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A STUDY OF THE ATTITUDES OF SPORTS SCIENCES STUDENTS TO INTERNATIONAL SPORTS ORGANIZATIONS

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Abstract

Introduction. With this study, it was aimed to determine the attitudes of the students of the faculty of sports sciences towards international sports organizations.

It is *aimed* to examine these attitudes of sport Sciences students according to demographic variables.

Material and methods. The working group of the Research consists of 264 students who study at Alanya Alaaddin Keykubat University, Faculty of Sport Sciences in the 2020-2021 academic year. 117 of the students are female (%44,3) and 147 are male (%55,7). In the research, “Attitude Scale for International Sports Organizations” developed by Aktas and Kan (2018) was used. The normality distribution of the data was examined with the Kolmogorov-Smirnov test and the analysis of the differences between parameters was evaluated with the MANOVA and ANOVA tests in the line with the information obtained.

As a *result*, it was determined that the attitudes of the students of the faculty of sports sciences participating in the research towards international sports organizations were positive, the attitudes of the students towards international sports organizations did not differ according to gender, department, grade variables, but there was a difference in the sub-dimensions of the positive emotion component and behavioral component in terms of the age variable.

Key words: international sport organization, student, attitude.

Introduction

Sport, which is an element of universal culture, has an integrating effect on individuals with different languages, religions, races and cultures, thus benefiting universal peace, contributing to the protection of mental health by supporting the psychological development of individuals as well as physical development is defined as all of the behaviors and actions enabling development in many areas, especially social areas.

Sport provides the necessary environment for people to peacefully control their innate aggression drive. Thanks to sports, people reveal their physical and psychological abilities.

Sport is both a political phenomenon that brings nations and states with different ideologies together and a social necessity that is the key to a healthy life (Atasoy ve Öztürk Kuter, 2005: 14).

Thus, sports have an important role in developing social cohesion of individuals, creating a democratic society and creating a universal language within a peaceful framework, by providing social solidarity and integration with the understanding of equality it exhibits to all individuals.

The sport, which emerged with the existence of human beings, emerged as a result of the actions of the first humans to protect themselves in nature by adapting to the conditions of the situation.

The first sports branches in history, with or without a vehicle, were aimed at defense and attack. At that time, people used their arms, legs and whole body as a means of defense and survival.

Thus, the first humans learned to use their physical strength through struggles with each other and with the creatures in nature. These movements made by human beings have formed a basis for sports and have made it appear as a sports discipline over time.

Therefore, sports, which was an individual activity in the early days, started to become widespread day by day, fed by social events and facts (Tek, 2006: 6).

Sport has constantly renewed itself throughout the history and brought along important changes with the continuous growth of civilizations and the need to keep up with the developing technology (Bayram and Hazar, 2018: 78).

The movements made by the first humans to continue their lives created a simple example of combat sports by making them aware of their physical strengths over time and these primitive movements that adapt to the historical process have reached a more orderly structure and facilitated the emergence of today's sports branches.

It is known that human beings have been involved in sportive activities since the early days of civilization.

Humanity, which has passed into a settled life, has started to organize these activities in a more organized way and sports, which emerged for defensive purposes, have surpassed this purpose and become a philosophy of life (Tomay and Değirmencioğlu, 2017: 15).

Thanks to the developing conditions, the change in the life styles of the first people brought the development of sports and reach different dimensions.

The data obtained shows that sports organizations started with the



Olympics held in Ancient Greece (Yılmaz, 2019: 30).

The Olympics organized in 776 BC for the first time are described as not only a sports competition, but also a sports show dedicated to Zeus, the father of Gods and people, with religious rituals and various entertainments (Şener, 2018: 531). Thus, it is known that the Olympics, which also include religious facts, provide social and cultural integration in the historical process.

In the historical development, it has been observed that sports bring people together regardless of language, religion, race and gender and eliminates the differences arising from all these characteristics.

The increase in the interest of individuals in sports and the social, political and economic interests of the countries have enabled sports activities to be carried out in the organizational dimension.

Thanks to the organized organizations, sports spread and gained a social character and finally reached the modern structure of today (Tek, 2006: 7).

Sport, which is seen as a symbol that keeps pace with changes and unites, has transformed into a more disciplined structure in line with the attitudes of individuals and the goals of societies.

As a word, organization is defined as a coordination system that enables individuals to achieve goals that cannot be achieved alone by forming a group with others and integrating their efforts, knowledge and experience with the individuals in this group (Fişne, 2017: 28).

