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Welcome to TOJRAS

Message from the Editor

The Online Journal of Recreation and Sport- TOJRAS was first published in 2012. The article publishes original, qualified and sufficient research papers in the field of physical education and sport, sport management, recreation and education of coaching to contribute to the field of sport both in Turkey and in the world. The publication language of the journal is English. The referees and editors of TOJRAS are field experts and the articles are reviewed by them according to their field expertise. The main goal of TOJRAS is to assure a fruitful and academic platform for the authors, referees, and the members of science and advisory board and the contributors to the enhancement of science in the light of the rules of ethics.

We would like to welcome and thank you for your online journal interest which helped TOJRAS to gain popularity and dignity among academic publications locally and internationally so that we can bring various and profound studies in the field of sport by valuable researchers. In addition to them, teachers, teacher trainers, parents, and students around the world have visited TOJRAS for five years continuously. It means that TOJRAS has contributed to the dissemination of new trends in sport education and research to all over the world for years. We hope that this latest issue will also follow our global educational goal.

TOJRAS provides its readers with the opportunity of meeting different aspects on sport education so that they can expand their study fields. Also, the content is freely accessible without charge to the user or to his/her institution. In addition, any views expressed in this publication are the views of the authors and are not the views of the Editor and TOJRAS.

TOJRAS thanks and appreciates the editorial board and reviewers who have contributed a lot to the submissions of this issue for their valuable contributions.

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ANALYSIS OF THE LEVEL OF LIFE QUALITY OF UNIVERSITY STUDENTS

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ABSTRACT

The purpose of this study is to analyze the level of life quality of students in terms of social, psychological, environmental and health areas. In order to collect data for the study, the Whoqol-bref short scale adapted to Turkish by Fidaner in 1999 was used. 5264 students volunteered to participate in the study. An online survey was created through Google drive. With the purpose of making the survey which was created in the online environment reach individuals by promoting it on social media and preventing them from taking the survey more than once, the survey was sent to individuals' mail addresses to be answered. The SPSS program was used in the evaluation of study data. When the physical area was analyzed as a result of the evaluations, a statistically significant difference was found in the $p < 0,001$ level in terms of gender and $p < 0,01$

level in terms of environmental area. A significant difference was not seen in the $p > 0,05$ level in terms of gender between psychological and social areas. A positive relationship was observed between the perception of life quality and being content with health and physical, social, environmental and psychological areas. A negative significant relationship was observed between the level of difficulties experienced with people whom individuals feel close to in their lives and physical, social, psychological and environmental areas. As a result, the level of life quality of men was determined to be higher compared to women. In summary, it can be stated that physical, mental and social situations which might be effective in the lives of individuals influence individuals' lives.

Key Words: Student, university, life quality

INTRODUCTION

Life quality is how individuals perceive their state within their own cultures and system of values. It involves the physical functions, psychological state, social relationships within and outside the family, effects of the environment and beliefs of an individual as well. The concept of life quality is multi-dimensional, may display changes through time and related to the expectations and lives of individuals; therefore, it is difficult to evaluate it objectively. Life quality related to health expresses the skills of health in individuals' performance of their functions and the physical, mental and social areas they perceive in their lives (Avcı, 2004, 82).

After the World Health Organization (WHO) defined health in 1948 as “not only lack of illness, but a state of physical, mental and social well-being”, the concept of life quality has gradually gained importance in health service implementations and researches to evaluate the state of well-being related to health (Musaoğlu, 2008, 57).

Despite Maslow's hierarchy of needs and numerous publications and academic studies on life quality, the concept does not have a specific definition in daily language and various sciences; because life quality is a subjective concept and thus naturally will have different definitions. Different definitions express concepts which overlap to a certain extent but not necessarily synonymous, such as being content, happiness, morale, balance of positive effect-negative effect, evaluation of perception, health, subjective and psychological well-being (Özpancar, 2005, 46).

According to Maslow's hierarchy of needs, a good level of life quality for people has been summarized under five categories. 1. Physiological needs: Basic instinctual needs. Needs such as eating, drinking, sleeping, breathing and sex can be given as examples for this category. 2. Safety needs: People need their life and assets to be protected. 3. Love and belonging: To love, to be loved, belonging to a group, benevolence, compassion can be given as examples for this category. 4. Esteem: People need to be shown respect to besides loving and being loved. They steer towards needs such as receiving recognition, achieving social status, being successful and being appreciated. 5. Self-actualization: An individual who meets the needs in the sub-categories feels the need to realize his ideals and skills in the last stage. It is considered that, the more an individual realizes the issues in question, the more his life quality increases in direct proportion (Akgül, 2006, 2).

Life quality and life quality related to health have been deeply evaluated in literature. These evaluations in general are related to the measurement of physical functions and life quality (Hsiao, 2014, 972). In order for people to live their lives happily, in harmony with themselves and their environment and life satisfaction, they need to have a life of good quality. World Health Organization (WHO) has set the target that individuals need to be healthy and have a better quality of life, besides being socially, economically and mentally productive (Ergen, 2011, 15). What is more, life quality involves congruence between physical, psychological and social view of life and desired and achieved expectations (Lustyk 2004, 125). According to another definition, life quality is a multi-dimensional concept which involves emotional, mental, social, physical and behavioral components (Janse 2004, 615).

Life quality embodies numerous areas of life and different values which change from one person to another. Life quality indicators such as the state of physical and financial well-being, satisfaction gained from activities which allow individuals to participate in social life, spare time activities, psychological state, functional skills, state of emotional, mental and gender wise well-being, satisfaction from relationships with family and friends and orientation about the future differ in line with the individual's character, perception of life and socio-cultural habits (Telatar, 2007, 48). Campbell, Converse and Rodgers in their study dated 1976 on life quality aimed at creating an indicator which involved different satisfaction areas which summarized people's general feelings of happiness and satisfaction and determined 11 different areas of satisfaction in order of priorities. 1. Health, 2. Marriage, 3. Family Life, 4. National government, 5. Friendship, 6. Home (residence), 7. Work, 8. Community, 9. Belief/religion, 10. Recreational and sports activities and 11. Financial status. In terms of the socialization of individuals, interacting with more people, overcoming daily stress and receiving more social support, the role of participation in physical activities over time is quite high (Zorba, 2008, 84).

Health, which has an important place in the perception of life quality, has a very close relationship with our environment which we influence with our life-style and behavior. Therefore, the changes which take place over time in our behavior and life have caused many new dimensions to be formed in terms of health. In the age that we are living in, the socio-economic and cultural problems and factors which create psychological tension (noise, dense traffic, etc.) caused by speedy increase of urbanization, people's moving their bodies less and unplanned housing have changed the shape of people's health problems (Yeniokatan, 2006,

18). Zorba in 2015 has evaluated health living criteria. As a result of these evaluations, he has identified these as 15% participation, 13% social conditions, 12% medical care, 10% environmental conditions and 50% as life-style and behavior (Zorba, 2015, 13). As it can be understood from the above statement, the results of urbanization and immobile life-style among the factors which positively or negatively influence life quality have an important place, because “the human body needs to constantly move due to its inborn characteristics. However, the characteristics of the age that we are living in have distanced us from this need. An immobile life-style brings along numerous health problems” (Zorba, 2008, 16). The purpose of this study is to analyze the life quality levels of university students in terms of social, psychological, environmental and health areas.

METHOD

In this study, the Whoqol-Bref scale was used to collect data. In order to reach more individuals for the study, an online survey was created through Google drive. With the purpose of making the survey which was created in the online environment reach individuals by promoting it on social media and preventing them from taking the survey more than once, the survey was sent to individuals' mail address to be answered. Data was collected for the study for 6 months in 2014, between the months of June and December. Information on the participating individuals' demographic characteristics such as age, educational status and marital status was obtained. A total of 5264 students, 2545 of whom are female and 2719 of whom are male, participated in the study. In the study, the students of all universities in Turkey in general were reached.

In this study, the Turkish version of the WHOQOL-BREF scale consisting of 27 questions which was prepared by World Health Organization with the participation of cooperation centers with the purpose of determining the life quality of the participants was used. The WHOQOL-BREF scale consists of four sub-areas, namely physical, psychological, social relationships and environment. The scale is filled in by the participant, taking the last 15 days into consideration. The scale consists of closed-ended questions in line with the Likert scale. The scale which has been used in field studies in different cultures can be applied to adult age group and is recognized as a reliable and valid measurement tool for life quality (Fidaner, 1999, 45). WHOQOL-BREF can be used in societies for different purposes. This scale, which has been prepared expertly with the participation of 18 countries, can be used with

the purpose of selecting a treatment method suitable for the doctors in treatment services and comparison of treatment methods with each other and the effects of these methods over time. In addition, it is also widely used in developing health services, researches about health and developing new health policies (Fidaner, 1999, 56).

