

Examination of The Attitudes of The Students of The Faculty of Sports Sciences Towards Rhythm Education and Dance Lesson

Spor Bilimleri Fakültesi Öğrencilerinin Ritim Eğitimi ve Dans Dersine Yönelik Tutumlarının İncelenmesi

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Abstract: The importance of dance and rhythm education is increasing day by day, especially for students studying in the field of sports sciences. This study aims to adopt a more effective and inclusive approach in sports science education by shedding light on students' attitudes toward rhythm education and dance lessons and providing guidance for faculty members and administrators to improve the delivery and content of these courses. The relational screening model, one of the general screening models, was used in the research. Personal information forms prepared by the researchers and the "Attitude towards Rhythm Education and Dance Lesson Scale-ATREDLS" were used as data collection tools. SPSS 26.0 package program was used in the analysis of the data. Descriptive statistical methods (number, percentage, mean, standard deviation) were used to evaluate the data. Parametric tests were used because it was determined that the data showed normal distribution after the skewness, and kurtosis tests were performed to determine whether the data showed a normal distribution. Frequency, percentage distribution, and mean values were used in the data analysis; an independent sample t-test was used to compare the continuous quantitative data between two independent groups, and a single-factor analysis of variance ANOVA analyses were used to compare the constant quantitative data between more than two independent groups. In physical education and sports, the rhythm of movements is essential in teaching and controlling sports skills.

Keywords: Rhythm education and dance, attitude, physical education, sports.

Özet: Dans ve ritim eğitiminin önemi, özellikle de spor bilimleri alanında eğitim alan öğrencilerin için her geçen gün artmaktadır. Bu çalışma, öğrencilerin ritim eğitimi ve dans derslerine yönelik tutumlarına ışık tutarak, spor bilimleri eğitiminde daha etkili ve kapsayıcı bir yaklaşımın benimsenmesine katkıda bulunmayı ve öğretim üyeleri ile fakülte yöneticileri için, bu derslerin öğrencilere sunulma şeklini ve içeriğini geliştirme konusunda rehberlik sağlamayı amaçlamaktadır. Araştırmada genel tarama modellerinden ilişkisel tarama modeli kullanılmıştır. Veri toplama aracı olarak araştırmacılar tarafından hazırlanan kişisel bilgi bilgi formu, "Ritim Eğitimi ve Dans Dersine Yönelik Tutum Ölçeği- REDDYTÖ" kullanılmıştır. Verilerin analizinde SPSS 26.0 paket programı kullanılmıştır. Verilerin değerlendirilmesinde tanımlayıcı istatistik yöntemleri (sayı, yüzde, ortalama, standart sapma) kullanılmıştır. Verilerin normal dağılım gösterip göstermediğine yönelik yapılan çarpıklık basıklık testleri sonrası verilerin normal dağılım gösterdiği belirlendiği için parametrik testler kullanılmıştır. Verilerin analizinde frekans, yüzde dağılımı, ortalama değerleri, İki bağımsız grup arasında niceliksel sürekli verilerin karşılaştırılmasında bağımsız örneklem t-Testi, , ikiden fazla bağımsız grup arasında niceliksel sürekli verilerin karşılaştırılmasında tek faktörlü varyans analizi ANOVA analizleri kullanılmıştır. Beden eğitimi ve spor alanında, hareketlerin ritmi, sportif becerilerin öğretiminde ve kontrolünde önemli bir rol oynamaktadır.

Anahtar Kelimeler: Ritim eğitimi ve dans, tutum, fiziksel aktivite, beden eğitimi, spor

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INTRODUCTION

Human beings move rhythmically by nature. Thanks to the sense of rhythm, hundreds of people listening to the same music realize their movements in excellent order and harmony as a natural behavior (Acilmis et al., 2021). Rhythm forms the basis of music and movement education. Rhythm is the essential element that enables movements to occur in a particular order and flow (Avcu & Hazar, 2022). The rhythmic features of the dance affect the dancers' bodies, and this effect is one of the elements that determine the emotional and aesthetic value of the dance. Some academic studies have investigated the effects of rhythm training on dance performance. For example, Kaltsatou et al. (2017) showed that rhythm training increases dancers' body awareness and helps them use their bodies better. Another study by Bläsing et al. (2012) found that rhythm training improves the motor skills of dancers and helps them practice dance techniques better. Therefore, rhythm training is an integral part of dance training and is essential to the success of dance students. The place and importance of rhythm education in dance education have been proven with practical applications and academic studies.

Rhythm education is essential to lecture, explain, transfer, and teach the subject in physical education and sports. In teaching sportive branches, the rhythm of the movement is essential in controlling the skills to be acquired (Durhan & Gökyürek, 2020). Rhythm education and dance improve

sports science students' movement coordination, balance, and flexibility skills and support their aesthetic understanding and creativity (Brown & Garcia, 2020). In particular, such courses also strengthen students' social, cooperation, and empathy skills (Kim & Park, 2018). Therefore, the contribution of these courses to the general education process of the students is of great importance. However, there is not enough research in the current literature on the attitudes of sports science faculty students toward rhythm education and dance lessons (Doğan, 2020). This study aims to reveal students' attitudes towards these courses and the factors affecting them to eliminate this deficiency.

The importance of dance and rhythm education is increasing day by day, especially for students studying in the field of sports sciences. This study aims to examine the attitudes of the students of the faculty of sports sciences toward rhythm education and dance lessons. For this purpose, it aims to measure the attitudes of the students of the faculty of sports sciences toward rhythm education and dance lessons by using a questionnaire used in the study. This study aims to examine the awareness levels and attitudes of the students studying at the faculty of sports sciences about dance and rhythm education and to investigate the following questions.

- Do the attitude levels of the Faculty of Sport Sciences students towards rhythm education and dance lesson differ according to gender?

- Do the attitude levels of the Faculty of Sports Sciences students towards rhythm education and dance lesson differ according to the sports branch variable?
- Do the attitude levels of the students of the Faculty of Sports Sciences towards rhythm education and dance lesson of the students of the Faculty of Sports Sciences differ according to the class variable?
- Do the attitude levels of the students of the Faculty of Sports Sciences towards rhythm education and dance lesson of the students of the Faculty of Sports Sciences differ according to the department variable?
- Do the sub-scale scores of the Faculty of Sport Sciences students for rhythm education and the attitude levels towards the dance lesson differ according to gender?
- Do the sub-scale scores of the Faculty of Sport Sciences students towards the rhythm education and dance lesson differ according to the sports branch variable?
- Do the subscale scores of the Faculty of Sport Sciences students towards the rhythm education and dance lesson differ according to the department variable?
- Do the sub-scale scores of the Faculty of Sport Sciences students towards the rhythm education and dance lesson differ according to the class variable?

