



The Online Journal of Recreation and Sport

Volume 7 Issue 4
October 2018

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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.

Call for Papers

TOJRAS invites you for article contribution. Submitted articles can be about all aspects of sport education. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJRAS. Manuscripts must be submitted in English.

TOJRAS is guided by it's editors, guest editors and advisory boards. If you are interested in contributing to TOJRAS as an author, guest, editor or reviewer, please send your CV to info@tojras.com.

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Table Of Contents

EXAMINATION OF THE EFFECTS OF CIGARETTE AND ALCOHOL USE STATUS ON PHYSICAL ACTIVITY LEVELS AND QUALITY OF LIFE OF COURSE ATTENDEES OF PUBLIC EDUCATION CENTER (EXAMPLE OF ANTALYA PROVINCE)

Doi: <http://doi.org/10.22282/ojrs.2018.38>

Alparslan Gazi AYKIN, Mehmet Ali ÖZTÜRK , F. Pervin BİLİR

1-8

PEDAGOGICAL EXPECTANCES FROM THE PLAYGROUNDS IN THE SCHOOL GARDENS IN CLASSROOM TEACHERS

Doi: <http://doi.org/10.22282/ojrs.2018.39>

Fikret ALINCAK, Mehmet Ali ÖZTÜRK, Tuğba TURAK

9-22

THE EFFECTS OF SPORTING MASSAGE ON MOTIVATION AND SITUATIONAL ANXIETY IN FEMALE FOOTBALLERS

Doi: <http://doi.org/10.22282/ojrs.2018.40>

Zeliha ABAKAY, Mürsel BİÇER, Uğur ABAKAY

23-33

EXAMINING THE PHYSICAL EDUCATION LESSON SPORTSMANSHIP BEHAVIORS OF SECONDARY SCHOOL STUDENTS: KONYA PROVINCE EXAMPLE

Doi: <http://doi.org/10.22282/ojrs.2018.41>

Selçuk BUĞDAYCI, Uğur ABAKAY

34-44

ISSN: 2146-9598
Doi Prefix:10.22282





<http://doi.org/10.22282/ojrs.2018.38>

**EXAMINATION OF THE EFFECTS OF CIGARETTE AND ALCOHOL USE STATUS
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ATTENDEES OF PUBLIC EDUCATION CENTER
(EXAMPLE OF ANTALYA PROVINCE)**

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ABSTRACT

The aim of the research is to examination the level of physical activity and quality of life of individuals according to their smoking and alcohol use status.

This research consists of a total of 916 attendees of 672 female and 244 male. The "International Physical Activity Questionnaire" was used to determine the physical activity levels of the participants and the "SF-36 Questionnaire" was used to determine the quality of life. As a result of the reliability analysis performed in the SF-36 questionnaire, the Cronbach's Alpha value was found to be 0.92 for all of the scale, while the Cronbach's Alpha values for the 8 sub-dimensions were found to be 0.60-0.90. The normality tests for physical activity values and the Quality of Life scales indicate that data are not normally distributed. The Mann-Whitney U and Chi-Square tests have been used as the descriptive and non-parametric statistical tests. Analysis results are interpreted in the direction of medians. The level of statistical significance was determined as $p < 0.05$ and the confidence interval as 95%.

The analyzes were statistically significant ($p < 0.01$) between the levels of physical activity according to

participant smoking status; and there was no statistical difference between the quality of life ($p > 0,05$). Analysis of participants' alcohol use showed a statistical difference ($p < 0.001$) between physical activity levels. Analyzes showed that there was a statistically significant difference at $p < 0,01$ level in physical function and general health subscale of quality of life, and at $p < 0,05$ level in physical health summary scale of quality of life. It stands out in this study that the level of physical activity of cigarette smokers is sufficient active and the level of physical activity of non-smokers is minimum active in this study.

The same is true for individuals who drink alcohol and do not drink alcohol. In addition, quality of life of alcohol-consuming individuals was found to be higher than alcohol-free individuals in the physical function and general health subscales and the physical health summary scale.