The averages of scores obtained from each question are used in the calculation of field scores. Afterwards, the average scores are multiplied by 4 and made comparable with the WHOQOL-100 scale. In the calculation of the scores, firstly whether the answers given to all of the questions are from 1 to 5 should be checked and if there are different values, these should be changed as null. Then, since the answers of the 3rd, 4th and 6th questions indicate negativity; their scores are reversed (1=5, 2=4, 3=3, 4=2, 5=1). Following this, the arithmetic averages of questions 3, 4, 10, 15, 16, 17 and 18 are taken to calculate the Physical Area score and multiplied by 4 (at least five questions are needed to be answered fully). The Social Area score is calculated by multiplying the arithmetic averages of the scores of questions 20, 21 and 22 by 4 (at least two questions are needed to be answered fully). The Environmental Area score which is the fourth area is calculated by multiplying the arithmetic averages of the scores of questions 8, 9, 12, 13, 14, 23, 24 and 25 by 4 (at least six questions are needed to be answered fully) (Telatar, 2007, 54).

Table 1: Cronbach's Alpha Coefficients

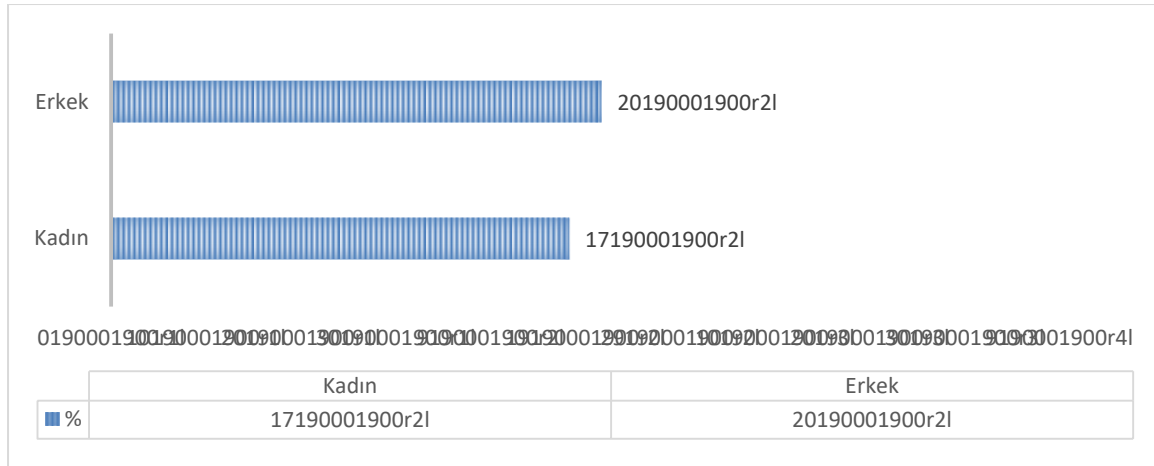
	Cronbach's Alpha
Physical Area	0,640
Psychological Area	0,711
Social Area	0,605
Environmental Area	0,601

The “Cronbach alpha” values calculated for the internal consistency of the scale were found to be 0.64 in the physical area, 0.71 in the psychological area, 0.60 in the social area and 0.60 in the environmental area. The Pearson coefficients calculated for each question on calculating the reliability of test-retest method range between 0.57 and 0.81 (Eser, 1999, 25).

For the statistical analysis of the obtained data, the SPSS 23 packaged software was used. In the study, frequency analysis was done to determine personal characteristics, Independent t test was done to compare the level of life quality in terms of gender, crosstab and chi square analyses were used for the analysis of questions which were not included in the calculation of the scores and Pearson correlation analysis was used to analyze the relationship between the area scores and other variables. The level of significance was determined as $p < 0.05$.

FINDINGS

Graphic 1: Distribution of Gender

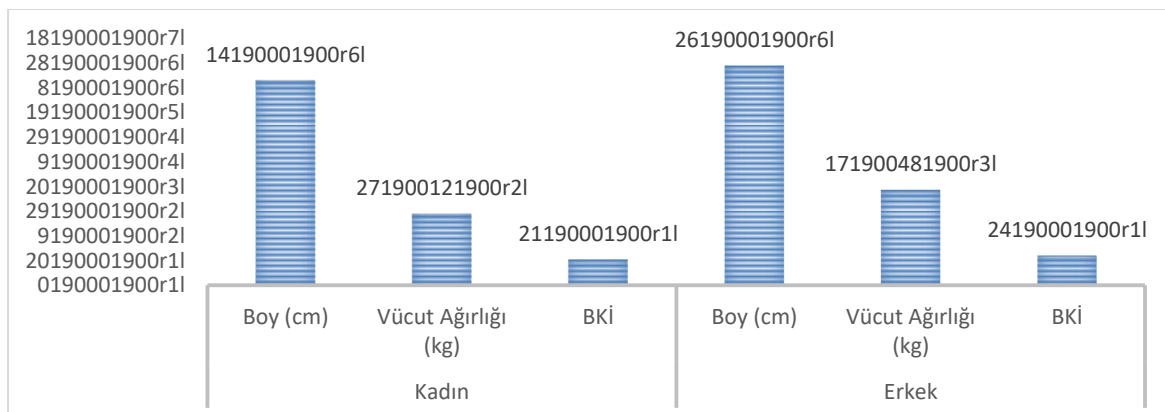


Male

Female

According to the graphic, 2545 of the participants of the study are female (%48.3) and 2719 of them are male (%51.7).

Graphic 2: The Averages of Height, Body Weight and Body Mass Index of the Female and Male Participants



Height (cm), Body weight (kg), BMI, Female;

Height (cm), Body weight (kg), BMI, Male

When the arithmetical mean and standard deviation values of the participants of the study were analyzed, it was found that the females' height values were $1,66 \pm 0,06$, body weight values were $58,28 \pm 8,08$ and body mass index values were $21,10 \pm 2,79$. The males' height values were $1,78 \pm 0,07$, the body weight values were $77,47 \pm 13,65$ and BMI values were $24,25 \pm 3,42$.

Table 3: The Participants' Perception of Life Quality According to Gender

Gender	Perception of Life Quality						
	Very bad	Slightly bad	Mediocre	Fairly good	Very good	Total	
Female	Number of answers	91	243	1436	706	69	2545
	Gender %	3,6%	9,5%	56,4%	27,7%	2,7%	100,0%
	Perception of Life Quality %	58,0%	45,8%	44,3%	57,7%	61,6%	48,3%
Male	Number of answers	66	288	1804	518	43	2719
	Gender %	2,4%	10,6%	66,3%	19,1%	1,6%	100,0%
	Perception of Life Quality %	42,0%	54,2%	55,7%	42,3%	38,4%	51,7%

$\chi^2=78,83$ $P<0,001$ ***

When the participants' perception of life quality was analyzed, it was seen that a majority of females and males have given the answer mediocre. However, significant differences were observed between the perception of life quality of females and males in the $p<0,001$ level.

Table 4: Participants' Level of Satisfaction in terms of their Health According to Gender

Gender		Level of satisfaction in terms of health					Total
		I am satisfied	I am not satisfied	I am slightly satisfied	I am neither satisfied, nor dissatisfied	I am quite satisfied	
	Number of answers	96	336	624	1061	428	2545
Female	Gender %	3,8%	13,2%	24,5%	41,7%	16,8%	100,0%
	Perception of Life Quality %	87,3%	59,1%	52,7%	43,3%	45,0%	48,3%
	Number of answers	14	233	560	1388	524	2719
Male	Gender %	,5%	8,6%	20,6%	51,0%	19,3%	100,0%
	Perception of Life Quality %	12,7%	40,9%	47,3%	56,7%	55,0%	51,7%

$$x^2=130,96 \quad P<0,001***$$

In Table 4, it can be seen that females and males are quite satisfied with their health when their level of satisfaction in terms of health was analyzed. Significant differences were observed between the level of satisfaction in terms of health of females and males in the $p<0,001$ level.

Table 5: Participants' Level of Difficulty Experienced with People They Feel Close to in their Lives

Gender	Level of difficulty experienced with people close to them						
	None	Slight	Reasonable	A lot	Extreme	Total	
	Number of answers	337	728	1158	293	29	2545
Female	Gender %	13,2%	28,6%	45,5%	11,5%	1,1%	100,0%
	Perception of Life Quality %	54,4%	46,4%	47,5%	54,5%	29,6%	48,3%
	Number of answers	283	840	1282	245	69	2719
Male	Gender %	10,4%	30,9%	47,1%	9,0%	2,5%	100,0%
	Perception of Life Quality %	45,6%	53,6%	52,5%	45,5%	70,4%	51,7%

$\chi^2=33,89$ $P<0,001$ ***

When the participants' level of difficulty experienced with the people they close to in their lives was analyzed, it was seen that a majority of females and males answered as slight and reasonable. Significant differences were observed between the level of difficulties experienced by females and males with people they feel close to in the $p<0,001$ level.

Table 6: Total Scores of the Participants' Life Quality in terms of Gender.

	Gender	N	X±SS	t	p
Physical Area	Female	2545	14,94±2,32	-17,26	<0,001
	Male	2719	16,03±2,26		
Psychological Area	Female	2545	13,79±1,28	1,05	>0,05
	Male	2719	13,75±1,36		
Social Area	Female	2545	14,30±3,08	1,34	>0,05
	Male	2719	14,18±3,44		
Environmental Area	Female	2544	13,45±2,39	-2,59	<0,01
	Male	2719	13,61±2,17		

$p < 0,05^*$ $p < 0,01^{**}$ $p < 0,001^{***}$ $p > 0,05$ AD.