METHOD

Research Model

This study aimed to determine the presence or degree of covariance between two or more variables using the relational screening model. The relational screening model, as defined by Karasar (2022), is an approach to identify a past or present situation as it exists, based on data collection to determine the characteristics of a particular group. In this context, as stated by Büyüköztürk, Kılıç, Akgün, Karadeniz, and Demirel (2013), it is aimed to measure the attitudes of the Faculty of Sports Sciences students toward rhythm education and dance lesson and to make decisive evaluations by using the screening model.

Research Group

The research group consisted of 320 volunteer students at Bayburt University Faculty of Sport Sciences and was determined by a simple random sampling method.

Data Collection

The personal information form prepared by the researchers consists of demographic questions such as Class, Department, Sports Branch, Sports Experience, Gender, and Economic Status Level of the students.

Attitude towards Rhythm Education and Dance Lesson Scale: In the research, "*Attitude towards Rhythm Education and Dance Lesson Scale*" developed by Durhan and Gökyürek (2020) to measure the attitudes of participants towards rhythm education and dance lesson was used. The scale has 3 sub-dimensions: "Gain, Antipathy, and Tendency." Items 2,7,8,12,14,15,16,24,26,29,31 in the scale were reverse coded. The 32-item scale is structured as a five-point Likert scale of "Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5)". Within the scope of the research, face-to-face contact was made with the students who actively took this course during the education period, and the students who had taken this course before were communicated via online forms using information technologies.

Data Analysis

Table 1: Kurtosis and Skewness Values of Scale Scores and Sub-Dimensions

Scales	Number of items	N	\bar{X}	SD	Skewness	Std. Error	Kurtosis	Std. Error
ATREDLS*	32	320	3.29	0.548	0.813	0.136	1.769	0.272
Gain	15	320	3.55	0.74	-0.442	0.136	1.516	0.272
Antipathy	11	320	3.24	0.752	0.69	0.136	0.014	0.272
Tendency	6	320	3.23	.796	-.264	0.136	.350	0.272

* *Attitude towards Rhythm Education and Dance Lesson Scale*

The sample sizes, which are the data source of the research in the studies, determine the statistical choices during the analysis of the obtained data. In this study, Skewness and Kurtosis values were taken into account in order to determine whether the data obtained from the participants were usually distributed, and it was determined that the Kurtosis and Skewness values (± 1.5) in Table 1 had a normal distribution (Tabachnick & Fidell, 2013). In Table 1, the mean scores of the participants (ATREDLS) in which the Attitudes Towards Rhythm Education and Dance Lessons were examined ($X=3.29$), and Gain ($X=3.55$), Antipathy ($X=3.24$), Tendency ($X=3.23$) from the ATREDLS sub-dimensions were determined.

RESULTS

Table 2: Demographic characteristics of the participants

Variables	Groups	f	%
Gender	Male	155	48.44
	Female	165	51.56
	Total	320	100
Department	Physical Education and Sports	86	26.88
	Sports Management	99	30.94
	Coaching Training	82	25.63
	Recreation	53	16.56
	Total	320	100
Class	1 st Grade	99	30.94
	2 nd Grade	73	22.81
	3 rd Grade	65	20.31
	4 th Grade	83	25.94
	Total	320	100
Economical situation	Good	140	43.75
	Moderate	109	34.06
	Poor	71	22.19
	Total	320	100
Favorite Music Genre	Blues (soul blues, blues rock, Texas blues etc.)	13	4.06
	Jazz (ragtime, soul jazz, etc.)	11	3.44
	Country (swing, American, etc.)	15	4.69
	Electronic (ambient, electro, house, etc.)	11	3.44
	Light Concerts (lounge etc.)	38	11.88
	Folk (Turkish folk music etc.)	56	17.50
	Hip Hop (trap, drill, etc.)	42	3.38
	Instrumental Music	14	4.38
	Religious Music Types	10	3.13
	Rock	6	1.88
	Other	104	32.50
	Total	320	100
Do You Use Music In Your Training?	Yes	280	87.50
	No	40	12.50
	Total	320	100
Sports Branch	Team Sports	145	45.31
	Individual Sports	175	54.69
	Total	320	100

Demographic information of the participants is given in Table 2. A total of 320 students, male (n=155, 48.44%) and female (n=165, 51.56%), participated in the study. Of the participants, 86 (26.88%) of them were studying in Physical Education and Sports Education department, 99 (30.94%) in the Sports Management department, 82 (25.63%) in the Coaching Education department, and 53 (16.56%) in the recreation department. When the class levels of the participants were examined, it was determined that the number of the 1st-grade participants was 99 (30.94%), the number of the 2nd-grade participants was 73 (22.81%), the number of the 3rd-grade participants was 65 (20.31%). The number of 4th-grade participants is 83 (25.94%). Considering the economic status variable of the participants, they are Good (n=140, 43.75%), Fair (n=109, 34.06%), and Poor (n=71, 22.19%) daily. According to the Favorite Music Genre Variable data, Blues (soul blues, blues rock, texas blues, etc.) (n=13, 4.06%), Jazz (ragtime, soul jazz, etc.) (n=11, 3.44%), Country (swing, American, etc.) (n=15, 4.69%), Electronic (ambient, electro, house, etc.) (n=11, 3.44%), Light Concerts (lounge, etc.) (n=38, 11.88%), Folk (Turkish folk music, etc.) (n=56, 17.50%), Hip Hop (trap, drill, etc.) (n=42, 3.38%), Instrumental Music (n=14, 4.38%), Religious Music Types (n=10, 3.13%), Rock (n=6, 1.88%), Other (n=104, 32.50%). While determining the results of Yes (n=280, 87.50%), No (n=40, 12.50%) according to the variable of using music in training, Team Sports (n=145, 45.31%), Individual Sports" (n=175, 54.69%) were determined according to the Sports Branch variable of the participants.

The answers of the Faculty of Sports Sciences students participating in the research to the items in the "ATREDLS" were analyzed separately. The answers given by the participants to the scale items are shown in Table 3 as frequency (f) and percentage (%).

Table 3: Frequency and percentage distribution results of the participants according to the ATREDLS scale items.

