



The effects of extracurricular sport activities on the alienation of the students

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Abstract

This study aims to determine the effects of extracurricular sport activities which are carried out in the secondary schools to the alienation of the students. This study in which it is used relational screening model has been carried out with 640 students who are selected by random sampling method. As the data collection tool, it is used "Student Alienation Scale" which was developed by Mau (1992) and was adapted into Turkish by Sanberk (2003), to understand the student alienation level from the schools with the "Personal Information Form" which is prepared by the researcher. The scale's Cronbach Alpha reliability coefficient is 0,79. In the process of analyzing the data, frequency and percentage distribution, arithmetic average and standard deviation and unpaired t-test are utilized. In the comparison process of more than two groups, one-way analysis of variance (oneway ANOVA) and Post Hoc tests values are used. According to the findings from the research the student's alienation point averages are found as 3.12 ± 0.56 . Judging from the variables used in the research, in terms of gender the males, in terms of the school type the students who study at a public school, the students who find the extracurricular activity levels as insufficient and the students that never participate to the extracurricular sport activities at school have a higher point of alienation level. Alienation from the school which is an unwanted situation in education can be prevented only if the sense of belonging to the school can be gained. And the sense of belonging to the school can be gained by increasing the extracurricular sport activities in schools and promoting the participation to these activities. In accordance with this purpose, participation of the school teams into contests should be encouraged more.

Keywords: Alienation, dropout, extracurricular sport activities, physical training and sports

INTRODUCTION

Moving away from each other in social life and opting for leading a more individual life escalate the emotional state of loneliness in individuals. This state brings along some psycho-social problems and leads to the alienation of people to their environment. Alienation causes psychological breakdowns on the social relations and personality structures of individuals. This is known to lead attributions as hopelessness, desperation, social exclusion and loss of values to individuals (Çelik, 2005).

Known as disconnection in social relations (Case, 2008), alienation is described as moving away of the individual from himself/herself and the society resulting from the insecurity towards other people and society and lack of communication with them (Seeman 1959). According to Marx (2000), alienation is “an act whereby the person is made to feel foreign to the products of his own labor, the productive activity itself, nature he lives in, his essential being, his humanity and other people”.

The duty of schools throughout the education process is raising students to meet the requirements of the time and expectations of the society. The school is an important factor in maintaining academic, social and personal developments of students. (Alaca, 2011; Alpkaya, 2010). However, the school which is the most effective institution for shaping the future of the society is also the environment where the alienation is experienced the most. The teacher’s keen attention to students, especially with a high academic achievement, creates a negative influence on students with low academic achievement. This situation causes those students to alienate from school and drop out. (Çiftçi, 2009, Sanberk, 2003).

Human, as a free being by nature, desires to realize himself and be productive using his skills. The individual who cannot utilize his productivity enough and realize himself will think that he is restrained (Fromm, 1996) and stray from the environment he is in. Alienation, occurring as an introvert attitude resulting from the inability of meeting the personal requirements of the individual, is an undesirable student behavior in educational organizations. Schools should be able to offer the opportunities to the individuals to realize themselves in order to prevent this situation. Activities presented to students at school will positively affect their perception levels (Sarı, 2007). Participation in such activities will have a positive impact on individuals, both in their achievement at school and their personal development (Uzun, İmamoğlu, Yamaner, Deryahanoğlu & Yamaner, 2017). Foremost among those activities come sports, that will help the youth at the age of secondary school; make use of their spare time, relieve their stress, prevent them from acquiring bad habits and contribute to their development (Akgül, Göral, Demirel, & Üstün, 2015).