Sports organization, on the other hand, is defined as a set of systematic

studies that enable the organization and realization of all kinds of sports activities that have certain goals and serve these purposes (Bayrakdaroğlu, 2017: 39).

Today, various international sports organizations including different branches are organized (Önder, 2017: 14). These are competitions organized by international sports organizations, the Olympic Committee and sports federations, in which athletes from different countries participate and these athletes compete within the framework of fair-play principles (Cankalp, 2005: 115).

Olympic Games, World Championships, European Championships, University Games, Mediterranean Games, Balkan Championships, Central Asian Games, Asian Games, Pan American Games, African Games, Paralympic Games and World Schools Sports Competitions are among the main international sports organizations (Sunay, 2010: 68).

Thanks to these international organizations, the phenomenon of sports has assumed an identity that ensures that all kinds of differences regarding human beings are ignored, and countries have started to focus on the political, social and economic benefits brought by sports (Aktaş and Kan, 2018: 1818).

Among these benefits are the desire of countries to introduce themselves to the world, the desire to contribute to world peace and the idea of having the political philosophy adopted. But the most important of these benefits is that countries gain great economic gains in exchange for money and labor when they spend.

Therefore, taking part in these sports organizations provides positive

contributions to countries in every area (Tek, 2006: 10).

The benefits that countries gain from sports in the political, social and economic areas and the goals they want to achieve play a big role in the organization of many events that host different branches in different regions of the world today.

The advancement of technology allows sports to become widespread internationally. All kinds of events related to different sports branches can reach millions of people thanks to satellites.

News, images and photos for sports events also take a large place in today's media. This situation increases the curiosity and interest of individuals towards sportive events and organized organizations. Thus, it is extremely important to deliver the organized organizations to people through mass media and to measure their behavior towards these activities (Tek, 2006: 9).

The accessibility service offered by the mass media provides important contributions to the introduction of sports branches to the masses by directing the interests of individuals and the achievement of sports as a social phenomenon in today's structure.

The attitude of people towards sports and sports-related organizations is a factor that affects the continuity of these organizations (Aktaş and Kan, 2018: 1818).

Attitude is positive or negative feelings towards an individual, object or environment. (Odabaşı and Barış, 2012: 157). Attitudes ensure that individuals' feelings, thoughts and behaviors are compatible with each other (Türksever Güngör, 2018: 18-19).

Attitudes, which have three dimensions as cognitive, affective and behavioral, are the determinants of human behavior (Aktaş and Kan, 2018: 1818).

Environmental conditions of individuals can affect their attitudes towards sports. The realization of the benefits of sports in every area ensures the positive development of attitudes towards the phenomenon of sports, which has a unifying power (Polat, 2020: 40-41).

Based on this information, it is possible to say that in determining the importance of organizations, the behavioral patterns of people towards that organization have an effect.

The level of reactions that international sports organizations receive from people affect the importance of both institutions and activities in a positive or negative way.

The attitudes of individuals lead them to participate in these activities as participants or spectators. Therefore, these attitudes are thought to ensure the continuity of organizations and these ideas make countries active in organizing organizations (Aktaş and Kan, 2018: 1818-1819).

As a result, the sustainability of organizations within the framework of universal values and revealing the importance of organizations depends on the determination of attitudes, which is an individual factor.

Aim of the research

In this study, it is aimed to measure and examine the attitudes of the students of the Faculty of Sport Sciences towards International Sports Organizations by means of attitude scale.



Material and methods

Research Model

In order to determine the attitudes of the students of the Faculty of Sport Sciences towards International Sports Organizations, the descriptive/survey model that provides the opportunity to evaluate the current situation in a broad way was used. Survey model is a research approach that aims to investigate and describe a situation that exists in the past or today.

In the survey model, in a universe consisting of a large number of elements, in order to reach a general judgment about the universe, survey is performed on the whole universe or a group of samples or samples taken from it (Karasar, 2008).

Descriptive studies are aimed at determining a situation and aim to obtain a description or description of the subject or activities of interest (Şavran, 2009).

The study consists of two theoretical and practical steps. In the first step of the study, the literature on the subject was scanned, the results of the previous research were examined and a detailed theoretical framework related to the subject of the study was prepared in terms of the variables to be examined with the obtained information.

In the second step, under the light of this theoretical framework, the hypotheses prepared using the Attitude Scale towards International Sports Organizations were tested and the data of the quantitative part of the study were obtained and the attitudes of the students who received sports education towards international organizations were determined.

Group of Participants

The study group consists of 264 students studying at the Faculty of Sports Sciences of Alanya Alaaddin Keykubat University in the 2020-2021 academic year, determined by the method of easy sampling from probabilistic sampling methods (Bishop, 2017).

