two variables are examined, we can say that there are sufficient facilities in schools and that club activities in schools are sufficient, that students' identification with school and their trust in teachers will increase.

In another result of our study, according to the answers given by the students who participated in the study to the question of school type, a significant difference was found between the groups in terms of belonging to the general school and the dimensions of belonging to the sub-dimensions of identifying with the school and the level of trust in the general teacher. When we consider the results of our study, we can say that sports high school students are identified with school and their trust in teachers is higher than other schools. When the literature is examined in the body of literature; Dundar (11) found some differences between schools in his study of middle school students' level of identification with the school and their perceptions of trust in teachers. Gedik (15) reached out to a result that Anatolian high school students became more alienated from school than general high school and vocational high school students. It is possible to say that this result is similar to the result obtained from this research. It is because the opposite of the concept of alienation to school is identification with school (11). When the studies on school commitment were examined in the literature, a significant difference was found between academic success and school commitment (3, 16, 21). Some research findings (4, 6, 10, 34, 36), which are related to the reasons for the students to prefer Imam-Hatip high schools, have the majority of students enrolled in these schools and they have a view of Imam-Hatip high schools. Their angles are positive. It can be thought that this situation may have positive effects on students' sense of belonging to the school (11).

Based on this situation, we can say that students in sports high schools prefer education in sports high schools and even take a talent exam to win their schools. In addition to this, we can say that students studying in sports high school usually stay in boarding schools and training in schools outside their classes is another effect. Again, we can explain the reason why the students in sports high schools have high trust in teacher, it is because of their teachers are not only the teachers but also the coaches of them.

As it can be seen in the 6th table of our study, a positive and significant relationship was determined between the students' level of identification with the school and their level of trust in the teacher. When the correlation coefficients in the study of Dundar (11) about; secondary school students' level of identification with the school and their perceptions of trust in the teacher are examined, it is seen that there is a positive and high level relationship between trust with the teacher and school identification. When the t-test results related to the significance of the regression coefficients are examined, it is seen that the teacher confidence variable is a significant predictor of identification with school. The result of this conducted study is in the quality of supporting of our study.

Consequently, the fact that students have a trust and good communication manner with their teachers can emerge not only in class settings but also in social and cultural sharing. Furthermore, it is surely the priority of all educators that students adopt educational institutions and spend time in a useful and meaningful way in educational institutions as much as possible. It is thought that conducting various activities in the social and cultural sense through clubs, organizing activities that will benefit the students to socialize, may cause students to connect to more schools and to spend more time in their schools. It can be said that this can increase students' success levels and impact teachers' job satisfaction significantly.

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