According to Table 6, statistical differences were found in terms of gender in the $p < 0,001$ level and in terms of environmental area in the $p < 0,01$ level as a result of the analysis of the physical area. Significant differences were found between psychological area and social area in terms of gender in the $p > 0,05$ level.

Table 7: The Relationship between the Total Scores of Life Quality and Gender and Body Mass Index

Variables	Gender		Body Mass Index (BMI)		Perception of Life Quality		Satisfaction in terms of Health		Level of difficulty experienced with people they feel close to	
	r	p	r	p	r	p	r	p	r	p
Physical Area	,232	,000**	,109**	,000	,244**	,000	,435**	,000	-,222**	,000
Psychological Area	-,015	,290	-	,000	,200**	,000	,248**	,000	-,063**	,000
			,103**							
Social Area	-,019	,178	,003	,817	,286**	,000	,302**	,000	-,120**	,000
Environmental Area	,036**	,009	-,018	,202	,426**	,000	,350**	,000	-,147**	,000

A positive relationship in the $<0,001$ level ($r=0,232$) was found between physical area and gender; a positive relationship in the $<0,001$ level ($r=0,109$) was found between physical area and body mass index; a positive relationship in the $<0,001$ level ($r=0,244$) was found between physical area and perception of life quality; a positive relationship in the $<0,001$ level ($r=0,435$) was found between physical area and level of satisfaction in terms of health and a negative relationship was found between physical area and the level of difficulties experienced with people they feel close to in the $<0,001$ level ($r=-0,222$). A negative relationship was found between psychological area and BMI in the $<0,001$ level ($r=-0,103$); a positive relationship was found between psychological area and perception of life quality in the $<0,001$ level ($r=0,200$); a positive relationship was found between psychological area and level of satisfaction in terms of health in the $<0,001$ level ($r=0,248$) and a negative relationship was found between psychological area and level of difficulties experienced with people they feel close to in the $<0,001$ level ($r=-0,063$). No relationship was found between psychological area and gender. A positive relationship was found between social area and perception of life quality in the $0,001$ level ($r=0,286$); a positive relationship was found between social area and level of satisfaction in terms of health in the $<0,001$ level ($r=0,302$) and a negative relationship was found between social area and level of difficulties experienced with people they feel close to in the $<0,001$

level ($r=-0,120$). No relationship was found between social area and gender and BMI. a positive relationship was found between environmental area and gender in the $<0,01$ level ($r=0,036$); a positive relationship was found between environmental area and perception of life quality in the $<0,001$ level ($r=0,426$); a positive relationship was found between environmental area and level of satisfaction in terms of health in the $<0,001$ level ($r=0,350$) and a negative relationship was found between environmental area and level of difficulties experienced with people they feel close to in the $<0,001$ level ($r=-0,147$). No relationship was found between environmental area and body mass index.

DISCUSSION AND RESULTS

In literature, the combination of the word quality and life has been defined as the existence of perfection and superiority. This point of view has also brought along an important question: “Is everyone’s understanding of perfection and superiority the same? When you consider the processes which support a good quality life and your own beliefs, do you think that all of your family members will create the same list as you?” Your answer will most likely be “No.” In the area of psychology, which attempts to identify the common parameters of a good quality life, important information has been reached with the studies of Abraham Maslow, Carl Rogers and Fritz Perls. In these studies, different points of view have been evaluated with different methods and it has been concluded that the understanding of a good quality life can be formulated as the multiplication of health and effort factors. It means how good we manage to be in physical, emotional, social. etc. vital points of view each (Zorba, 2015, 18).

The results of this study show that females and males are both quite satisfied about their health when their level of satisfaction in terms of health was analyzed. A significant difference was observed between females’ and males’ level of satisfaction in terms of health in the $p<0,001$ level. When the level of difficulties experienced with the people they feel close to was analyzed in terms of gender, it was seen that a majority of females and males answered as slight and reasonable. Significant differences were found between the females’ and males’ level of difficulties experienced with the people they feel close to in the $p<0,001$ level. When the physical area was analyzed, a statistically significant difference was found in the $p<0,001$

level in terms of gender and in the $p < 0,01$ level in terms of environmental area. A significant difference in the $p > 0,05$ level between psychological area and social area in terms of gender was not found. In our study, while statistical differences were found in the physical and environmental areas among the life quality sub-area in terms of gender, no statistically significant difference was found in social and psychological areas. In our study, while high scores were obtained in the females' favor in social and psychological sub-areas, the scores turned out to be high in favor males in physical and environmental sub-areas. A positive relationship was found between physical area and gender in the $< 0,001$ level ($r = 0,232$); a positive relationship was found between environmental area and gender in the $< 0,01$ level ($r = 0,036$), whereas no relationship was found between psychological area, and social area and gender.

In Dost's study dated 2007, the females' level of life satisfaction is significantly higher than the males' (Dost, 2007, 134). In Karagün's study dated 2016, it was considered that females' engaging in less physical activity compared to males might be negatively reflecting on the physical life quality scores and that as a result of males being strong and learning that they need to find solutions might be effective in feeling mentally better compared to women (Karagün, 2016, 55; Genç, 2011, 147).

Although there is a no significant differences between gender and life quality area scores, the physical and mental area scores are higher in males, whereas social, environmental and national environment area scores are higher in women. In WHO's research and in studies conducted on inpatients and health personnel in Manisa, the physical and mental area scores were found significantly higher in males. In other studies conducted with the use of different scales, it has been determined that the life quality of males is better as well (Avcı, 2004, 82). Our study is parallel to these studies.

The concept of life quality is the subjective evaluation of objective data. This concept embodies cultural values and the position of the individual (Güney, 2014, 16).

As a result, the life quality of males was found to be higher than the females. Positive relationship were found between perception of life quality and level of satisfaction in terms of health and physical area, social area, environmental area and psychological area. A negative significant relationship was found between level of difficulties experienced with people they

feel close to and physical area, social area, environmental area and psychological area. In summary, it can be stated that physical, mental and social situations which could be effective in the lives of individuals' influence individuals' lives.

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DETERMINATION OF THE RECREATIVE TENDENCIES OF HIGH SCHOOL AND COLLEGE STUDENTS (BARTIN PROVINCE SAMPLE)

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ABSTRACT

In this study, it has been aimed to examine the recreative tendency levels of the college and high school students. The study population comprises of 7344 undergraduates who study at Bartın University (formal education) and 8806 high school students who attend to the high schools in Bartın province. The research sample consists of in total 1985 students; 1042 high school students and 943 undergraduates of Bartın University created via random sampling method. As data collection tools, it was used “Personal Information Form” developed by the researcher and “Recreation” survey prepared by Zorba (2001). In analysis of the data, frequency, percentage and non-parametric ManWhitney U test were used and the findings were statistically analyzed through “SPSS 19.0.1”. The statistically significance level was accepted as $p < 0.05$.

As a result, college students have more time for recreation and spend their time by engaging in

social, cultural, skill-improving and recreational activities. However, high school students spend their leisure time by watching TV, reading books and listening to music at home. It has been determined differences between the college and high school students in terms of their leisure time period, activity possibilities and where and how they spend their leisure time.

It is the responsibility of the educational institutions to ensure the young engage in positive activities in their leisure time and make movement and sports permanent in their life. The 58th and 59th articles of the constitution are promotive in that direction. It is to be encouraged to build schools which have areas for outdoor activities, gyms and courts by the authorised body. Awareness can be raised through projects, seminar and contact meetings in order that students can be healthy, dynamic and gain active life habits.

Key Words: Recreation, Leisure Time, Recreative Tendency

1. INTRODUCTION

The term time is defined in different ways by several scientists at the present time. However, time is the only thing that all human have equally and is also a non-repetitive part of human life which can be measured through clock (TDK Turkish Language Assosiation, 1982). With advancing technology, individuals have begun using their body less and tended towards a more stable life style. Individuals have inclined to be engaged in mentally instead of physical activities that are natural part of human. As a result of these changes, psychological and physiological changes have been observed in human. On the other hand, the concept of leisure time has emerged (Zorba, 2001). Leisure time means the period in which an individual engages in activities s/he wants with his/her free will excluding vital needs.

With the industrial revolution, factors such as advancements in technology, mechanisation of the household appliance, accessibility and shortening of working hours have enabled individuals to have more leisure time. Also, these developments have caused interest towards leisure time and period of time allocated to recreational activities to increase and these activites to diversify. In these days when lives change and acquire new dimensions, new problems have arosen as a result of these changes. One of these problems is the increase of leisure time and how to value leisure time (Fişek, 1998).

Accordingly, to value leisure time sufficiently and voluminously is one of overemphasized common problems of developed and developing countries (Erken, 2008). The term “recreation” gains importance in the modern societies. The main factors for this development can be stated as; the individuals’ expectations of increase in life quality, the socio-cultural changes in societies, awareness about being healthy and the interest of the media (Tekin et. al, 2009).