Of the students, 117 were female (44.3%) and 147 were male (55.7%).

Data Collection Tools

Participants in the study were asked to fill out a questionnaire consisting of 2 different parts. In the first part of the questionnaire form, various questions containing personal information of the participants are included. In the second part, the statements of Attitude Scale Towards International Sports Organizations are included.

Attitude Scale Towards International Sports Organizations: The scale developed by Aktaş and Kan (2018) to measure attitudes consists of three sub-dimensions (positive emotion component, negative emotion component and behavioral component) and a total of 20 items. expressions on the scale developed in the 5-Likert type are rated in the 5-likert type as “1 = strongly disagree and 5 = strongly agree”. There are 6 reverse items in the scale (6, 7, 10, 12, 15, 17).

Analysis of Data

The data obtained from the research was analyzed with the help of the SPSS program. MANOVA and ANOVA tests were performed for related samples in determining the differences between the Kolmogorov-Smirnov test and the normality distribution of the data.

Cronbach Alpha analysis was applied to determine the reliability of measurement tools. In statistical analysis and interpretations of the data, the significance level of $p < 0.05$ was taken into account.

Based on this direction, the attitudes of university students receiving sports education towards international sports organizations were tried to be determined and the sub-dimensions of positive emotions, negative emotions and behavioral attitudes of students were studied in terms of gender, age, department and grade level variables.

For these purposes, answers to the following questions were sought:

- ✚ At what level are students' attitudes towards international sports organizations?
- ✚ Do students' attitudes towards international sports organizations differ according to their gender?

- ✚ Do students' attitudes towards international sports organizations differ according to their age?
- ✚ Do students' attitudes towards international sports organizations differ according to their departments?
- ✚ Do students' attitudes towards international sports organizations differ according to grade level?

Results

In this section, first of all, a table showing the distribution of frequencies according to the demographic characteristics of the research group is given.

After that, there is a table showing the distribution of scale scores, respectively, and results tables showing the difference in the average student's attitude levels to international sports organizations in relation to demographic variables (gender, age, department and grade level).

Table 1.

Frequency Distributions According to Research Group Demographics

Variables	Subgroup	N	%	Total
Gender	Female	117	44.3	264
	Male	147	55.7	
Age	20 < age	113	42.8	264
	21-22 age	115	43.6	
	23 ≥ age	36	13.6	
Department	Physical Education and Coaching Education	144	54.5	264
	Recreation	88	33.3	
		32	12.1	
Grade Level	1. Grade	98	37.1	264
	2. Grade	42	15.9	
	3. Grade	84	31.8	
	4. Grade	40	15.2	

It was determined that 55.7% of the individuals included in the study were male, 43.6% were in the 21-22 age

group, 54.5% were in the department of physical education and sports teaching and 37.1% were 1st grade students.



Table 2.

Distribution of Attitude Scale Towards International Sports Organizations Score

Scale	Item	Mean	Sd	Skew	Kurtosis	C.Alpha
Positive emotion component	7	4.45	0.45	-1.05	1.30	0.74
Negative emotion component	6	4.44	0.54	-1.09	1.11	0.73
Behavioral component	7	3.71	0.58	-0.12	-0.16	0.75

When the average scores of participants in the study were examined for the 3 sub-dimensions of the attitude scale, it was observed that the factor with the highest average was the “positive emotion component”, and the Cronbach Alpha internal consistency coefficient ranged from 0.73 to 0.75 for the sub-dimensions of the scale.

The Cronbach Alpha internal consistency coefficient of the total scale was calculated as 0.86.

Looking at skew and kurtosis values, it is observed that these values are in the range of ± 1.30 for all score groups. According to Tabachnick and Fidell (2007), it is acceptable for normality to have skew and kurtosis values in the range of ± 1.50 and ± 2 according to George and Mallery (2010). Based on this, it was decided to apply parametric statistical techniques for analysis operations for relationship determination.

Table 3.

MANOVA Analysis Results by Gender Variable

Scale	Female (117)		Male (147)	
	Mean	Sd	Mean	Sd
Positive emotion component	4.46	0.42	4.44	0.47
Negative emotion component	4.47	0.51	4.42	0.56
Behavioral component	3.66	0.58	3.75	0.58

* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$

The results of the MANOVA analysis showed that the main effect of the “gender” state variable on the sub-dimensions of Attitude Scale Towards International Sports Organizations was not significant [$\lambda=0.99$, $F(3,260)=1.30$, $p=0.27 > 0.05$].