Dropping out of school, an undesired student behavior in every society is a result of the moving away of the individual from the educational environment because of a loss of commitment to school relating to the alienation problem in education (Arastaman, 2006; Finn and Voelkl, 1993). In order to prevent this result, firstly the attitude levels of the students to school should be enhanced (Çelik and Ceyhan, 2009). It is known that positive attitude to school, active participation to the extracurricular activities at school and academic motivation impacts much educational process. (Thompson, 2005; Murdock, Hale and Weber, 2001). To achieve positive attitude levels of students in school environment is primarily the responsibility of the education directors. To meet their responsibilities, the directors can make use of extracurricular sport activities that meet the interests and necessities of the students and make the school environment warmer. It has been indicated that the students who attend extracurricular sport activities at schools have higher academics performances compared to the students who does not attend such activities (Özdemir and Kalaycı, 2013). It is known that the level of

alienation of students who do not participate in the such activities is higher (Şimşek and Akdemir,2015)

When the related literature is reviewed, no studies on the impact of sport activities at schools related to the student alienation in educational organization was found. For this purpose, determination of the impact of extracurricular sport activities at schools on the undesired student alienation at educational organizations will be the first step towards the solution of this problem.

As a result, this research may help preventing the alienation of individuals in the educational process from school emphasizing the importance of sport activities conducted at schools against the alienation.

METHODS

The study aims to examine the alienation of middle school students in terms of gender, type of school, their views on the sufficiency of the extracurricular activities of their school and their attendance to the extracurricular sport activities at their school.

This is a descriptive research conducted with relational screening model. Because the relational screening model is used for research models aiming to determine the existence or degree of mutual change between two or more variables, it is deemed suitable for this type of researches (Karasar, 2006).

Study group

The research was conducted in 2015-2016 academic year fall semester with a total of 640 students studying in public and private middle schools and chosen by random sampling model.

The numerical distribution of the subjects of our research in relation to the variables is as follows:

Table 1. Demographical Properties of Participants

	Variable	Number (n)	Percentage (%)
Gender	Female	194	30.3
	Male	446	69.7
Type of School	Public School	520	81.3
	Private School	120	18.8
Are extracurricular sport activities sufficient?	No, not sufficient	217	33.9
	Partly sufficient	265	41.4
	Sufficient	112	17.5
	Quite Sufficient	46	7.2
Have you participated in the extracurricular sport activities?	No, I have never attended	418	65.3
	I have attended for 1-2 years	151	23.6
	I have attended for 3-4 years	45	7.0
	I have attended for 5 years or more	26	4.1

Table 1 shows the frequency and percentage distributions of the students participated in the research in terms of gender, type of school, their views on the sufficiency of the extracurricular activities of their school and their attendance to the extracurricular sport activities at their school.

Data Collection Tools

Personal Information Form: The form designed by the researcher is composed of questions aiming to gather some demographic features regarding the gender of the participants, the type of school they study at, their views on the sufficiency of the extracurricular activities at their school and their participation to the extracurricular sport activities at their school.

Student Alienation Scale (SAS): The scale developed by Mau (1992) and adapted to Turkish by Sanberk (2003) aiming to determine the alienation levels of the students in the current conditions of the school is composed of 17 items. The scale has sub-dimensions as powerlessness, meaninglessness, normlessness and social isolation. In this research, the alienation levels of students to the school were measured using the total points of SAS. The lowest point to be obtained from SAS, which is a five-point likert type self-assessment scale varying from “strongly disagree (1)” and “strongly agree (5)” and used to measure the alienation of the middle school students from school, is 17 and the highest point is 85. When the means are used, the lowest point is 1 and the highest point is 5. Of which those who are between 1- 3 are positive, those who are between 3- 5 are negative status indicators. The higher points indicate that the individuals experience a higher level of alienation. The Cronbach Alpha reliability factor of the scale is 0.79 and the analysis for the research shows that Cronbach Alpha reliability factor of the study is 0.79.

Data Collection

Firstly, the permit to use the data collection tool for the research was granted from Sanberk (2003) who adapted the tool to Turkish. Also, the permit for implementation of the research in middle schools chosen by simple random sampling method was granted from Provincial Directorate for National Education. After discussing the directors of the chosen middle schools pursuant to the permits, the researcher conducted the research on determined days and hours. The researcher informed the students about the objective and the significance of the research before the implementation. Thus, we aimed to assure the reliability of the information gathered from the students. It was observed that the students completed the data collection tools in 15-20 minutes.