Item	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		n	n
	f	%	f	%	f	%	f	%	f	%		
1	28	8.75	32	10.00	80	25.00	87	27.19	93	29.06	320	100.00
2	45	14.06	54	16.88	97	30.31	56	17.50	68	21.25	320	100.00
3	25	7.81	46	14.38	97	30.31	77	24.06	75	23.44	320	100.00
4	17	5.31	33	10.31	72	22.50	90	28.13	108	33.75	320	100.00
5	30	9.38	39	12.19	93	29.06	69	21.56	89	27.81	320	100.00
6	22	6.88	25	7.81	92	28.75	90	28.13	91	28.44	320	100.00
7	80	25.00	67	20.94	86	26.88	45	14.06	42	13.13	320	100.00
8	72	22.50	54	16.88	92	28.75	51	15.94	51	15.94	320	100.00
9	35	10.94	41	12.81	99	30.94	74	23.13	71	22.19	320	100.00
10	19	5.94	37	11.56	105	32.81	73	22.81	86	26.88	320	100.00
11	42	13.13	148	46.25	73	22.81	28	8.75	29	9.06	320	100.00
12	13	4.06	11	3.44	42	13.13	209	65.31	45	14.06	320	100.00
13	58	18.13	107	33.44	65	20.31	50	15.63	40	12.50	320	100.00
14	26	8.13	30	9.38	56	17.50	86	26.88	122	38.13	320	100.00
15	36	11.25	45	14.06	72	22.50	91	28.44	76	23.75	320	100.00
16	61	19.06	54	16.88	71	22.19	63	19.69	71	22.19	320	100.00
17	29	9.06	55	17.19	92	28.75	72	22.50	72	22.50	320	100.00
18	25	7.81	40	12.50	82	25.63	79	24.69	94	29.38	320	100.00
19	19	5.94	29	9.06	78	24.38	89	27.81	105	32.81	320	100.00
20	15	4.69	27	8.44	77	24.06	89	27.81	112	35.00	320	100.00
21	16	5.00	33	10.31	72	22.50	98	30.63	101	31.56	320	100.00
22	18	5.63	27	8.44	76	23.75	99	30.94	100	31.25	320	100.00
23	12	3.75	32	10.00	79	24.69	87	27.19	110	34.38	320	100.00
24	71	22.19	50	15.63	79	24.69	55	17.19	65	20.31	320	100.00
25	17	5.31	21	6.56	87	27.19	88	27.50	107	33.44	320	100.00
26	25	7.81	26	8.13	72	22.50	109	34.06	88	27.50	320	100.00
27	28	8.75	73	22.81	60	18.75	67	20.94	92	28.75	320	100.00
28	29	9.06	58	18.13	86	26.88	64	20.00	83	25.94	320	100.00
29	43	13.44	53	16.56	75	23.44	67	20.94	82	25.63	320	100.00
30	43	13.44	51	15.94	91	28.44	54	16.88	81	25.31	320	100.00
31	66	20.63	53	16.56	67	20.94	70	21.88	64	20.00	320	100.00
32	35	10.94	50	15.63	64	20.00	76	23.75	95	29.69	320	100.00

In Table 3, among the "ATREDLS" items to determine the Attitudes of Sports Sciences Faculty students towards Rhythm Education and Dance Lesson, strongly Disagree (n=28, 8.75%), Disagree (n=32, 10.00%), Undecided (n=80, 25.00%), Agree (n=87, 27.19%), Strongly agree (n=93, 29.06%), to the statement "1. I like rhythm training and dance lessons", Strongly Disagree (n=45, 14.06%), Disagree (n=54, 16.88%), Undecided (n=97, 30.31%), Agree (n=56, 17.50%), strongly agree (n=68, 21.25%) to the statement "2. Rhythm training and dance lessons are a waste of time", Strongly Disagree (n=25, 7.81%), Disagree (n=46, 14.38%), Undecided (n=97, 30.31%), Agree (n=77, 24.06%), Strongly agree (n=75, 23.44%) to the statement "3. I realize my abilities with rhythm training and dance lessons", Strongly Disagree (n=17, 5.31%), Disagree (n=33, 10.31%), Undecided (n=72, 22.50%), Agree (n=90, 28.13%), Strongly agree (n=108, 33.75%) to the statement "4. Rhythm training and dance lessons allow me to socialize", Strongly Disagree (n=30, 9.38%), Disagree (n=39, 12.19%), Undecided (n=93, 29.06%), Agree (n=69, 21.56%), Strongly agree (n=89, 27.81%) to the statement "5. I will do rhythm education and dance lessons", Strongly Disagree (n=22, 6.88%), Disagree (n=25, 7.81%), Undecided (n=92, 28.75%), Agree (n=90, 28.13%), Strongly agree (n=91, 28.44%) to the statement "6. I like rhythm training and activities in dance class", Strongly Disagree (n=80, 25.00%), Disagree (n=67, 20.94%), Undecided (n=86, 26.88%),