When it is planned and presented well, recreation is one of the ways of teaching social life to people of all ages, creating sense of belonging and personality, protecting and improving human resources and enhancing life standards. Point of interest can be determined depending on individual’s impulse and motivation; thus, the recreational activities are to be planned as including social and exclusive activites such as sports, music, drama, craftwork, games, dance (Balci, 2003). Recreational activities are beneficial to individuals in many aspects like physical health development to be created, mental health to be given, socialising individuals, improving creativity, personal skills and talents, affecting work performance, productivity and economic mobility and making people happy (Yazıcıoğlu, 2010).

Recreation is a significant factor in individuals' developing a healthy personality and feeling happy. According to that definition, students need recreational activities in order to make use of their leisure time after school. Educators are in a struggle for developing the healthiest ways in order that students will be compatible and successful in the future (Tezcan, 1983).

Accordingly, requirement of a conscious and educated recreation expert who plans recreation class including all kind of activities and leisure time of students to increase the productivity of courses is inevitable. Colleges have a significant status and value in human life and college students are of vital importance in the population of Turkey that has a young structure. Furthermore, young people are boundless potential and reliance for the future of the country with their sensitive and dynamic status. Thus, issues regarding students, problems of valuing leisure time are common matters and problems of all higher education institutions (Tezcan, 1983).

College education is the crucial period in which behaviour types to continue throughout years are formed. In that period, every positive behavior takes individual a step further in making them happy. In consequence, leisure time activities are to be a part of academic education for college students and students are to determine the importance of the concept recreation and education of valuing leisure time in their lives. Leisure time will exist with individuals from childhood to senility and recreation will provide experience that benefits individual psychologically, socially and physically in every sphere of life (Karaküçük, 2005).

As an institution, colleges and high schools are a tool reflecting the society and its culture. If culture has varied and complex need, the function of the colleges will take form accordingly. With recreational education, it is to be learned how to use time and recognised how to benefit from its aspects affecting personality. This can be achieved by creating and using leisure time. In this context, production of various programs with the aim of being aware of personal characteristics of college and high school students and to improve their deficient skills may contribute to social and occupational development of the society. To make students perform practices that enable students' personal characteristics and skills to arise is possible through recreational activities. In the light of information, recreational activities are significant opportunities in which individuals can express themselves, recognize their talents, use their

creative potential, and improve their linguistic, mental, social, emotional and motor skills (Ağaoğlu, 2002).

Furthermore, participating in recreational activities affects academic achievement positively and helps knowledge levels to increase even though it does not assure high academic achievement (Alay, 2000). Every student who spends most of his/her time at classes, laboratories or desks needs to engage in recreational activities. Consequently, college activity program has to provide opportunities for recreation and resting and also take off intensity brought by modern life and school studies. Required effort, planning and programming are to be done (Kılbaş, 2010). At the 58th and 59th articles of the Constitution of Turkish Republic, it is focused on how the State places emphasis on the protection of youth and development of sports. At the 59th article, “The State shall take measures to develop the physical and mental health of Turkish citizens of all ages, and encourage the spread of sports among the masses. The State shall protect successful athletes.”, it is emphasized that individuals of all ages should do sports (<https://www.tbmm.gov.tr/anayasa/anayasa82.htm>)

Herguner (2015) “Sports is the performance enhancing, socializing and instructive psycho-motor activities based on mental and physical competition, assessed by the units of measurement for weight, length, time and the score, requiring planned work and obedience to the rules, performed with or without equipment, individually or as a team, by using different areas and with various purposes”(Herguner, Bar ve Yaman, 2016).

To get students adopt the habit of spending leisure time positively has to begin at high schools in order that our society and students will be dynamic and more productive, and studies on that matter have to be increased at the institutions and organizations of universities. These studies are of significance in raising awareness.

2. METHOD

The method of the study is based on field study and survey method was used. A largescaled literature review was made on that topic. Within the frame of determined field study method, survey forms prepared by the researcher were given to the specific number of college and high school students.

The population of the study comprises of 7344 undergradutes who study at Bartın University (formal education) and 8806 high school students who attend to the high schools in Bartın city center. The research sample consists of in total 1985 students; 1042 high school students and 943 undergraduates of Bartın University that was created via random sampling method

As data collection tools, it was used “Personal Information Form” developed by the researcher and “Recreation” survey prepared by Zorba (2001). The survey included 24 item aimed at collecting information regarding personal, social, valueing lesiure time, activities and facilities. The findings were evaluated through the 19.0.1 version of SPSS (Statistic Packet For Social Sciences). The statistically significance level was accepted as 0.05. In analysis of the data, frequency and percentage distributions were considered. Non-parametric ManWhitney U test were used in paired comparison of the high school and college students’ data.

3. FINDINGS

1- The Gender, Age, Family Income and Weekly Leisure Time Distributions of the Participants

		Education	N	%
Gender	High School	Male	590	56.6
		Female	452	43.4
		Total	1042	100.0
	College	Male	422	44.8
		Female	521	55.2
		Total	943	100.0
Age	High School	14-16	527	50.6
		17-19	515	49.4
		Total	1042	100.0
	College	17-19	237	25.1
		20-22	547	58.0
		23 and over	159	16.9
Family Income	High School	500-1000	182	17.5
		1000-1500	250	24.0
		1500-2000	179	17.2
		2000-2500	181	17.3
		2500 and over	250	24.0
		Total	1042	100.0
	College	500-1000	177	18.8
		1000-1500	244	25.9
		1500-2000	207	22.0
		2000-2500	123	13.0
		2500 and over	192	20.3
		Total	943	100.0
Daily Leisure Time	High School	1-3	581	55.7
		4-6	376	36.1
		7 and over	85	8.2
	College	Total	1042	100.0
		1-3	226	24.0
		4-6	444	47.1
		7 and over	273	28.9
		Total	943	100.0

As Table 1 is examined, it is seen that 56,6 % of the participants are male and 44,4 % of them are female; 50,6 % are “14-16 years old” and 49,4 % range in age from 17 to 19; 24% have “2500 TL and over” and 17,2% have “1500-2000 TL” family income; and 55,7% have daily “1-3 hours” and 8,2% have “7hours and over” leisure time. It is observed that 44,8% of college students are male and 55,2% of them are female; 58% are “20-22 years old” and 16,9% are “23 years and older”; 25,9% have “1000-1500 TL” and 13% have “2000-2500 TL” family income; and 47,1% have daily leisure time of “4-6 hours” and 24% have “1-3 hours”.

2- Mann-Whitney U Test Distributions of the Participants with Regard To Where They Participate in Recreational Activities

Question	Answer	Average		Z	p
		High School	College		
Where do you participate in recreational activities?	At school	0.39	0.44	-2.056	0.040*
	At home	0.64	0.60	-2.152	0.031*
	At workplace	0.05	0.10	-3.539	0.000*
	In open or rural area	0.42	0.49	-3.337	0.001*
	At sports facilities	0.29	0.45	-7.382	0.000*
	At organizations like assosiation and unions	0.09	0.15	-3.739	0.000*
	Other	0.11	0.12	-.716	0.474

*The statistically significance level is 0.05.

At Table 2, it is seen statistically significant differences between the answers of the participants to the question “Where do you participate in recreational activities?” which has following options; “at school”, “at home”, “at workplace”, “in open or rural area”, “at sports facilities”, “at organizations like assosiation and unions” and “other” ($p < 0,05$). It is observed that the difference for the benefit of high school students is the activities done “at home” while the differences for the benefit of college students are the activities done “at school”, “at workplace”, “in open or rural area”, “at sports facilities”, “at organizations like assosiation and unions” and “other”.

3- Mann-Whitney U Test Distributions of the Participants With Regard To Which Activities They Do in Their Leisure Time

Question	Answer	Average		Z	p
		High School	College		
Which activities do you do in your leisure time at home?	I watch TV	0.74	0.68	-3.198	0.001*
	I read a book	0.51	0.46	-2.055	0.040*
	I listen to music	0.80	0.76	-1.882	0.060
	I do physical exercises	0.41	0.46	-2.256	0.024*
	I do craftwork	0.12	0.13	-.583	0.560
	I grow flowers	0.13	0.13	-.336	0.737
	Other	0.19	0.14	-2.790	0.005*

* The statistically significance level is 0.05.

At Table 3, it is determined statistically significant differences in the answers of the participants to the question “Which activities do you do in your leisure time at home?”. The given answers are “I watch TV”, “I read a book”, “I do physical exercises” and “other” ($p < 0,05$). It is observed that high school students tend to value their leisure time by “watching TV”, “reading books” and “other activities” while college students prefer “doing physical exercises” in their leisure time.

4- Mann-Whitney U Test Distributions of the Participants With Regard To Which Outdoor Activities They Participate in Their Leisure Time

Question	Answer	Average		Z	p
		High School	College		
Which outdoor activities do you mostly participate in your leisure time?	Sportive activities	0.59	0.58	-.241	0.809
	Social, cultural and artistic activities	0.34	0.41	-3.435	0.001*
	Touristic and recreational trips	0.31	0.42	-4.902	0.000*
	Skill improving and occupational activities	0.16	0.22	-3.595	0.000*
	Other	0.13	0.09	-2.587	0.010*

* The statistically significance level is 0.05.