Looking at these results; individuals who smoke and drink alcohol are thought to tend more towards physical activity to avoid harmful effects of cigarettes and alcohol. Higher quality of life in certain sub-dimensions of alcohol-consuming individuals may also be attributed to higher levels of physical activity.

Key Words: Public education center, cigarette, alcohol, physical activity, quality of life.

INTRODUCTION

The rapidly changing and spread across in all areas of life, from past to present, is the source of transformation in many fields from physical activities to health to quality of life. In addition to useful work such as physical activity which is known to affect quality of life positively and as a part of preventive health activities, bad habits such as smoking and alcohol which negatively affect health and quality of life are the social phenomena that affect the individuals who constitute the society indirectly or indirectly.

In addition to many health related problems, smoking and alcohol use continues to be a current problem in the world and in our country. The existence of this problem increases the importance of efforts to increase the quality of life, as well as legal measures, to increase the quality of life and to reduce smoking and alcohol use. Because, it is one of the objectives of physical activity to minimize the possibility of individuals having any health problems or to reduce or eliminate the barriers and difficulties that individuals face due to their current diseases.

Physical activity is one of the recommended methods for improving the quality of life for all healthy and diseased people (Karatosun, 2010). It is known that physical activity, in addition to its preventive and curative aspects in many diseases, positively affects the conditions such as reducing smoking, alcohol and drug use, correcting eating habits, improving work capacity and improving social relations (Akyol et al., 2008).

Exercise, which is a dimension of physical activity, increases the quality of life (Cindaş, 2001; Ordu Gökkaya, 2009). Passive or active smoking affects exercise capacity and hence physical activity level negatively affecting the quality of life of people (Aktaş et al., 2013). As a result, the quality of life of smokers is lower and the quality of life increases as the amount of smoking per day increases (Şen et al., 2008).

Smoking increases the level of physical activity and reduces the level of physical activity, depending on the amount of use leads to obesity and increases the level of anxiety (Efendi, 2012). The rate of alcohol use, inactivity and sedentary life were significantly higher in smokers (Efendi, 2012). It is clear that smoking cessation is necessary to reduce inactivity

and sedentary life. In this context, exercise is recommended as an adjunctive method in smoking cessation (Metin et al., 2005).

Alcohol dependence is a multi-dimensional and chronic disease that affects the physical, mental, social and sexual health of the individual and thus the quality of life (Dişsiz, 2012). Studies show that there are differences in alcohol use rates in different socioeconomic sub-groups and that alcohol dependence is increasing gradually (Bulut et al., 2006; Coşkun, 2008).

Considering the number of deaths caused by smoking in 2018, the number of deaths caused by smoking in the period between June 28, 2014 and the number of deaths caused by alcohol is 1.223.608 (<http://www.worldometers.info>); The importance of studies examining the relationship between smoking and alcohol use and physical activity and quality of life is emerging.

MATERIALS AND METHODS

Cigarette and alcohol use cases were obtained through personal information form. 244 (26.64%) males, 672 (73.36%) females, totally 916 individuals were included in the study.

The validity and reliability study of the short and long Turkish versions of the International Physical Activity Questionnaire (IPAQ), used in this study was performed by Öztürk (2005).

In this study, the best known and most widely used Health Related Quality of Life Questionnaire Short Form-36 (SF-36) was used in health care research (Ergün et al., 2011).

SF-36 is a quality-of-life scale developed by Ware and validated by Pınar in Turkish society (Pınar, 1995).

Because the number of samples was more than 50, Kolmogorov-Smirnov test was used for normality tests. Normality tests show that data are not normally distributed ($p < 0.005$).

Since non-normally distributed data required the use of nonparametric tests, the Mann-Whitney U test was used to compare the two groups for quality of life. The analysis results were interpreted in terms of median values.

In order to determine physical activity levels, "Chi-Square" analysis method was used. The "chi-square" analysis method is an analysis method that operates on frequency distributions.