Data Analysis

The statistical analysis of the data collected in this research was conducted using IBM-SPSS package program. When determining the suitable analysis type for the data, number of subjects (n=640), whether the data is distributed normally and whether it has a homogenous structure were considered. According to the result of the analysis for detection of normal data distribution (Test of Normality), it was determined that Skewness and Kurtosis values are in the range of +1.5 and -1.5 (Skewness 0.06- Kurtosis 1.02). As a result of all findings it was decided that parametric analysis methods would be used for the research (Tabachnik and Fidell 2013; George 2010).

In the data analysis process, frequency and percentage distribution, arithmetic average and standard deviation and unpaired t-test were utilized. In the comparison process of more than two groups, one-way analysis of variance (oneway ANOVA) was used. In order to show the group causing the difference in the case that the difference between variable groups is significant in the analysis of variance, Post Hoc test values were used in order to show the multiple comparisons of the average points.

The significance level in the research is taken as the level of $p>0.05$.

RESULTS

In this section, the comments related to the findings obtained from the student alienation scale used on the students and the results of the statistical analysis of data collected pursuant to the research objectives are given in tables-figures and explained.

The average point of alienation scale used on the students participating in the research (n:640) was determined as 3.12 ± 0.56 .

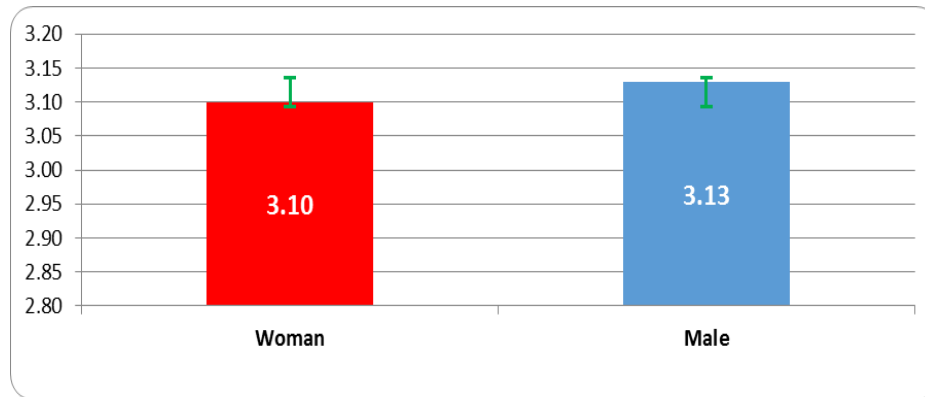


Figure 1. Alienation level according to gender

It was seen that there is no statistically significant difference between the average points of female (3.10 ± 0.62) and male (3.13 ± 0.53) students according to the result of the analysis conducted to determine the school alienation levels of students in terms of gender variable ($p>0.05$).

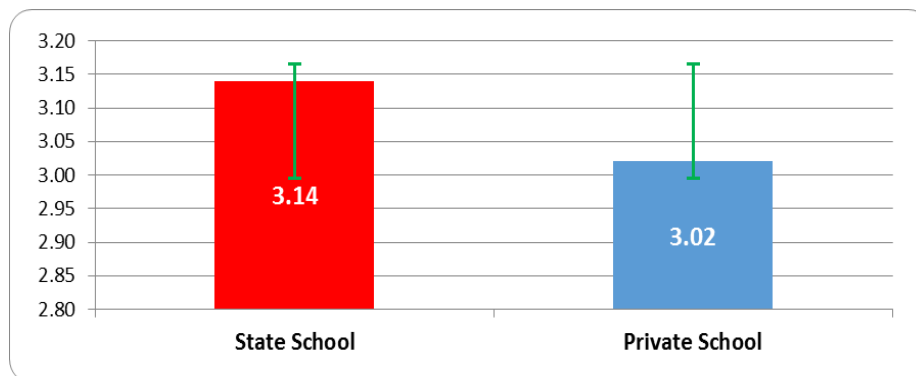


Figure 2. Alienation level according to type of school

It was determined that the alienation average point of students studying at public schools is 3.14 ± 0.55 according to the result of the analysis in terms of the type of school variable. However, the alienation average point of students studying at private schools is 3.02 ± 0.60 and it was determined that the difference between the alienation average points of these two groups are statistically significant ($p<0.05$).