At Table 4, it is observed statistically significant differences in the answers of the participants to the question “Which outdoor activities do you mostly participate in your leisure time?” ($p < 0,05$). Their answers are “social, cultural and artistic activities”, “touristic and recreational trips”, “skill improving and occupational activities” and “other”. It is seen that high school students tend to do “other” activities while college students tend to engage in “social, cultural and artistic activities”, “touristic and recreational trips”, “skill improving and occupational activities”.

5- Mann-Whitney U Test Distributions of the Participants With Regard To What They Think About Recreational Activities

Question	Answer	Average		Z	p
		High School	College		
What do you think about recreational activities?	I think they are relaxing	0.57	0.47	-4.539	0.000*
	I think they are fun	0.70	0.66	-1.943	0.052
	I think they are pleasing and fun	0.62	0.55	-2.870	0.004*
	I think they are educational and instructional	0.23	0.28	-2.435	0.015*
	I feel relaxed and less distressed	0.69	0.54	-6.700	0.000*
	They are good for my health	0.35	0.34	-.591	0.554
	They provide social status	0.30	0.28	-.791	0.429
	Other	0.05	0.08	-2.500	0.012*

* The statistically significance level is 0.05.

At Table 5, it is observed statistically significant differences in the answers of the participants to the question “What do you think about recreational activities? ($p < 0,05$). The answers are “I think they are relaxing”, “I think they are pleasing and fun”, “I think they are educational and instructional”, “I feel relaxed and less distressed” and “other”. It is seen that high school students tend to state “I think they are relaxing”, “I think they are pleasing and fun” and “I feel relaxed and less distressed”. However, college students tell “I think they are educational and instructional” and “other”.

4. DISCUSSION

1042 high school students 56,6% of which are male and 43,4% of them are female and 1985 college students 44,8% of which are male and 55,2% of them are female participated in this study which was carried out to identify the recreative tendencies of high school and college students.

When family income levels are examined, it has been identified that 24,9% of them have between 1000-1500 TL, 22,3% have 2500 TL and over and 15,3% have between 2000-2500 TL income. In Kiper’s study called determination of recreational activities and demands and conducted on the students of Namik Kemal University, it has been observed that participants who have 1000-1500 TL income have been found to be at the highest level with 28.2% rate. It can be said the study has similar findings with our study (Kiper, 2009).

When daily leisure time are examined, it has been identified that 40.6 % of the participants have “1-3 hours”, 41.3 % of them have “4-6 hours” and 18.1% of them have “7 hours and over” leisure time. In the study of Özdağ et all. conducted on civil servants, it has been found out that the highest rate of average leisure time is “1-3 hours” and “4-6 hours”. Accordingly, it is stated that our finding, 40.6% of the participants have daily “1-3 hours” leisure time, may support that finding (Özdağ and et all., 2009). Furthermore, in a study which has been conducted on 348 students of School of Physical Education and Sports and School of Sports Sciences and Technology at Hacettepe, Gazi, Ankara and Orta Doğu Teknik Universities to identify the place and importance of sports in students’ leisure time habits and the relation between valuing leisure time and demographic attributes, it is found out that the students have daily “3-5” hours leisure time and varies (Kızıltan, 2006). It is observed that the students have daily “1-3 hours” or a little more of leisure time since high school students study for the school exams and also the college exam from the first grade and college students study for their courses and work part-time. In Terzioğlu’s study conducted to examine the leisure time of college students, it is stated that most of the students have daily “1-2 hours” and “3-4 hours” of leisure time. In Güldemir and Ersoy’s study carried out in order to assess the leisure time of the college students, 37.2% of the students have daily “3-4 hours” of leisure time (Ersoy and Güldemir, 2008). It can be said this finding supports our study.

It is known that the participants participate in recreational activities “at school, home, workplace, sports facilities, organizations like association and unions and in open or rural areas. In study of Mansuroğlu (2002) on the leisure time characteristics of college students, it is found out that most of the students participate in particularly indoor recreational activities like activities done at home, and then outdoor activities. In another study conducted to determine the recreational demand and tendencies, Yılmaz and et all. (2003) have stated that the participants generally spend their leisure time at home at weekends and on holidays.

The participants watch TV, read books, do physical exercises and do other activities at home in their leisure time. Tunçkol and Çumralıgil’s (2005) study conducted on the academic staff, it is observed that 49,7% of the participants watch TV and 21,9% of them listen to music on the radio out of the passive recreative activities. In Ersoy and Güldemir’s (2008) study carried out on college students, it has been identified that the participants do physical exercises, listen to music and read books in their leisure time. In Kaya’s study (2003) which examines the

college students' attitudes towards recreational activities, it has been stated that 21,8% of the participants listen to music, 19,5% of them surf the net and 13,6% of them watch TV and engage in other activities.

In our study, it has been found out that the participants engage in "social, cultural and artistic activities join touristic and recreational trips, skill improving and occupational activities and do other activities. In Kiper's (2009) study called determination of recreational activities and demands and conducted on the students of Namık Kemal University, it has been determined that social, cultural and artistic activities and sports activities take place on the top in the most preferred activities. Similarly, in Çolakoğlu's (2005) study conducted to determine the leisure time habits of the instructors, it is observed that social, cultural and artistic activities and sportive activities are between the most preferred activities. Considering these findings, similar findings have been obtained in our study.

The participants think that leisure time activities are relaxing, pleasing and fun, educational and instructional and feel relaxed and less distressed when they engage in recreational activities and other. In Mansuroğlu's (2002) study, it is observed that the participants think recreational activities are done to have fun and relax and decreases stress. In their study, Sabbağ and Aksoy (2011) have emphasized that students learn from recreational activities and consequently feel happy. In Terzioğlu and Yazıcı's (2003) study conducted on the students' perception and habits of leisure time, it is stated that the participants think recreational activities are culture improving and instructional and they feel less distressed by engaging in these kind of activities.

5. CONCLUSION

This study has been conducted to determine the recreative tendencies of high school and college students and how they spend their leisure time. These findings have been obtained:

According to the study, it has been observed high school students have less daily leisure time than college students. It may result from course load decreases when students attend to colleges and the number of days and hour students spend at school diminish. Besides, as high

schools students have more daily compulsory courses than college students have, they allocate less time to recreational activities.

It has been identified differences in students' leisure time activity preferences; college students engage in outdoor activities while high school students spend their time at home. That case results from the fact that college students live in a more liberated way in another city their family live and they are provided with several and varied activities at college while high school students spend their leisure time mostly at home as they live with their family.

College students who will begin to work in the near future are more eager to spare more time to improve themselves in their field at their long-term leave of absence than high school students. As college students are more conscious about the concern of finding a job, interview or the public personnel selection examination done by the government, they spend their time in self-improving activities at long term recess. High school students prefer taking a vacation or doing their private matters at that time. While students have similar facilities at school, high school students want to mostly engage in recreational activities. It is thought that this arises from need for recreational and fun oriented activities of high school students who study for the university entrance examination and undergo a strict education process.

Consequently, it has been identified differences in high school and college students' leisure time period, activity possibilities, where and how they spend their leisure time. Therefore, college and high school administrators are to recognize the deficiencies on that matter and provide students with more beneficial opportunities to meet their needs.

6. RECOMMENDATIONS

Recreation fields to be created in campus and recreative activity fields to be extended

Facilities, materials and physical conditions of high schools and colleges to be enhanced and students to be encouraged to engage in recreational activities

Consciousness toward outdoor recreation fields to be raised in high school and college students

Recreation course to be added to high school curriculum as an optional course by the Ministry National Education

Awareness level of the students towards recreation to be increased through symposium and conferences to be held by the Provincial Directorates for National Education

The construction of schools which have areas for outdoor activities, sports halls and courts to be promoted within the school and building structuring of the Ministry of National Education

School of Physical Education and Sports at the Municipalities and colleges to sign a protocol for recreational activities and recreational activities to which public and college students attend together to be held

Recreational and sportive activities and programs which are aimed to “Enhance Healthy Living Level” to be organized at high schools and colleges in cooperation with the Provincial Directorates of Health.

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THE ANALYSIS OF THE AWARENESS STAGE OF STUDENTS THAT STUDY IN THE FACULTY OF SPORT SCIENCES TOWARDS THE EFFECT OF SPORT ON INDIVIDUALS WITH MENTAL DISABILITY

(SAMPLE of FIRAT UNIVERSITY)

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ABSTRACT

The aim of this research is to determine the opinions of students that study in the faculty of sport sciences on the developments of sport in social, physical, mental and psychological dimensions upon individuals with mental disability according to some variables, and to figure out and to evaluate their awareness levels on this topic.

92 female and 132 male students (at total 224 students) that still actively study in the faculty of sport sciences of Firat University in 2015-2016 academic year spring term participated in this research voluntarily.

In research as a data collection tool, beside 5 question personal info form prepared by researcher to determine the personal info distribution of participants, 32 question “Awareness Scale for The Effect of Sport on

Individuals with Mental Disability” developed by Ilhan E,L and Esenturk O (2015) were used. Scale was comprised of 32 articles and one dimension. For the entire scale, Croanbach Alpha reliability coefficient is 0.989.

As a result; it was determined that awareness levels of female students compared to male students that study in the faculty of sport sciences in Firat University towards the developments of sport in social, physical, mental and psychological dimensions upon individuals with mental disability are higher ($p<0.05$), there is no meaningful difference among the awareness stages of individuals with mental disabilities who take physical education and sport lesson on handicapped towards the effects of sport on mentally handicapped ($p<0.05$).