Also “gender” in terms of the main effect of status,

“the positive emotion component” [$F(1,262)=0.12$; $p=0.73 > 0.05$],

“negative emotion component” [$F(1,262)=0.53$; $p=0.47 > 0.05$]. and

“the behavioral component” [$F(1,262)=1.64$; $p=0.20 > 0.05$] sub-dimensions, it is seen that the average scores are not significantly different.

Table 4.

MANOVA Analysis Results by Age Variable

Scale	20 ≤ age (113)		21-22 age (115)		23 ≥ age (36)	
	Mean	Sd	Mean	Sd	Mean	Sd
Positive emotion component	4.41	0.48	4.41	0.43	4.70	0.32**
Negative emotion component	4.44	0.62	4.40	0.47	4.59	0.44
Behavioral component	3.69	0.58	3.63	0.52	4.02	0.64**

* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$

When the results of the MANOVA analysis were examined, it was seen that the main effect of the “age” variable on the sub-dimensions of the attitude scale [$\lambda=0.94$, $F(3,260)=2.96$, $p=0.01<0.05$] was significant.

In order to understand which dependent variable contributes to multivariate significance, it was concluded that the “positive emotion component” [$f(2,261)=6.63$; $p=0.01<0.05$] and the “behavioral

component” [$f(2,261)=6.34$; $p=0.01<0.05$] sub-dimensions mean scores differ significantly in terms of the main effect of “age”.

In the sub-dimensions where significant differences were found, the average scores of the “23-year-old and over” group were statistically significantly higher than those of participants in the “20-year-old and under” and “21-22-year-old” group.

Table 5.

MANOVA Analysis Results by Department Variable

Scale	Physical		Coaching		Recreation	
	Mean	Sd	Mean	Sd	Mean	Sd
Positive emotion component	4.43	0.45	4.50	0.46	4.42	0.40
Negative emotion component	4.44	0.47	4.39	0.64	4.59	0.53
Behavioral component	3.69	0.56	3.77	0.61	3.63	0.57

* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$.

According to the results of the analysis in *Table 5*, it was determined that the main effect of the variable “department” on the sub-dimensions of the attitude scale was not significant [$\lambda=0.96$, $F(3,260)=2.03$, $p=0.60>0.05$].

It was also found that the “positive emotion component” [$F(2,261)=0.74$; $p=0.48>0.05$], “negative emotion

component” [$F(2,261)=1.53$; $p=0.22>0.05$] and “behavioral component” [$F(2,261)=0.86$; $p=0.43>0.05$] sub-dimensions mean scores were not statistically significantly differentiated in terms of the main effect of the “department” variable.



Table 6.

MANOVA Analysis Results by Grade Variable

Scale	1. grade (98)		2. grade (42)		3. grade (84)		4. grade (40)	
	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd
Positive emotion component	4.52	0.42	4.38	0.38	4.43	0.51	4.41	0.44
Negative emotion component	4.48	0.60	4.41	0.49	4.45	0.53	4.37	0.47
Behavioral component	3.84	0.59	4.52	0.42	4.38	0.38	4.43	0.51

* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$.

According to the data in *Table 6*, the basic effect of the variable “grade” on the sub- dimensions of the attitude scale is not significant [$\lambda=0.96$, $F(3,260)=1.06$, $p=0.39>0.05$].

It was determined that the “positive emotion component” [$F_{(3,260)}=1.23$; $p=0.30>0.05$], “negative emotion component” [$F_{(3,260)}=0.50$; $p=0.67>0.05$] and “behavioral component” [$F_{(3,260)}=2.73$; $p=0.51>0.05$] sub-dimensions mean scores were not statistically significantly differentiated in terms of the main effect of the grade variable.

Discussion and conclusion

The attitudes of the students of the Faculty of Sports Sciences towards international sports organizations were examined by this research.

Studies on national and international sports organizations are limited in Turkey and there are no studies in the literature that associate the attitudes towards sports organizations with different subjects or examine them according to different variables as in the current study.

Despite this, it is possible to say that there are more than one attitude scale studies towards physical education and sports in many countries. Some of these include Wear (1951), Adams

(1963), Edgington (1968), Mancini, Cheffers and Zaichkowsky (1976), Martens (1979), Sherrill, Holguin and Caywood (1989), Silverman and Subramaniam (2000), and Silverman (2017).

In Turkey, studies on attitudes towards physical education have been conducted by Demirhan and Altay (2001), Güllü and Güçlü (2009), Öncü and Güven (2011), Şentürk (2012), Kır (2012), Karahan (2015), Keskin et al. (2016), Yılmaz and Güven (2018).