Agree (n=45, 14.06%), Strongly agree (n=42, 13.13%) to the statement "7. Rhythm training and dance lessons take place at the end of the lessons that I consider important", Strongly Disagree (n=72, 22.50%), Disagree (n=54, 16.88%), Undecided (n=92, 28.75%), Agree (n=51, 15.94%), Strongly agree (n=51, 15.94%) to the statement "8. I would be happy if rhythm training and dance lesson hours were reduced", Strongly Disagree (n=35, 10.94%), Disagree (n=41, 12.81%), Undecided (n=99, 30.94%), Agree (n=74, 23.13%), Strongly agree (n=71, 22.19%) to the statement "9. I would like to choose a profession related to rhythm education and dance lessons", Strongly Disagree (n=19, 5.94%), Disagree (n=37, 11.56%), Undecided (n=105, 32.81%), Agree (n=73, 22.81%), Strongly agree (n=86, 26.88%) to the statement "10. I am interested in things related to rhythm training and dance lessons", Strongly Disagree (n=42, 13.13%), Disagree (n=148, 46.25%), Undecided (n=73, 22.81%), Agree (n=28, 8.75%), Strongly agree (n=29, 9.06%) to the statement "11. I do rhythm education and dance lessons in my spare time", Strongly Disagree (n=13, 4.06%), Disagree (n=11, 3.44%), Undecided (n=42, 13.13%), Agree (n=209, 65.31%), Strongly agree (n=45, 14.06%) to the statement "12. I only study for rhythm training and dance lessons to pass the class", Strongly Disagree (n=58, 18.13%), Disagree (n=107, 33.44%), Undecided (n=65, 20.31%), Agree (n=50, 15.63%), Strongly agree (n=40, 12.50%) to the statement "13. My sense of cooperation develops in rhythm education and dance class", Strongly Disagree (n=26, 8.13%), Disagree (n=30, 9.38%), Undecided (n=56, 17.50%), Agree (n=86, 26.88%), Strongly agree (n=122, 38.13%) to the statement "14. I don't feel like attending rhythm training and dance classes", Strongly Disagree (n=36, 11.25%), Disagree (n=45, 14.06%), Undecided (n=72, 22.50%), Agree (n=91, 28.44%), Strongly agree (n=76, 23.75%) to the statement "15. I do not recommend rhythm training and dance lessons to others", Strongly Disagree (n=61, 19.06%), Disagree (n=54, 16.88%), Undecided (n=71, 22.19%), Agree (n=63, 19.69%), Strongly agree (n=71, 22.19%) to the statement "16. Rhythm training and dance lessons are a burden for me", Strongly Disagree (n=29, 9.06%), Disagree (n=55, 17.19%), Undecided (n=92, 28.75%), Agree (n=72, 22.50%), Strongly agree (n=72, 22.50%) to the statement "17. I follow visual broadcasts about rhythm education and dance lessons", Strongly Disagree (n=25, 7.81%), Disagree (n=40, 12.50%), Undecided (n=82, 25.63%), Agree (n=79, 24.69%), Strongly agree (n=94, 29.38%) to the statement "18. Rhythm training and dance lessons increase my self-confidence", Strongly Disagree (n=19, 5.94%), Disagree (n=29, 9.06%), Undecided (n=78, 24.38%), Agree (n=89, 27.81%), Strongly agree (n=105, 32.81%), to the statement "19. Rhythm training and what is taught in dance class add a lot to me", Strongly Disagree (n=15, 4.69%), Disagree (n=27, 8.44%), Undecided (n=77, 24.06%), Agree (n=89, 27.81%), Strongly agree (n=112, 35.00%) to the statement "20. Rhythm training and dance lessons contribute to my mental development", Strongly Disagree (n=16, 5.00%), Disagree (n=33, 10.31%), Undecided (n=72, 22.50%), Agree (n=98, 30.63%), Strongly agree (n=101, 31.56%) to the statement "21. I would be happy to take part in activities related to rhythm education and dance lessons", Strongly Disagree (n=18, 5.63%), Disagree (n=27, 8.44%), Undecided (n=76, 23.75%), Agree (n=99, 30.94%), Strongly agree (n=100, 31.25%) to the statement "22. Rhythm training and dance lessons make me feel fit", Strongly Disagree (n=12, 3.75%), Disagree (n=32, 10.00%), Undecided (n=79, 24.69%), Agree (n=87, 27.19%), Strongly agree (n=110, 34.38%) to the statement "23. Rhythm training and dance lessons keep me energetic", Strongly Disagree (n=71, 22.19%), Disagree (n=50, 15.63%), Undecided (n=79, 24.69%), Agree (n=55, 17.19%), Strongly agree (n=65, 20.31%) to the statement "24. Rhythm training and activities in dance class make me feel incompetent", Strongly Disagree (n=17.2, 5.31%), Disagree (n=21, 6.56%), Undecided (n=87, 27.19%), Agree (n=88, 27.50%), Strongly agree (n=107, 33.44%) to the statement "25. Rhythm training and dance lessons improve my dance skills", Strongly Disagree (n=25, 7.81%), Disagree (n=26, 8.13%), Undecided (n=72, 22.50%), Agree (n=109, 34.06%), Strongly agree (n=88, 27.50%) to the statement "26. I would be happy if rhythm training and dance class were empty", Strongly Disagree (n=28, 8.75%), Disagree (n=73, 22.81%), Undecided (n=60, 18.75%), Agree (n=67, 20.94%), Strongly agree (n=92, 28.75%) to the statement "27. I learn new things in rhythm training and dance class", Strongly Disagree (n=29, 9.06%), Disagree (n=58, 18.13%), Undecided (n=86, 26.88%), Agree (n=64, 20.00%), Strongly agree (n=83, 25.94%) to the statement "28. It is important for me to be successful in rhythm education and dance class", Strongly Disagree (n=43, 13.44%), Disagree (n=53, 16.56%), Undecided (n=75, 23.44%), Agree (n=67, 20.94%), Strongly agree (n=82, 25.63%) to the statement "29. I get bored in rhythm training and dance lessons", Strongly Disagree (n=43, 13.44%), Disagree (n=51, 15.94%), Undecided (n=91, 28.44%), Agree (n=54, 16.88%), Strongly agree (n=81, 25.31%) to the statement "30. I participate in discussions about rhythm education and dance lessons", Strongly Disagree (n=66, 20.63%), Disagree (n=53, 16.56%), Undecided (n=67, 20.94%), Agree (n=70, 21.88%), Strongly agree (n=64, 20.00%) to the statement "31. I think rhythm training and dance lessons are not suitable for me", Strongly Disagree (n=35, 10.94%), Disagree (n=50, 15.63%), Undecided (n=64, 20.00%), Agree (n=76, 23.75%), Strongly agree (n=95, 29.69%) to the statement "32. Rhythm training and dance lessons help me relax".

Table 4: Independent group t-test analysis results of participants' attitudes towards rhythm education and dance lesson scale scores according to demographic variables

Dimensions	Variables	Groups	N	X	Sd	t test		
						t	sd	P
Gain	Gender	Male	155	3.46	0.658	-2.369	318	0.02
		Female	165	3.65	0.801			
	Sports Branch	Team Sports	145	3.70	0.803	3.232	318	.001*
		Individual Sports	175	3.44	0.664			
Do You Use Music In Your Training?	Yes	280	3.67	0.647	-7.912	318	.000*	
	No	40	2.76	0.866				
Antipathy	Gender	Male	155	3.07	0.602	-4.287	318	.018*
		Female	165	3.42	0.836			
	Sports Branch	Team Sports	145	3.45	0.867	4.435	318	.000*
		Individual Sports	175	3.08	0.596			
Do You Use Music In Your Training?	Yes	280	3.260	0.752	-0.935	50.918	0.35	
	No	40	3.140	0.749				
Tendency	Gender	Male	155	3.13	0.768	-2.466	317.97	.014*
		Female	165	3.34	0.810			
	Sports Branch	Team Sports	145	3.37	0.841	2.723	289.61	.007*
		Individual Sports	175	3.13	0.741			
Do You Use Music In Your Training?	Yes	280	3.32	0.746	-5.004	318	.000*	
	No	40	2.67	0.907				
ATREDLS**	Gender	Male	155	3.26	0.425	-4.229	318	.000*
		Female	165	3.51	0.620			
	Sports Branch	Team Sports	145	3.55	0.636	4.965	318	.000*
		Individual Sports	175	3.26	0.421			
Do You Use Music In Your Training?	Yes	280	3.46	0.522	-7.627	55.535	.000*	
	No	40	2.87	0.445				