RESULTS

In this section, physical activity levels and quality of life among smokers and non-smokers; the physical activity levels and the quality of life of the patients who were not receiving alcohol were compared and the results were given in tables.

Table 1. Comparison of physical activity levels between smokers and non-smokers (Chi-Square test analysis results)

Physical Activity	Smokers		Non Smokers	
	f	%	f	%
Inactive	72	23,1	142	23,5
Inadequate Active	113	36,2	274	45,4
Adequate Active	127	40,7	188	31,1
TOTAL	312	100,0	604	100,0

($X^2=9,580$; $p=0,008$)

There was a statistically significant difference between the level of physical activity of smokers and nonsmokers ($p < 0.05$). Among the smokers, the largest proportion is composed of individuals with adequate active level while the lowest rate is composed of inactive individuals. Among the non-smokers, the largest proportion is composed of less active individuals. Smokers are more active than non-smokers (Table 1).

Table 2. Comparison of physical activity levels between alcohol and non-alcohol users (Chi-Square test analysis results)

Physical Activity	Alcohol		Non-Alcohol	
	f	%	f	%
Inactive	31	17,2	183	24,9
Inadequate Active	59	32,8	328	44,5
Adequate Active	90	50,0	225	30,6
TOTAL	180	100,0	736	100,0

($X^2=24,248$; $p=0,000$)

There was a statistically significant difference between the physical activity levels of alcohol and non-alcoholic subjects ($p < 0.05$). Among the alcohol areas, the largest proportion is composed of individuals with adequate active level while the lowest rate is composed of inactive individuals. Among those who do not drink alcohol, the largest proportion is composed of less active individuals. It is observed that alcohol areas are more active than non-alcohol users (Table 2).

Table 3. Comparison of the quality of life of smokers and non-smokers (Mann-Whitney U test analysis results)

Quality of Life	Smoking	Range Mean	Mean	Z	p
Physical Function	Yes	461,66	80,00	-0,262	0,794
	No	456,87	80,00		
Physical Role Restriction	Yes	453,22	75,00	-0,466	0,641
	No	461,23	100,00		
Pain	Yes	464,93	77,50	-0,533	0,594
	No	455,18	77,50		
General Health	Yes	457,10	60,00	-0,115	0,908
	No	459,22	60,00		
Physical Health	Yes	458,81	76,55	-0,026	0,980
	No	458,34	75,00		
Emotional Role Restriction	Yes	453,33	100,00	-0,463	0,643
	No	461,17	100,00		
Vitality	Yes	461,66	55,00	-0,261	0,794
	No	456,87	57,50		
Emotional Goodness	Yes	443,58	64,00	-1,230	0,219
	No	466,21	64,00		
Social Function	Yes	445,45	75,00	-1,090	0,276
	No	465,24	75,00		
Mental Health	Yes	452,49	65,36	-0,494	0,621
	No	461,60	66,07		

There was no statistically significant difference in the quality of life among smokers and nonsmokers ($p > 0.05$) (see Table 3).

Comparing the quality of life of alcohol and non-smokers; $p < 0.01$ level was found in physical health summary score and $p < 0.01$ level in general health and physical function subscales. In both the physical health summary score and the sub-dimensions of general health and physical function, the quality of life of individuals who took alcohol was higher (see Table 4).

Table 4. Comparison of the quality of life of alcohol and non-alcohol users (Mann-Whitney U test analysis results)