In the current study, which was conducted to examine the attitudes of the students of the faculty of sports sciences towards international sports organizations, it can be said that the students' attitudes were positive because the average of the students' attitude scores from the positive emotion component sub-dimension was higher than the scores they got from other sub-dimensions.

In addition, the reverse coding of the expressions in the negative emotion component sub-dimension can actually be considered as an indicator of positive emotion.

For example, the statement “I am not interested in achievements in International Sports Organizations” is in the negative emotion component sub-

dimension and reverse coding is done. In other words, when the markings are made as "strongly disagree", the success achieved in international sports organizations actually attracts the attention of the participant in the research.

In the study, gender variable was considered as an important factor in the examination of attitudes, but according to the results obtained, no significant difference was found between the scores of the students in the attitude scale.

When the studies in the literature examining the attitudes towards physical education and sports in general were reviewed, different results were found between the gender variable and attitude scores.

In the studies conducted by Şimşek (2019) and Atik (2020), no significant difference was found between the attitude scores and the gender variable. In the studies conducted by Taşdemir (2019) and Çolak (2020), the scores of female students from the attitude scale; in the studies conducted by Aras (2019), Tırnakçı (2019), Oktaş (2019) and Kaya (2020), it is seen that the scores of male students are higher.

In these studies, the high attitudes of female students are associated with the changes in the social structure of the country such as the orientation of girls to sports more and reducing gender discrimination, while the high attitudes of male students have a higher level of basic motoric characteristics of men and the male of sexism stemming from the social structure. It can be explained by factors such as motion sickness.

The result of the fact that the attitudes towards sports organizations obtained in the present study do not differ according to the gender variable

suggests that it may be due to the fact that girls and boys adopt a lifestyle intertwined with sports as students of the faculty of sports sciences.

When the age, another variable in the study is examined, it is possible to say that it is the only variable in which a significant difference is observed.

When the scores of the students in the "23 and over" group are examined, it is seen that these scores differ significantly in the positive emotion component and behavioral component sub-dimensions of the scale according to the scores of the participants in the "20 years and under" and "21-22 years old" groups.

When the attitude scales in different areas were examined in the literature, no significant difference was found between the attitudes and the age variable in the studies conducted by Koçak (2014) and Varol (2017) to determine the attitudes of university students towards sports.

It is thought that no difference was observed in these studies due to the fact that the ages of the students were very close to each other.

In addition, in the study conducted by Kangalgil et al. (2006), it was concluded that the scores of the students towards physical education and sports teaching increases as their ages.

In the present study, it can be said that the difference in the dimension of positive emotion component has an effect on the students' mental maturity with age and their more realistic perspective.

On the other hand, it can be thought that the fact that older students work in a job that will provide financial gain in addition to their education and as a result have the financial means to



transform their positive attitudes towards organizations from thought to behavior may be effective in reaching the result of a significant difference in the behavioral component dimension.

In the study, no significant difference was found in the attitudes of students towards international sports organizations, depending on the department and grade variables, which are the last variables examined.

It is possible to say that the unifying power of sports is understood by the students, as most of the students have the same interest due to the fact that they are athletes and the course contents are similar.

In the studies conducted by Varol (2017), Yavuz and Yücel (2019), attitudes towards sports and the grade variable, again Varol (2017) and Sivrikaya et al. (2018), on the other hand, examined the relationship between sports attitudes and the department variable, but it was determined that there was no significant difference in the scores of the participants regarding these variables.

In the study conducted by Oktaş (2019) with high school students, it was concluded that the attitudes towards physical education and sports differed significantly according to the grade level and the scores of 11th and 12th grade students were lower than the scores of 9th and 10th grade students.

It can be thought that the main reason for this result is the pressure and anxiety of the exams that 11th and 12th grade students will take at the end of secondary education.

In addition, since no questions are asked about physical education and sports lessons in the exams, students may be reluctant towards the lesson, which may lead to low attitude scores. It is known that another similar result was obtained from the study of Çolak (2020) with secondary school students.

As a result, it was determined that the attitudes of the students of the faculty of sports sciences participating in the research towards international sports organizations were positive, the attitudes of the students towards international sports organizations did not differ according to gender, department, grade variables, but there was a difference in the sub-dimensions of the positive emotion component and behavioral component in terms of the age variable.

Proposal

This research is limited to a single university due to pandemic conditions. Similar studies can be done by enlarging the population and sample. In addition, due to the lack of research on attitudes towards sports organizations, studies in this area can be emphasized.

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