Key Words: individuals with mental disability, awareness, sport

INTRODUCTION

Human being is a social creature. Social relations in cultural conditions have effects on society, culture and structure of individual. The whole life of individual is spent in an effort for adapting her/himself. This effort of adaptation displays development as of birth. Socialization is a formation that many complicated factors affect. In a sense, it was aimed from the socialization of individual to learn the culture s/he lives in and the other cultures connected with indirectly this culture. In another sense, socialization is that individual learns to obey the rules and values of group and adopts the system of these values. This learning process continues throughout the whole life from birth to death and within this period, relations of individuals with people and other environment factors play an important role on social adaptation (Yavuzer H, 2000).

Social development is all of societal features such as relations that person have with other people as of birth to the adult times, interests, emotions, attitude and behaviors they develop against them. In other words, socialization is a process of developing inadequate behavior for norms and value judgment which are valid in one's environment (Binbaşıoğlu C, 1995).

In terms of adaptive behavior fund that is an important point for adaptation of individual into society, individuals with mental disabilities shows inability. These inability make the social adaptation of individual into society hard, even make it impossible unless essential educational and psychological precautions aren't taken (Ersoy Ö, Avcı N, 2000).

Mental disability is that general mental functions of individual is under normal condition and moreover it is defined as inability in two or more of adaptive behaviors such as communication, self-care, domestic life, social skills, academic functions, guiding oneself, health, security, leisure and work (Ataman, 2005; Bertoti, 1999; Eripek, 1996; İlhan, 2008; Kerbs, 1995; Masi, 1998).

People with mental disability don't show performance at the level of expectations of society in terms of mental and physical activities and thus they have difficulty in adapting into environment they live in. It is possible to observe the entire or more positive effects of sport on individual that shows normal development upon also people with disabilities. Every sport activity is primarily a social experience for the handicapped. Furthermore, sport influences

differently the whole individuals that are in natural environment and supports the entire development dimensions. In our day, individuals with disability manage successfully many of the sport branches that individuals showing normal development. Participating in sport activities provide great benefits to individual on strengthening the muscles, development of coordination, balance, attitude control, flexibility, respiratory and circulating system, and preventing from spasticity (Ilhan , Esenturk , 2015).

Herguner (2015) “Sports is the performance enhancing, socializing and instructive psycho-motor activities based on mental and physical competition, assessed by the units of measurement for weight, length, time and the score, requiring planned work and obedience to the rules, performed with or without equipment, individually or as a team, by using different areas and with various purposes”(Herguner, Bar, Yaman 2016). When handling the features of social, emotional, physical, mental and movement development of individuals with mental disability, sportive activities in terms of removing many missing or failing negations serve for many purposes such as developing the feeling of belonging to group or society, aggrandizing the positive self-concept, gaining mental skills, supporting physical and psychological health. Sport activities are effective mechanisms that involve the dynamics that will overcome the negative characteristics of individuals with mental disability and considered as a rehabilitation tool from this aspect. Social interaction chances and being in an active life style can contribute to decrease the loneliness anxiety (Ilhan , Esenturk, 2015).

Because of its feature of being a social activity that provides participation for individual in dynamic social environments, sport has an important role on one’s socialization. In modern societies, sport is considered mostly as a collective activity; therefore through sportive activities individuals interesting in sport get in social relation with different human groups. Sport helps individual get rid of narrow point of view and provide chances for individual to be in contact with people from different religious, thoughts in other environments, to be affected by them and to affect them. From this aspect, it can be said that sport plays a great role in building and consolidating new friendships and social cohesion, and particularly reintegrating people with disabilities into society (Yetim A, 2005).

Awareness is that individual is informed about things needed to be known in addition to explain the meaning of environment s/he lives in with all senses, pays attention or displays sensitivity to a thing needed to be comprehended.

According to Hutton and Baumeister (1992), it is stated that high level of awareness strengthens the relation of attitude-behavior. Existence of handicapped in a society reveals their problem and requirement of integration into society. Among the entire children in handicapped groups, children with mental disability live by depending on other individuals in terms of mental functions. Therefore, it is considered that the fact that at what level individuals in society know the sport and being aware of at what level sport affects the social, physical, mental and psychological development of children directly or indirectly is important in terms of guiding the individuals with mental disability to sport.

In consideration of these explanations, the aim of this research is to determine the opinions of students that study in the faculty of sport sciences on the developments of sport in social, physical, mental and psychological dimensions upon individuals with mental disability according to some variables, and to figure out and to evaluate their awareness levels on this topic.

MATERIAL AND METHOD

Study Group: 92 female and 132 male students (at total 224 students) that still actively study in the faculty of sport sciences of Firat University in 2015-2016 academic year spring term participated in this research voluntarily.

Data Collection Tool: In research as a data collection tool, beside 5 question personal info form prepared by researcher to determine the personal info distribution of participants, 32 question “Awareness Scale for The Effect of Sport on Individuals with Mental Disability” developed by Ilhan E,L and Esenturk O (2015) were used.

Scale was comprised of 32 articles and one dimension. The variance one dimension expresses is 75.083%. For the entire scale, Croanbach Alpha reliability coefficient is 0.989. This scale is a measuring scale based on individual giving info about her/himself (self-report).

Data Collection: Questionnaire technique within field study was used based on information that is obtained. Questionnaire technique was preferred because of the features of giving the researcher very fast and easy access to information and making it easier to reach larger sample group. 5 point Likert Scale was used to evaluate the reactions of participants for articles. In Likert scales, it is asked from individuals to grade the statements over 5 categories.

Because when the number of category gets down from 5, information loss occurs in terms of scale level; when it gets up, then significant differences couldn't be provided among the categories (Erkus, 2014). Options of positive statements are "Totally Agree", "Agree", "Neutral", "Disagree", "Totally Disagree"; and pointed as 5, 4, 3, 2, 1. Options of negative statements are reversely pointed as 1, 2, 3, 4, 5.

Data Analysis: Statistical analysis of findings obtained was done in SPSS 17 package program. Frequency and percentage (%) calculations were used to determine the demographic characteristics of research group and "t-test" (independent samples t test) from parametric tests was used to measure whether there is difference among variables.

FINDINGS

Table 1: Awareness Point Averages of Students according to Gender Variable

Gender	N	\bar{x}	sd	t	p
Female	92	13,99	19,51	2,88	0,004*
Male	132	13,18	20,67		
Total	224				

* $p < 0,05$ is statistically significant.

In table 1, there are point averages of awareness levels of students participating in research towards social, physical, mental and psychological development of sport on individuals with mental disability according to gender variable. It was appeared that awareness levels of female students compared to males are higher and there is statistically meaningful difference between them ($p < 0,05$).

Table 2: Awareness Point Averages of Students according to Playing Sport Regularly Variable

Playing Sport Regularly	N	\bar{x}	sd	t	p
Yes	128	13,60	20,16	1,26	0,206
No	96	13,24	21,32		
Total	224				

* $p < 0,05$ is statistically significant.

In Table 2, it was stated that according to state of students playing sport regularly who are within research, awareness dimension point averages towards sport's effect on development of individuals with mental disability. According to Table 2, it was determined that students playing sports regularly have higher awareness point averages, but there is statistically difference between them and students who don't play sports regularly ($p > 0,05$).

Table 3: Handicap Type Rates of Students in Their Family or Relatives

Handicap Type	N	%
Mentally	12	30,8
Hearing	6	15,4
Visually	4	10,3
Physically	17	43,6
Total	39	100

In Table 3, handicap types of individuals who are handicapped were determined in students' families and relatives. Accordingly, it was appeared that there are at total 39 persons who have handicapped individuals in their family or relatives, the most type of handicap is physically handicapped 43.8%, mentally handicapped are 30.8%, hearing handicapped 15.4%, visually handicapped are 4%.

Table 4: Awareness Point Averages of Handicapped according to Variable of Physical Education and Sport Lesson

Handicap Lesson	N	\bar{x}	ss	t	p
Yes	114	13,39	19,57	0,692	0,490
No	110	13,58	21,63		
Total	224				

*p<0,05 is statistically significant

In Table 4, when considering the awareness stages and point averages of students who take and don't take the physical education and sport lesson on handicapped towards the sport's effect on individuals with mental disabilities, statistically meaningful difference between the students who take and don't take the physical education and sport lesson on handicapped weren't seen (p>0,05).

DISCUSSION AND CONCLUSION

In the direction of research findings, it was appeared that awareness levels of female students towards developments of sport on individuals with mental disability in social, physical, mental and psychological dimensions are higher compared to male students (table 1 p<0.05). It can be said that compared to male students, female students' awareness stages towards sport creating development on individuals with mental disability are at higher level and meaningful.