** Attitude Towards Rhythm Education and Dance Lesson Scale * p<0.05

In Table 4, in the ATREDLS mean scores of the participants according to the "Gender" variable ($t[-4.229] = .000$; $p < .05$), a statistically significant difference was found in favor of female students in the Gain ($t[-2.369] = .018$; $p < .05$), antipathy ($t[-4.287] = .018$; $p < .05$), and Tendency ($t[-2.466] = .014$; $p < .05$) in sub-dimensions, and a statistically significant difference was found in favor of the participants who are interested in Team Sports in the Gain ($t[3.232] = .001$; $p < .05$), antipathy ($t[4.435] = .000$; $p < .05$), and Tendency ($t[2.723] = .007$; $p < .05$) sub-dimensions in the ATREDLS mean scores ($t[-4.965] = .000$; $p < .05$) according to the "Sports Major" variable of the participants, and a statistically significant difference was found in favor of the participants who answered "yes" in the Gain ($t[-7.912] = .000$; $p < .05$) and Tendency ($t[-5.004] = .000$; $p < .05$) sub-dimensions. No statistically significant difference was found for antipathy ($t[-0.935] = .35$; $p > .05$) in the ATREDLS mean scores ($t[-7.627] = .000$; $p < .05$) according to the variable "Music use in training."

Table 5: ATREDLS ANOVA test results according to participant's department variable

*	Department	N	X	Sd	Source of Variance	KT	sd	KO	F	P	Significant Difference
Gain	Physical Education and Sports ^(a)	86	3.42	0.622	Between G.	3.374	3	1.125	2.070	.104	-
	Sports Management ^(b)	99	3.60	0.650	Within G.	171.636	316	0.543			
	Coaching Training ^(c)	82	3.54	0.772	Total	175.010	319				
	Recreation ^(d)	53	3.73	0.971							
	Total	320	3.56	0.741							
Antipathy	Physical Education and Sports ^(a)	86	3.12	0.731	Between G.	8.291	3	2.764	5.072	.002*	d-a,b,c
	Sports Management ^(b)	99	3.27	0.663	Within G.	172.184	316	0.545			
	Coaching Training ^(c)	82	3.14	0.713	Total	180.475	319				
	Recreation ^(d)	53	3.58	0.904							
	Total	320	3.25	0.752							
Tendency	Physical Education and Sports ^(a)	86	3.10	0.774	Between G.	2.983	3	0.994	1.577	.195	-
	Sports Management ^(b)	99	3.26	0.721	Within G.	199.257	316	0.631			
	Coaching Training ^(c)	82	3.25	0.777	Total	202.239	319				
	Recreation ^(d)	53	3.40	0.965							
	Total	320	3.24	0.796							
ATREDLS**	Physical Education and Sports ^(a)	86	3.26	0.386	Between G.	4.481	3	1.494	5.158	.002*	d-a,b,c
	Sports Management ^(b)	99	3.43	0.468	Within G.	91.512	316	0.290			
	Coaching Training ^(c)	82	3.35	0.543	Total	95.993	319				
	Recreation ^(d)	53	3.62	0.803							
	Total	320	3.39	0.549							

** Attitude towards Rhythm Education and Dance Lesson Scale * p<0.05

In Table 5, a statistically significant difference was found in the ATREDLS mean scores ($F=5.158$; $p < 0.05$) and ATREDLS Antipathy sub-dimensions ($F=5.072$; $p < 0.05$) according to the variable of the department of the students participating in the study. As a result of the LSD test performed to determine the source of this difference, it was determined that this difference is between Recreation ($X=3.62$) and Physical Education and Sports ($X=3.26$), Sports Management ($X=3.43$), Coaching Education ($X=3.35$), in the ATREDLS scale total. It was determined that the Recreation Department students' attitudes towards Rhythm Education and Dance Lesson were higher than those in other departments. It was determined that there was a difference between Recreation ($X=3.58$) and Physical Education and Sports ($X=3.12$), Sports Management ($X=3.27$), and Coaching Education ($X=3.14$) in ATREDLS Antipathy sub-dimension mean scores. There was no significant difference between the groups according to the department variable in the mean scores of the Gain ($F=2.070$; $p > 0.05$) and Tendency ($F=1.577$; $p > 0.05$) sub-dimensions.

Table 6: ANOVA test results for ATREDLS and sub-dimension scores according to the class variable.

Scale & Dimensi	Class	N	X	Sd	Source of Variance	KT	sd	KO	F	P	Significant Difference
Gain	1 st Grade ^(a)	99	3.67	0.667	Between G.	1.796	3	.599	1.092	.353	-
	2 nd Grade ^(c)	73	3.49	0.850	Within G.	173.21	316	.548			
	3 rd Grade ^(c)	65	3.50	0.720	Total	175.010	319				
	4 th Grade ^(d)	83	3.53	0.736							
	Total	320	3.56	0.741							
Empathy	1 st Grade ^(a)	99	3.20	0.698	Between G.	3.187	3	1.062	1.894	.131	-
	2 nd Grade ^(c)	73	3.33	0.817	Within G.	177.288	316	.561			
	3 rd Grade ^(c)	65	3.39	0.736	Total	180.475	319				
	4 th Grade ^(d)	83	3.13	0.756							
	Total	320	3.25	0.752							
Tendency	1 st Grade ^(a)	99	3.23	0.740	Between G.	2.897	3	.966	1.531	.206	-
	2 nd Grade ^(c)	73	3.08	0.960	Within G.	199.343	316	.631			
	3 rd Grade ^(c)	65	3.28	0.700	Total	202.239	319				
	4 th Grade ^(d)	83	3.35	0.765							
	Total	320	3.24	0.796							
ATREDLS**	1 st Grade ^(a)	99	3.43	0.483	Between G.	0.343	3	.114	.378	.769	-
	2 nd Grade ^(c)	73	3.36	0.632	Within G.	95.650	316	.303			
	3 rd Grade ^(c)	65	3.42	0.576	Total	95.993	319				
	4 th Grade ^(d)	83	3.36	0.528							
	Total	320	3.39	0.549							

** Attitude towards Rhythm Education and Dance Lesson Scale * $p < 0.05$

In Table 6, there was no significant difference between the groups in the ATREDLS general mean scores of the students participating in the research according to the class variable ($F=.378$; $p > 0.05$), and no significant difference was found in the Gain ($F=1.092$; $p > 0.05$) Empathy ($F=1.894$; $p > 0.05$) and Tendency ($F=1.531$; $p > 0.05$) sub-dimensions mean scores according to the department variable.