Quality of Life	Smoking	Range	Mean	Z	p
Physical Function	Alanlar	507,24	87,50	-2,773	0,006**
	Almayanlar	446,58	80,00		
Physical Role Restriction	Alanlar	461,76	100,00	-0,198	0,843
	Almayanlar	457,70	75,00		
Pain	Alanlar	486,22	77,50	-1,580	0,114
	Almayanlar	451,72	77,50		
General Health	Alanlar	518,15	70,00	-3,384	0,001**
	Almayanlar	443,91	60,00		
Physical Health	Alanlar	499,67	78,93	-2,329	0,020*
	Almayanlar	448,43	74,64		
Emotional Role Restriction	Alanlar	449,76	100,00	-0,539	0,590
	Almayanlar	460,64	100,00		
Vitality	Alanlar	484,68	60,00	-1,487	0,137
	Almayanlar	452,10	55,00		
Emotional Goodness	Alanlar	456,07	64,00	-0,138	0,890
	Almayanlar	459,09	64,00		
Social Function	Alanlar	458,34	75,00	-0,009	0,993
	Almayanlar	458,54	75,00		
Mental Health	Alanlar	461,11	65,00	-0,148	0,883
	Almayanlar	457,86	66,07		

*: $p < 0,05$; **: $p < 0,01$

CONCLUSION

In this study, the physical activity levels and quality of life of the participants were evaluated by considering the cigarette and alcohol use cases. the level of physical activity of the smokers is sufficient and the level of physical activity of the non-smokers is low. There is a

similar situation for individuals who take alcohol and not. In addition, individuals with alcohol, physical function and general health subscales and physical health summary scale showed that the quality of life was higher than the individuals not taking alcohol.

When the results are examined; It is thought that individuals who smoke and drink alcohol may be more likely to be directed to physical activity in order to prevent the harmful effects of cigarette and alcohol.

High quality of life in certain sub-dimensions of individuals who take alcohol can also be attributed to high levels of physical activity.

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<http://doi.org/10.22282/ojrs.2018.39>

PEDAGOGICAL EXPECTANCES FROM THE PLAYGROUNDS IN THE SCHOOL GARDENS IN CLASSROOM TEACHERS

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ABSTRACT

Schools should be made environmentally appropriate preparation of students for the future, from the point of view of education and training, should be together with the place where only basic needs of students are given. School gardens are places where academic life occurs. Therefore, school gardens must be more regular in pre-school and primary school in terms of educational attainment of the pupils in order for children to be useful collectors. The purpose of this study is to reveal the opinions of the classroom teachers about their pedagogical

expectations from playgrounds in school gardens. In the study open-ended questions were developed by the researchers as a data collection tool were presented to classroom teachers. The data obtained from 25 classroom teachers who are working in schools affiliated to the Gaziantep

Provincial Directorate of National Education were analyzed by content analysis method using interview method which is one of the qualitative methods in the research.

As a result of the research, the classroom teachers observed that the school gardens inadequate and did not suitable the level of the students. Teachers who participated in the research indicated that the areas of the school gardens were not reliable.

Besides, teachers have come to the conclusion that in terms of children's improvement, the playgrounds that are in the schools must be wide, there must have different game tools, educational playgrounds and the ground in the gardens must be corrected for the safety of the student.

Key Words: Classroom teacher, School garden, playground, Pedagogical expectation.

INTRODUCTION

Education aims to educate people in all aspects within a specific program. The level of development and prosperity of a society is only possible with the training of educated individuals. People spend about 90% of their daily life in buildings (Evans & McCoy, 1998). School gardens are also a good opportunity to positively influence the health of children (PE: Physical Education), which are also implemented in the curriculum (Christodoulos, 2006). The characteristics of the school gardens in Article 153 of the Ministry of National Education primary education regulation; It is stated that 'children should travel around the school, play, do sportive activities, have gymnastics tools and sand pools' (Regulations, 1998-2012-2014). As a result of industrialization and urbanization, social changes have brought some physical changes. In addition to these changes, the multi-storey buildings narrowed the play areas by restricting children to spend time outside (Sivri, 1993). As a result of these changes, the children's open culture has started to change (Moore, 2004). Especially during the primary school period, the school and the garden are the meeting points of children outside of school hours and school hours. In addition to their academic studies, school environments have an important place as well as places where they have a pleasant time, satisfy their curiosity, and act freely (Özdemir, 2011; Kıldan, 2007, Aksoy, 2011, Ayan & Ulaş, 2015). Schools and gardens are also social spaces that children should be able to use in the most efficient way and should be able to respond to the needs of all children (Sanoff, 2002).