It was figured out that awareness point averages of students playing sport regularly are higher than students who don't play regularly; however, statistically meaningful difference between them weren't encountered (table 2, p>0,05). Sonuc A (2012) stated that young individuals with mental disability who play sport regularly and systematically tend to control the anger. İlhan L (2008) revealed the importance of creative activities on individuals with

disabilities in terms of integration with environment and society, building friendship and creating social acceptance. When looking the researches, positive developments occur in daily life of individuals with mental disabilities. Babkes (1999) evaluated the socializing and intra-family behavior characteristics of individuals with mental disability who play actively sports and their friends who don't play sports and stated that ones who play sports displayed more social behavior characteristics than ones who don't play sports. The fact that there is no meaningful difference between the awareness levels of students within research who play regularly sports and who don't play sports towards sport's positive developments on individuals with mental disabilities showed that the knowledge of students about sport's effects on individuals with mental disabilities isn't still at the desired level.

39 students out of 224 students within research stated that they have individuals with disabilities in their family or relatives (Table 3). When considering the number of handicap types of these individuals with disabilities, it was figured out that physically handicapped has the most number with 17 persons, and mentally handicapped with 12 persons, hearing handicapped 6 and visually handicapped with 4 persons. It was seen that there are individuals with disabilities in four types of handicap in students' family and relatives and when looking at the positive effects of sport on individuals with disabilities, it is thought that students taking education by informing them about this subject will be an acquisition for individuals with disabilities.

When considering the awareness stages and point averages of students who take and don't take the physical education and sport lesson on handicapped towards the sport's effect on individuals with mental disabilities, statistically meaningful difference between them weren't seen (Table4, $p>0,05$). Approach based on knowledge has effect on attitudes for individuals with disabilities and developing the perception of them (Hasting, Hewes, Lock ve Witting, 1996, Özyürek, 1995; Tait ve Purdie 2000).

In the study of Gürsel F (2006) it was determined that Physical Education and Sport Lesson on Handicapped affected positively general attitudes of students in the department of Physical Education Sport Teacher for individuals with physically handicapped. Study gave a different result with research. While in study there is positive effect of sport on individuals with physically handicapped, in research it is appeared that there is dissolution when considering the effects of sport on mentally handicapped.

It was seen that there was no meaningful difference between the awareness levels, which sport creates on the individuals with mental disabilities, of students in the Faculty of Sport Sciences in Firat University who take physical education and sport lesson on handicapped and those who don't, and students who took this lesson have no inadequate knowledge and equipment about this lesson.

As a result, awareness levels of female students in Sport Sciences in Firat University towards the effect of sport on development in social, physical, mental and psychological

dimensions on individuals with mental disability compared to males are at higher level, the fact that there is no meaningful difference between the awareness stages of students who play regularly sports and who don't and between students who take the physical education and sport lesson on handicapped towards sport's effect on mentally handicapped is a new research subject, and it was clarified that knowledge of students isn't at desired level about this subject.

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INVESTIGATION OF ETHICAL CLIMATE UNDERSTANDINGS PERCEIVED BY THE MINISTRY OF YOUTH AND SPORTS EMPLOYEES**ACAR, Gokhan¹, ERDOGAN, Barbaros Serdar², SAHİN, Ahmet², GOZUM, Perihan³, YAMAN, Nigar⁴**¹Usak University, Faculty of Sport Sciences, Usak/Turkey²Mehmet Akif Ersoy University, Physical Education and Sports, Burdur/Turkey³Selcuk University, Faculty of Econ. and Adm. Science Public Administration, Konya/ Turkey⁴BartınUniversity, Physical Education and Sports, Bartın/Turkey**ABSTRACT**

The purpose of this study is to investigate ethical climate understandings perceived by the Ministry of Youth and Sports Employees. The ethical climate perceptions of the Ministry employees is at a level of “I agree” and this suggests an adequate level of ethical climate in the Ministry. The ethical climate perceptions of the employees in the 41-45 age group are significantly higher than the 26-30 age group employees. The ethical climate perceptions of the employees with lower level of education and lower reading level are higher compared to those employees with higher level of education.

In the ‘independence’ dimension, significant differences were observed between those who read books once a week and those who rarely read books or those who never read books. In this dimension, the ethical climate perceptions of those who rarely read books or those who never read books is significantly higher than those who read books once a week. Again in this dimension, the ethical climate perception of those who never read books is significantly higher than those who read books every two weeks.

Key Words: The ministry of youth and sports employees, Ethical climate

1.INTRODUCTION

This word, derived from the word “ethos” in the Greek language and having the meaning of “character”, has transformed into the word “ethic” in time and has become a sub-dimension of philosophy, investigating ideal, abstract and moral rules (Acar, 2016; Bute, 2011 Simsek et al. 2011; Aydın, 2006). The concept of ethical climate is a part of overall organization climate that helps to recognize ethical characters of organizations (Demir and Karakus 2015: Yener et al. 2012: Elci and Alphan, 2009; Martin and Cullen, 2006). After 1844, Auguste Comte indicated ethics as the seventh field of science and expressed his opinion ““Humanity is not to be defined through man, but on the contrary, man through humanity” (Bulbul, 2001). When there is no possibility to remedy the situation of people deprived of basic needs, it was argued that the belief in a just World was maintained by despising the poor (Acar 2015; Furnham and Proctor 1989). Terminologically, the word climate entered the literature as a word of Greek-origin and it has the meanings of “tendency”, “inclination”. It is also used to describe physical phenomena such as heat, pressure and temperature. With the meaning used in business literature, “climate” refers how members of an organization evaluate internal and external environment of the organization (Bute, 2011; Yagmur, 2013). As a result of globalization, today’s business world where competition constantly increases and intensifies has an environment that is hectic and open to constant change. The ultimate goal of enterprises operating in such an environment is to be successful and maintain their presence (Donertas, 2008) One of the two aims of an organization is to serve while the other is the satisfaction of the employees. In case the employees cannot derive satisfaction from their work, being a part of the organization becomes meaningless. Development and proliferation of sports can only be ensured via a healthy settlement, a modernist management and a positive organization climate (Yaman, 2000),.

Employees’ perception of the ethical climate of their organization is affected by the organization’s policies, procedures, reward system and formal or informal systems within the organization (Dogan and Kilic 2014). Ethical climate provides guidance that there are shared ideas for what behaviors towards employees would be right and how issues should be handled and solved in moral dilemmas. In other words, ethical climate guides employees on what behaviors are appropriate and supported (Victor and Cullen 1988: Treviño et al. 1998: Demirtas 2014). People tend to perceive the world as a place where everybody gets what they

deserve, good things happen for the good they do and bad things happen for the bad they do (Acar, 2015; Hafer and Begue, 2005). While ethical climate helps employees in evaluating their issues and considering various alternatives, it also provides guidance for them to decide about acceptable and non-acceptable behaviors (Barnett & Schubert, 2002).

2. MATERIAL AND METHOD

The research population consists of randomly reached 233 people who worked in the central office of the Ministry of Youth and Sports between the years 2015 - 2016. This study is a diagnostic study and it was conducted by applying a survey to the Ministry employees. In the first part of the survey, demographic information such as age, gender, marital status, work experience, title, educational status of the survey participants as well as questions on whether or not they do physical exercise, how often they read books, what they do in their leisure time, how they define themselves were included. The ethical climate scale that was developed by Cullen, J.B., Parboteeah, K.P. & Bart, V. (2003) was used. The original scale is 9-dimensional however it was seen that the scale consisted of 5 dimensions in the studies conducted by Victor & Cullen, (1988) 2; Wimbush & Shepart, (1994); Peterson, (2002); Vardi, (2011); Ogut & Kaplan, (2011). Yurdakul (2013) adapted the scale to Turkish with the help of linguists through translation-reverse translation. The ethical climate scale developed by Victor and Cullen (1988) was used to assess the ethical climate perceptions of the survey participants of their organization. The original scale is 9-dimensional. However, it was downsized to 5 dimensions in subsequent studies. In the survey, the questions about demographic information are closed-ended, and the questions about the ethical climate perceptions were arranged as 5-point Likert type scale, one of the interval scales. The values and intervals of the 5-point Likert scale are as follows: Weight 1 Choice I strongly disagree Limits 1.00 - 1.80, Weight 2 Choice I disagree Limits 1.81 - 2.60, Weight 3 Choice I'm not sure Limits 2.61 - 3.40, Weight 4 Choice I agree Limits 3.41 - 4.20, Weight 5 Choice I strongly agree Limits 4.21 - 5.00. The data obtained in the study were evaluated, using statistical methods in the SPSS 14.0 software package. In research findings and evaluation section, frequency distributions for the demographic characteristics of survey participants, mean and standard deviation values of the questions about the ethical climate perceptions, a reliability analysis to determine whether or not the data is suitable for statistical analysis, a factor analysis to understand how many dimensions the

scale consists of, an Independent-Samples T-test to determine whether or not there is a significant difference between two groups in terms of independent variables such as gender, marital status, occupation, a One-Way Anova test to determine whether or not there is a significant difference between more than two groups were included.

Reliability Analysis

As a result of reliability analysis of the ethical climate scale, which consisted of 26 questions, the Cronbach's Alpha value was found to be 0.897, the Cronbach's Alpha Based on Standardized Items was found to be 0.898, and the N of Items was found to be 26. Since the lowest reliability value is considered as 0.70 in the studies conducted in social sciences, it can be said that 0.897 Cronbach's Alpha value is a good result in terms of internal consistency of the scale used in this study.