Table 7: ATREDLS ANOVA test results according to economic status variable.

* Department	N	X	Ss	Source of Variance	KT	sd	KO	F	P	Significant Difference	
Gain	Good ^(a)	140	3.63	0.819	Between G.	2.854	2	1.427	2.628	0.074	-
	Moderate ^(b)	109	3.58	0.706	Within G.	172.156	317	0.543			
	Poor ^(c)	71	3.38	0.599	Total	175.010	319				
	Total	320	3.56	0.741							
Antipathy	Good ^(a)	140	3.40	0.823	Between G.	5.727	2	2.863	5.194	0.006*	a-b,c
	Moderate ^(b)	109	3.16	0.715	Within G.	174.748	317	0.551			
	Poor ^(c)	71	3.09	0.603	Total	180.475	319				
	Total	320	3.25	0.752							
Tendency	Good ^(a)	140	3.29	0.835	Between G.	3.897	2	1.948	3.114	0.046*	a-c ; b-c
	Moderate ^(b)	109	3.31	0.746	Within G.	198.343	317	0.626			
	Poor ^(c)	71	3.03	0.768	Total	202.239	319				
	Total	320	3.24	0.796							
ATREDLS**	Good ^(a)	140	3.48	0.645	Between G.	3.388	2	1.694	5.798	0.003*	a-c ; b-c
	Moderate ^(b)	109	3.39	0.510	Within G.	92.606	317	0.292			
	Poor ^(c)	71	3.22	0.311	Total	95.993	319				
	Total	320	3.39	0.549							

** Attitude towards Rhythm Education and Dance Lesson Scale * $p < 0.05$

In Table 7, according to the variable of the economic status of the students participating in the research, there was a statistically significant difference in the mean scores of ATREDLS ($F=5,798$; $p < 0.05$) and the mean scores of Antipathy ($F=5.194$; $p < 0.05$) and Tendency ($F=3.114$; $p < 0.05$) from the ATREDLS sub-dimensions.

As a result of the LSD tests carried out to determine the source of these differences, which occurred according to the results of this analysis, it was determined that the difference occurred was between Good ($X=3.48$) and Poor ($X=3.22$) and Moderate ($X=3.39$) and Poor ($X=3.22$) in the ATREDLS scale total, and between Good ($X=3,114$) and Poor ($X=3.03$) and Moderate ($X=3.31$) and Poor ($X=3,0.3$) in the mean scores of the sub-dimension "Tendency," and that between Good ($X=3.40$), Moderate ($X=3.16$) and Weak ($X=3.09$) in the mean scores of the sub-dimension "Antipathy." It was determined that the attitudes of the participants with good economic status towards Rhythm Education and Dance Lesson were higher than those whose economic status was at the "weak" level, and the scale mean scores of the participants with moderate economic status were found to be higher than those with poor economic status ($X=3.22$).

On the other hand, in the mean scores of the gain ($F=2.628$; $p > 0.05$) sub-dimension, there was no significant difference in determining the attitudes of the groups towards Rhythm education and dance lessons according to the economic situation variable. However, it was determined that the participants with good economic status had higher attitude scores toward Rhythm Education and Dance Lesson ($X=3.63$).

Table 8: ATREDLS ANOVA test results according to variable of participants' favorite music genre.

Favorite Music Genre	N	X	Ss	Source of Variance	KT	sd	KO	F	P	Significant Difference
Blues (soul blues, blues rock, texas blues, etc.) ^(a)	13	3.31	0.150	Between G.	9.008	10	0.901			
Jazz (ragtime, soul jazz, etc.) ^(b)	11	3.34	0.474	Within G.	86.985	309	0.282			
Country (swing, American, etc.) ^(c)	15	3.33	0.393	Total	95.993	319				
Electronic (ambient, electro, house, etc.) ^(d)	11	3.36	0.433							
Light Concerts (lounge etc.) ^(e)	38	3.38	0.574							
Folk (Turkish folk music etc.) ^(f)	56	3.74	0.706					3.20	0.001	f-a,b,c,d,e,g,h, i,j,k
Hip Hop (trap, drill, etc.) ^(g)	42	3.38	0.364							
Instrumental Music ^(h)	14	3.40	0.502							
D Religious Music Types ⁽ⁱ⁾	10	3.28	0.507							
Rock ^(j)	6	3.20	0.373							
Other ^(k)	104	3.26	0.532							
Total	320	3.39	0.549							

* $p < 0.05$

In Table 8, a statistically significant difference was found in the ATREDLS mean scores of the students participating in the research according to the musical genre they are interested in ($F=3.20$; $p < 0.05$). As a result of the LSD tests carried out to determine the source of these differences, which occurred according to the results of this analysis, the difference occurred was between Folk (Turkish folk music, etc.) ($X=3.74$) and Blues ($X=3.31$), Jazz ($X=3.34$), Country (3.33), Electronic (3.36), Light Concerts ($X=3.38$), Hip Hop ($X=3.38$), Instrumental Music ($X=3.40$), Religious Music Types ($X=3.28$), Rock ($X=3.20$) and other ($X=3.26$) music genres in the ATREDLS scale total. It was determined that the scale mean scores of the participants who listen to folk (Turkish folk music, etc.) ($X=3.74$) are higher, and the scale mean scores of the participants who listen to Rock ($X=3.20$) are lower.

DISCUSSION AND CONCLUSION

This study was carried out to measure the attitudes of the Faculty of Sport Sciences students towards Rhythm Education and Dance Lessons and make decisive evaluations. The results obtained in this study are discussed within the literature framework.

As stated in the study, an answer was sought for the question "Do the attitudes of the students of the Faculty of Sports Sciences towards rhythm education and dance lessons differ

according to gender?" and when the t-Test results of the participants were examined according to the gender variable, a statistically significant difference was found in favor of female students in the ATREDLS mean scores in the sub-dimensions of Acquisition, Antipathy, and Tendency according to the "Gender" variable (Table 4). When the literature is examined, Caz et al. (2019) stated that female students' mean scores are higher than male students. In the study of Altıntuğ & Ernez (2022), in which the attitudes of the students of the Faculty of Sports Sciences towards folk

dance were investigated, it was seen that the female participants achieved significantly higher scores than the males. The study is in parallel with some items of our study. In the study conducted by Özbal et al. (2022) on physical education and sports teachers, a significant difference was found between the groups in the gain sub-dimension as a result of the analysis performed for the gender variable. Avcu & Hazar (2022) found a significant difference in the rhythm post-test measurements according to the gender variable in their study on physical education and sports teaching students. The study on rhythm contributed to the richness of the literature and our study. In the study of Varol et al., (2017) on university students, it is seen that male students' level of interest in sports is higher than female students. Living with sports, It is seen that male students' level of living with sports is higher than female students. In the study of sports attitudes conducted by Türkmen et al., (2016) on the Faculty of Islamic Sciences students, a significant difference is observed between the students' attitudes towards gender and sports. This difference shows that male students have a higher attitude than female students. Studies show that there is a significant difference in favor of male students.