Table 2. The Analysis of the Alienation Levels of the Participants in terms of “Are the Activities Sufficient” Variable

Group	<i>f</i> , \bar{x} and <i>ss</i>			ANOVA					
	n	\bar{x}	<i>ss</i>		Ss	df	Ms	F	P
Group 1	217	3.22	0.56	Between Group	10.26	3	3.42	11.12	0.00
Group 2	265	3.16	0.52	Within Group	195.63	636	0.30		
Group 3	112	2.91	0.49	Total	205.90	640			
Group 4	46	2.87	0.78						

Group 1; No, not sufficient- Group 2; Partly sufficient
Group 3; Sufficient Group 4; Quite Sufficient

When the results of the variance analysis (Anova) regarding the determination of the differences of the school alienation levels of the students participated in our research in terms of the sufficiency of the school activities were assessed, a difference on the statistical level of $p < 0.01$ was detected between the groups [$F(3,636) = 11.12, p < 0.05$].

According to the assessment of the multiple comparison test (Post Hoc-Tukey) values conducted regarding the determination of the source of the difference detected, it was determined that there is a significant difference on the level of $p < 0.01$ between group 1 and group 4 and 3; group 2 and group 3 and 4; group 3 and group 1 and 2; group 4 and group 2 and 3.

Table 3. The Analysis of the Alienation Levels of the Participants in terms of “Participation to the Extracurricular Sport Activities” Variable

Group	<i>f</i> , \bar{x} and <i>ss</i>			ANOVA					
	n	\bar{x}	<i>ss</i>		Ss	df	Ms	F	P
Group 1	418	3.16	0.57	Between Group	7.18	3	2.39	7.66	0.00
Group 2	151	3.11	0.48	Within Group	198.72	636	0.31		
Group 3	45	3.07	0.67	Total	205.90	640			
Group 4	26	2.62	0.48						

Group 1; I have never attended- Group 2; I have attended for 2 years
Group 3; I have attended for 3-4 years Group 4; 5 years and above

When the results of the variance analysis (Anova) regarding the determination of the differences of the school alienation levels of the students participated in our research in terms of the participation to the extracurricular sport activities variable were assessed (Table 2), a difference on the statistical level of $p < 0.01$ was detected between the groups [$F(3,636) = 7.66, p < 0.05$].

According to the assessment of the multiple comparison test (Post Hoc-Tukey) values conducted regarding the determination of the source of the difference detected, it was determined that there is a significant difference on the level of $p < 0.01$ between group 4 and group 1, 2 and 3.

According to the correlation analysis, there’s a negative relation between the participation in school sports activities and the alienation of students. Accordingly, as level of participation increases, alienation declines ($r = -0.155, P < 0.05$).

DISCUSSION and CONCLUSION

Student alienation which is seen as one of the biggest problems of today's educational institutions is a research topic that concerns the whole society with its impacts. In this research aiming to determine the alienation levels of middle school students and reveal the impacts of extracurricular sport activities in schools on student alienation, the alienation scale average point of the students participated in the research (n:640) was determined above midlevel with 3.12 ± 0.56 . The result obtained is partially parallel to the other research results. Çiftçi (2009) indicated on his research in which he examined the alienation status of primary school students that the students experience midlevel alienation. Coşkun and Altay (2009) indicated that the alienation levels on their research conducted with high school students were close to midlevel. Similarly, Çağlar (2013) determined the alienation perceptions of college students as midlevel on his research. According to the indicated research results, it can be said that students in various educational levels generally experience midlevel alienation. Indicates that the main reasons of alienation in education are administrative structure in schools, shifting curriculum, crowded classrooms, information loads not relating to daily life and exclusion of students and teacher from the educational decision-making processes (Sidorkin,2004).