3. FINDINGS

1- Results for the Laws, Rules and Policies Dimension

Laws, Rules and Policies			
	N	Mean	SD
5. Our organization always expects us to do the right thing for our customers and the public.	233	3,78	1,07
7. In our organization, everybody, first and foremost, is expected to work efficiently.	233	3,77	1,15
8. All employees are expected to comply with all laws and professional standards above all.	233	3,91	1,09
9. In our organization, laws and professional standards are the main criteria in all kinds of decisions and applications.	233	3,47	1,27
10. In our organization, employees are expected to strictly comply with laws and professional standards.	233	3,63	1,15
11. In our organization, the primary criterion is whether or not a decision is in violation of any laws.	233	3,68	1,07
12. In our organization, complying with the rules and procedures is very important.	233	3,64	1,12
13. All employees are expected to abide by rules and procedures of the organization.	233	3,80	1,10
MEAN		3,71	1,13

Similar results were observed in the answers given by the participants to the questions on the laws, rules and policies dimensions of the ethical climate perception. The general average of the answers for the questions on the laws, rules and policies dimensions enter the 'I agree'

interval of the 5-point Likert scale with a value of $x=3.71$. Accordingly, we can say that the Ministry employees who participated in the survey look positively at the practices regarding laws, rules and policies in the organization they work and they have a positive ethical climate perception of their organization.

2- Results for ‘thinking the good of others’ dimension

Acting Out Of Concern For Others			
	N	Mean	SD
1. It is our main principle to act out of concern for all of the employees of our institution as a whole.	233	3.46	1.29
2. The most important issue in our institution is the interests of the employees as a whole.	233	2.95	1.26
3. Our primary concern is always what is good for other people.	233	2.88	1.23
4. In our institution, each employee acts out of concern for other employees.	233	2.94	1.27
6. In our institution, the most efficient way is considered to be the most correct way.	233	3.14	1.19
	Mean	3.13	1.25

Considering the general average of the ‘thinking the good of others’ dimension of the ethical climate perception, it takes place in the ‘I’m not sure’ interval of the 5-point Likert scale with a value of $x=3.13$. Accordingly, the participants stated that they are not sure about the ‘thinking the good of others’ dimension in their organization. Two out of five items in this dimension are included in the ‘I agree’ interval of the 5-point Likert scale. First one; the item ‘In our organization, it is our main criteria to protect well-being of our employees as a whole’ had a $x=3.46$ mean value, while the second one; the item ‘In our organization, the most efficient way is the right way’ had a $x=3.41$ mean value.

3- Results for ‘Individual Interests’ dimension

Individual Interests			
	N	Mean	SD
16. In our organization, employees value their own interests above everything.	233	3,21	1,30
17. In our organization, employees mostly look out for themselves..	233	3,27	1,23
18. In our organization, there is no place for moral and ethical values of the employees.	233	2,78	1,20
19. Employees are expected to do anything for the interest of the organization without thinking of the consequences.	233	3,10	1,21
Mean		3,09	1,23

Considering the general average of the ‘individual interests’ dimension of the ethical climate perception, it takes place in the ‘I’m not sure’ interval of the 5-point Likert scale with a value of $x=3.09$. Accordingly, the ministry employees perceive the ‘looking out for their own individual interest’ behavior of the permanent and contract personnel working in their organization on an ‘I’m not sure’ level. Out of four questions in this dimension, with respect to the expression ‘In our organization, there is no place for moral and ethical values of the employees’, the participants responded on the lowest level with a mean value of $x=2.78$.

4- Results for the ‘Organizational Interests’ dimension

Organizational Interests			
	N	Mean	SD
14. In our organization, successful people are those people who comply with written instructions.	233	2,88	1,21
15. In our organization, employees strictly comply with company policies.	233	2,99	1,14
20. In our organization, employees are not interested in anything other than the interests of the organization.	233	2,78	1,21
21. When the work done damages corporate interests, it is regarded as unsuccessful.	233	3,47	1,09
22. In our organization, the primary responsibility of the employees is to keep the budget under control.	233	3,17	1,16
Mean		3,06	1,16

Considering the general average of the ‘organizational interests’ dimension of the ethical

climate perception, it takes place in the ‘I’m not sure’ interval of the 5-point Likert scale with a value of $x=3.06$. Accordingly, the ministry employees perceive the ‘looking out for organizational interests’ behavior of the permanent and contract personnel working in their organization on an ‘I’m not sure’ level. Out of five questions in this dimension, for the expression of ‘When the work done damages corporate interests, it is regarded as unsuccessful’, the participants responded on an ‘I agree’ level with a mean value of $x=3.47$.

5- Tukey test for ethical climate perceptions by age

Tukey HSD				
Ethical Climate Dimensions	(I) Age	(J) Age	Difference between means	P
2- Thinking the good of others	Between 26-30	Between 20-25	-0.722	0.073
		Between 31-35	-0.130	0.927
		Between 36-40	-0.294	0.476
		Between 41-45	-0.659	0.010 *

* $P<0.05$ means a significant difference.

In the ‘thinking the good of others’ dimension, a significant difference was observed between the 26-30 age group and the 41-45 age group. In this dimension, the ethical climate perceptions of the employees of the 41-45 age group is significantly higher than the employees of the 26-30 age group ($p<0.05$).

6- Tukey test for ethical climate perceptions by the frequency of reading

Tukey HSD				
Ethical Climate Dimensions	(I) Reading	(J) Reading	Difference between means	P
2- Thinking the good of others	Once a week	Every two weeks	-0.132	0.852
		Rarely	-0.411	0.057
		I never read	-0.591	0.043 *
3- Independence	Once a week	Every two weeks	-0.052	0.992
		Rarely	-0.478	0.037 *
		I never read	-0.767	0.010 *
	I never read	Once a week	0.767	0.010 *
		Every two weeks	0.715	0.018 *
		Rarely	0.289	0.629

* $P<0.05$ means a significant difference.

In the ‘thinking the good of others’ dimension, the ethical climate perceptions of the employees who never read books is observed to be significantly higher than those who read books once a week ($p<0.05$). In the ‘independence’ dimension, significant differences were observed between those who read books once a week and those who rarely read books or those who never read books. In this dimension, the ethical climate perceptions of those who rarely read books or those who never read books is significantly higher than those who read books once a week ($p<0.05$). Again in this dimension, the ethical climate perception of those who never read books is significantly higher than those who read books every two weeks ($p<0.05$).

4. CONCLUSIONS AND CONCLUSION

The general average of the answers given to the questions on the laws, rules and policies dimensions enters the ‘I agree’ interval of the 5-point Likert scale with a value of $x=3.71$. Accordingly, we can say that the Ministry employees who participated in the survey look positively at the practices regarding laws, rules and policies in the organization they work and they have a positive ethical climate perception of their organization. In their studies, Donertas (2008), Asunakutlu (2002), Topaloglu (2010), Bute (2011) reached the conclusion that ethical climate has a very powerful and positive effect on the organizational trust of employees. Our study is consistent with the similar research results in the literature. In his study, Ozipek (2014) reached the conclusion that compared to the employees with a high school education, the employees with an educational background on doctoral level perceive that their corporate has an ethical climate. In the study conducted by Acar (2014), it was observed that the average results, including all sub-dimensions, of the employees who did not work in a management position are higher than the employees who worked in a management position. Dogan and Kilic (2014), on the other hand, reported a contrary result with our study, reaching the conclusion that the ‘individual interests’ type of ethical climate has a negative effect on the perceived organizational ethical climate level.

Similar results were observed in the answers given by the participants to the questions on the laws, rules and policies dimensions of the ethical climate perception. We can say that the Ministry employees who participated in the survey look positively at the practices regarding laws, rules and policies in the organization they work and they have a positive ethical climate perception of their organization.

Considering the general average of the ‘thinking the good of others’ dimension of the ethical climate perception, the participants stated that they are not sure about the ‘thinking the good of others’ dimension in their organization. Considering the general average of the ‘individual interest’ dimension of the ethical climate perception, the ministry employees perceive the ‘looking out for their own individual interest’ behavior of the permanent and contract personnel working in their organization on an ‘I’m not sure’ level. Out of four questions in this dimension, with respect to the expression ‘In our organization, there is no place for moral and ethical values of the employees’, the participants responded on the lowest level with a mean value of $\bar{x}=2.78$. Considering the general average of the ‘organizational interest’ dimension of the ethical climate perception, the ministry employees perceive the ‘looking out for organizational interests’ behavior of the permanent and contract personnel working in their organization on an ‘I’m not sure’ level. In the ‘thinking the good of others’ dimension, a significant difference was observed between the 26-30 age group and the 41-45 age group. In this dimension, the ethical climate perceptions of the employees of the 41-45 age group is significantly higher than the employees of the 26-30 age group. In the ‘thinking the good of others’ dimension, the ethical climate perceptions of the employees who never read books is observed to be significantly higher than those who read books once a week. In the ‘independence’ dimension, significant differences were observed between those who read books once a week and those who rarely read books or those who never read books. In this dimension, the ethical climate perceptions of those who rarely read books or those who never read books is significantly higher than those who read books once a week. Again in this dimension, the ethical climate perception of those who never read books is significantly higher than those who read books every two weeks.

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