The study sought an answer to the question, "Do the attitudes of the Faculty of Sports Sciences students towards rhythm education and dance lesson differ according to the variable of the sports branch."

A statistically significant difference was found in favor of the participants who are interested in Team Sports in the sub-dimensions of Achievement, Antipathy, and Tendency in the "ATREDLS" mean score according to the "Sports Branch" variable that the participants are interested in (Table 4). It was seen that significant differences in team sports in some of the sub-dimensions emerged from the need for sharing and taking responsibility due to the nature of team sports. Although there are not enough studies according to the branch type when examining the literature, Kalfa (2018), Şimşek & Karahüseyinoğlu, (2020) discovered in their study that university students who take sports activities have an increased level of attitude towards sports compared to students who do not. Studies show that the attitude level of individuals who do sports is higher than those who do not.

As a result of the ANOVA test performed according to the variable of the participants' division, according to the research findings, an answer was sought to the question "Does the attitude levels of the students of the Faculty of Sports Sciences towards the rhythm education and dance lesson differ according to the department variable?", and a statistically significant difference was found in the "ATREDLS" mean scores in the "Antipathy" sub-dimensions of the scale. As a result of the LSD test to determine the source of this difference, it was determined that these differences were among the participants studying Recreation and Physical Education and Sports, Sports Management, and Coaching Education in the total "ATREDLS" scale. It was determined that the Recreation Department students' attitudes towards Rhythm Education and Dance Lesson were higher than those in other departments. It was determined that the mean scores of the scale "Antipathy" sub-dimension were among the participants studying in the departments of Recreation and Physical Education and Sports, Sports Management, and Coaching Education. On the other hand, no significant difference was found between the groups according to the department variable in the mean scores of the

sub-dimensions of "Gain" and "Tendency" (Table 5). In the study by Körmükçü (2021), it was concluded that there was no significant difference between the sub-dimensions of attitude towards sports and the variable of the department studied. Looking at the mean scores, it can be said that the students of the coaching department have higher attitudes towards sports in all sub-dimensions. Although the study's results are not similar to the data obtained in our study, it is one of the rare studies compared based on departments.

According to the findings of this research, an answer was sought to the question, "Does the attitude levels of the students of the Faculty of Sports Sciences towards the rhythm education and dance lesson differ according to the class variable," and no statistically significant difference was found between the groups according to the department variable in the mean scores of the sub-dimensions of "Gain," "Empathy" and "Tendency" in the "ATREDLS" overall mean scores according to the results of the ANOVA test performed according to the Class variable of the participants (Table 6). According to the analysis results in this study, the Class Level does not have a decisive effect on the participants' attitudes toward Rhythm education and dance lessons. Kocakulak & Özdemir 2023; Diker, 2021; Kizilyalli, 2014 stated that the level of their students' passion for sports differs in favor of the 1st and 2nd grades in the sub-dimensions of living with sports and doing active sports according to the grade level variable.

In the results of the ANOVA test conducted according to the "Economical Status" variable, no significant difference was found in the "Gain" sub-dimension mean scores of the scale in determining the attitudes towards the Rhythm education and dance lesson among the groups according to the economic status variable. However, a statistically significant difference was found in the mean scores of "ATREDLS" and the mean scores of "Antipathy" and "Tendency." According to the results of the analysis in this study, it was determined that the attitudes of the participants with good economic status towards Rhythm Education and Dance Lessons were higher than those whose economic status was at a "Poor" level and those with moderate economic status were higher than those with Poor level (Table 7). According to the results of the analysis in this study, it can be said that the "Economical Status" variable is a determining factor in attitudes toward rhythm education and dance lessons. The study conducted by Yıldız et al., (2017) on university students determined that students' attitudes towards sports did not show any significant difference for the total score of Sports Attitudes and sub-dimensions according to their monthly income. Depending on the regions where the study was conducted, it was seen that economic status was not significant in the attitude toward sports in certain situations.

In another analysis, a statistically significant difference was found in the "ATREDLS" mean scores of the participants according to the favorite music genre variable. It was determined that the mean scale scores of the participants listening to folk (Turkish folk music, etc.)($X=3.74$) music regarding their attitudes towards Rhythm Education and Dance Lessons were higher than the participants who were interested in other music genres and that the mean scale scores of the participants who listen to Rock($X=3.20$) were found to be lower. According to this research, the favorite music genre determines their attitudes toward rhythm education and dance lessons (Table 8).

Conclusion

It clearly shows that the attitudes of the students of the Faculty of Sports Sciences towards rhythm education and dance lessons are positive and that these lessons make a significant contribution to the students' sports and health-related goals. According to the research findings, it was observed that the students generally showed great interest and a positive attitude toward rhythm education and dance lessons. This attitude includes the benefits of increasing the students' physical activities with dance and rhythm training, improving their self-expression skills, and reducing stress. These results show that the Faculty of Sport Sciences students have a positive perception of rhythm education and dance lessons and that these lessons play an essential role in health and personal development.

Recommendations

- It should be noted that rhythm education and dance should be considered both an artistic discipline and a physical activity.
- It should be emphasized that rhythm training and dance are a form of physical activity and can improve students' physical skills such as coordination, flexibility, endurance, and strength.
- Consideration should be given to the guidance that will enable students to become aware of the benefits of this training in terms of physical fitness.
- A strong case should be made for students to adopt these disciplines by examining research that increases health factors such as heart health, body composition, and bone density.
- Appropriate tools for measuring physical activities and calorie consumption can be evaluated in this course.
- The benefits of using rhythm training and dance disciplines as part of sports training should be emphasized. In this context, it is thought that increasing the awareness of the students who will graduate in physical education will help them include these disciplines in sports science programs and understand the benefits to their physical and psychological health.