Occurring as straying and drawing away from the environment, alienation might cause a student that lost his sense of belonging to drop out of school as a result of the loss of commitment to the school. In the research the alienation average points on gender basis were found as 3.10 ± 0.62 for females and 3.13 ± 0.53 for males and no statistically significant difference between them was determined ($p>0.05$). The findings obtained from the research have similarities to the results of the researches conducted by Şimşek and Akdemir (2015), Brown et. (2003), Sanberk (2003), Trent (2001) and Lane (1999). Also, Arastaman (2006) who examined the school commitment of high school students determined that there are differences on commitment status of students in terms of gender. Similarly, Yiğit (2010) detected differences in terms of gender on his study with primary school students.

All kinds of course equipment, primarily the facilities of the school are effective on student alienation. Today, it is thought that private educational institutions offer more opportunities in terms of school type. In the research, the average alienation levels of middle school students in terms of school type (private school-public school) variable were determined as 3.02 ± 0.60 for private schools and 3.14 ± 0.55 for public schools. According to this result, it was determined that there is a significant difference on alienation levels of students in terms of school type variable ($p<0.05$).

It is an expected result to see alienation in educational organizations that lack of activities that will increase the student's commitment to school, develop positive attitude towards school and develop sense of belonging to school. Because commitment to school will diminish alienation to school, students' commitment levels to school must be increased first. In this regard Mengi (2011) made the following description: "commitment to school is to have positive attitude towards school, to have positive associations about education, the sense of belonging to school environment, to continue going to school, attending extracurricular social activities, to spend extra time for studies related to school and to determine one's own learning objectives." On commitment to school Cemalcılar (2010) indicates that "the students with higher commitment to school levels have lower levels of anxiety, loneliness and absence; higher levels of autonomy, positive social behavior, inner motivation and academic success". In the research, it was determined that there is a difference of student alienation levels between groups in terms of the views of students relating to the sufficiency of school activities (Table 2). While the average of group indicating, the activities are insufficient is 3.22 ± 0.56 , the average of group indicating the activities are sufficient is 2.87 ± 0.78 . A difference on the level of

$p < 0.01$ was determined between the groups. In the research conducted by Archambault and colleagues (2009) the students with high risk of dropping out of school are also the ones with lower commitment levels to school.

The extracurricular sport activities at schools increase the school commitment levels of students. In the research, the assessment made to determine the differences in terms of the attendance status of students to extracurricular sport activities (Table 3) shows that there is a difference on the level of $p < 0.01$ between groups. While the average of group attending the extracurricular sport activities for 5 years and more was found 2.62 ± 0.48 , that of the group never attending the activities was found 3.16 ± 0.57 .

Alienation, an important matter in social life, is also an important issue in terms of education. In order to make education more productive and reach the country's target level, this problem has to be solved. Aiming to addressing this issue in a broad sense, this study has the objective to determine the effect of school sports activities on students' alienation. According to the results obtained, the alienation level diminishes as the number of years of attendance to the extracurricular activities increases. This result emphasizes the importance of attendance to the extracurricular sport activities in diminishing the school alienation and increasing the commitment to school one more time.

A number of suggestions have been developed in line with the results obtained from the research. According to this:

1. This type of researches to determine the school alienation levels of students may contribute to the studies for preventing the alienation of students to school and education. For this purpose, there should be more research conducted on this field.

2. Considering the insufficiency of extracurricular sport activities among the variables in the study, it is thought that increasing the number of this type of activities would also increase the sense of belonging and commitment levels to schools. That's why the number of extracurricular sport activities should be increased.

3. Because increasing participation levels of extracurricular sport activities, one of the variables in the research, would increase communication and interaction of students with each other and their teachers, it is considered as a factor attaching students to school. That's why the necessary measures to ensure the participation to this type of activities should be taken.

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