Ethics Text: In this article, journal writing rules, publication principles, research and publication ethics rules, and journal ethics rules were followed during the research process. Responsibility for any violations regarding the article belongs to the author. While collecting the data, the participants' voluntary basis was considered. In order to carry out the research, ethics committee approval was obtained from Bayburt University Rectorate Ethics Committee with the letter dated 07.02.2023 and numbered 2023/41 decision E-51694156-050.99-118347.

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GENİŞLETİLMİŞ ÖZET

Çalışmanın Amacı

Dans ve ritim eğitiminin önemi, özellikle de spor bilimleri alanında eğitim alan öğrencilerin için her geçen gün artmaktadır. Bu doğrultuda, çalışmada kullanılan bir anket aracı ile spor bilimleri fakültesi öğrencilerinin ritim eğitimi ve dans derslerine yönelik tutumlarının ölçülmesi hedeflenmektedir. Bu çalışma ile, spor bilimleri fakültesinde okuyan öğrencilerin dans ve ritim eğitimi konusunda farkındalık düzeyleri ve bununla ilgili tutumlarının ne olduğunun incelenmesi amaçlanmaktadır.

Araştırma Sorusu

Spor Bilimleri Fakültesi öğrencilerinin ritim eğitimi ve dans dersine yönelik tutum düzeylerine yönelik farklılaşmakta mıdır?

Literatur Araştırması

İnsanoğlu yaradılışı gereği ritmik hareket eder. Ritim duygusu sayesinde aynı müziği dinleyen yüzlerce kişi

hareketlerini büyük bir düzen ve uyum içinde aynı ana denk getirmeyi, doğal bir davranış olarak gerçekleştirir (Açılmış ve ark, 2021). Müzik ve hareket eğitiminin temelini ritim oluşturur. Hareketlerin belli bir düzen ve akış içerisinde gerçekleşmesini sağlayan aslı unsur ritimdir (Avcu & Hazar, 2022). Bedensel bir anlatım türü olan dans, sözsüz iletişim modeli olarak değerlendirilmektedir Dolayısıyla dans yolu ile duygu durumları aktarılabilir, dans edenin içinde bulunduğu duygu durumları karşı tarafa iletilebilir (k ve ark, 2022). Dansın ritmik özellikleri, dansçıların bedenleri üzerinde bir etki yaratır ve bu etki, dansın duygusal ve estetik değerini belirleyen unsurlardan biridir. Bazı akademik çalışmalar, ritim eğitiminin dans performansı üzerindeki etkilerini araştırmıştır. Örneğin, Kaltsatou ve ark (2017) yapmış olduğu çalışmada ritim eğitiminin dansçıların beden farkındalığını artırdığını ve bedenlerini daha iyi kullanmalarına yardımcı olduğunu göstermiştir. Yine Bläsing ve ark (2012) yapmış olduğu başka bir araştırma ise, ritim eğitiminin dansçıların motor becerilerini geliştirdiğini ve dans tekniklerini daha iyi uygulamalarına yardımcı olduğunu bulmuştur. Bu nedenle, ritim eğitimi, dans eğitiminin ayrılmaz bir parçasıdır ve dans öğrencilerinin başarısı için önemlidir.

Yöntem

Araştırma grubunu Bayburt Üniversitesi Spor Bilimleri Fakültesinde öğrenim gören ve basit seçkisiz örnekleme yöntemiyle belirlenen 320 gönüllü öğrenci oluşturmaktadır. Araştırmacılar tarafından hazırlanan kişisel bilgi formunda Öğrencilerin, Sınıf, Bölüm, Spor Branşı, Sporculuk Deneyimi ve Cinsiyet, Ekonomik Durum Düzeyi gibi demografik sorulardan oluşmaktadır.

Araştırmada, Durhan ve Gökyürek (2020). Tarafından katılımcıların ritim eğitimi ve dans dersine yönelik tutumlarını ölçmek için geliştirilen "Ritim Eğitimi ve Dans Dersine Yönelik Tutum Ölçeği" kullanılmıştır. Ölçekte "Kazanım, Antipati ve Eğilim Boyutu" olarak 3 alt boyut yer almaktadır. Ölçekte yer alan 2,7,8,12,14,15,16,24,26,29,31. Maddeler ters kodlanmıştır. 32 Maddeden oluşan ölçek, "Kesinlikle Katılmıyorum (1), Katılmıyorum (2), Kararsızım (3), Katılıyorum (4) ve Kesinlikle Katılıyorum (5)" şeklinde beşli likert derecelendirilme olarak yapılandırılmıştır. Araştırma kapsamında eğitim öğretim döneminde aktif olarak bu dersi alan öğrencilerle yüzyüze, daha önce bu dersi almış öğrenciler ile bilişim teknolojileri kullanılarak çevrimiçi formlar ile öğrencilere iletilmiştir.

Sonuç ve Değerlendirme

Spor Bilimleri Fakültesi öğrencilerinin ritim eğitimi ve dans dersine yönelik tutumlarının olumlu olduğunu ve bu derslerin öğrencilerin spor ve sağlıkla ilgili hedeflerine önemli bir katkı sağladığını açıkça göstermektedir. Araştırma bulgularına göre, öğrencilerin genel olarak ritim eğitimi ve dans dersine büyük bir ilgi ve olumlu bir tutum sergiledikleri görülmüştür. Bu tutum, öğrencilerin dans ve ritim eğitimiyle fiziksel aktivitelerini artırmanın yanı sıra, kendilerini ifade etme becerilerini geliştirme ve stresi azaltma gibi faydalarını da kapsamaktadır. Bu sonuçlar, Spor Bilimleri Fakültesi öğrencilerinin ritim eğitimi ve dans dersine yönelik olumlu bir algıya sahip olduklarını ve bu derslerin hem sağlık hem de kişisel gelişim açısından önemli bir rol oynadığını göstermektedir.

Öneriler:: Ritim eğitimi ve dansın, fiziksel aktivitenin bir formu olduğunu ve öğrencilerin koordinasyon, esneklik,

dayanıklılık ve kuvvet gibi fiziksel becerilerini geliştirebileceğine vurgu yapılmalıdır.

Öğrencilere bu eğitimin fiziksel uygunluk açısından yararları hakkında farkındalık kazanmalarını sağlayıcı yönlendirmelere gereken önem verilmelidir.

Kalp sağlığı, vücut bileşimi ve kemik yoğunluğu gibi sağlık faktörlerini artırdığına dair araştırmaları inceleyerek, öğrencilerin bu disiplinleri benimsemeleri sağlanabilir.

Bu derste yapılacak fiziksel aktivitelerin ve kalori tüketimlerinin ölçmek için uygun araçları değerlendirilebilir.