According to the size and design of schools, many different games, sports, education and training jobs. are places with the features that will enable academic activities. The time spent by the students in the schoolyard was 1300 hours in the USA and 935 hours in our country. These figures are not included in the timetable of using the school yard for children outside school hours (Karaburun et. al., 2015).

When we look at the studies, there are limited number of researches in the playgrounds in the school gardens. This study was designed to determine the opinions of primary school teachers about their pedagogical expectations from playgrounds in school gardens. For this purpose, answers to the following questions were sought.

Classroom teachers;

1. What is his / her opinion about the pedagogical competence status of the school's garden?
2. What are the views of the playgrounds in the garden of the school where they work?
3. Does the school's playground need pedagogical playgrounds?
4. Does the playground in the school's garden contribute to the educational development of children?
5. What are the expectations of the school they play in the garden and playgrounds?
6. What are the suggestions for the school's playground and playground?

METHOD

A case study pattern, one of the qualitative research methods, was used in the study. According to quantitative research, qualitative research is a method that provides flexible mobility to the researcher and provides different approaches in data collection methodology, analysis and design of research (Gay et. al., 2006).

The case study is a research design used in cases where the boundaries between the phenomenon and the environment are not clear and there is more than one evidence or data source (Yin, 1984; Yıldırım and Şimşek, 2006).

Research Group

The open-ended questionnaire, which was prepared in order to determine the opinions of the primary school teachers on the playgrounds in the school gardens for their pedagogical expectations, was applied to 25 classroom teachers who were working in the official primary schools of Gaziantep Provincial Directorate of National Education.

The data related to the research group are given in Table 1.

Table 1: Personal Characteristics of the Study Group (N = 50)

Variables	Groups	n	%
Tenure	1 – 5 Years	9	36
	6 – 10 Years	4	16
	11 – 15 Years	2	8
	16 – 20 Years	4	16
	21 – 30 Years	6	24
Gender	Women	17	68
	Men	8	32
Teaching Class	1	10	40
	2	9	36
	3	4	16
	4	2	8
Education	Associate	2	8
	Bachelor's	20	80
	Master's	3	12

Table 1 presents some personal characteristics belonging to the research group. When we look at the tenure of the teachers participating in the study, 9 teachers (36%) between 1-5 years, 4 teachers (16%) between 6 -10 years, 2 teachers (8%) 11-15 years, 4 teachers (16%) 16 - 20 years and 6 teachers (24%) served between 21-30 years. When we look at the gender, 17 teachers (68%) are female and 8 (32%) are male. When we look at the classes they have studied; 10 teachers (40%) 1st grade, 4 teachers (9%) 2nd grade, 4 teachers (16%) 3rd grade, 2 teachers (8%) 4 classes are seen to read. When we look at the educational status, it is seen that 2 teachers (8%) are associate degree students, 20 teachers (80%) are bachelor's degree and 3 teachers (12%) have graduate education.

Preparation and Application of Open-ended Questionnaire

In order to form the interview form to be used in the research, firstly 100 class teachers were interviewed face to face and they were asked to write an essay about their opinions about their pedagogical expectations from the playgrounds in the school gardens. As a result of the information obtained from the collected compositions and related literature, a draft form of the interview form was obtained. One of the logical ways used to test the validity of the measurement tool prepared for the research is to consult expert opinion (Büyüköztürk, 2006). The interview form was submitted to the opinions of the field experts and necessary arrangements were made in line with the opinions received and finalized the interview form consisting of 4 personal characteristics-determining questions and 6 open-ended questions. Prepared questions are as follows;

Classroom teachers;

1. What is his / her opinion about the pedagogical competence status of the school's garden?
2. What are the views of the playgrounds in the garden of the school where they work?
3. Does the school's playground need pedagogical playgrounds?
4. Does the playground in the school's garden contribute to the educational development of children?
5. What are the expectations of the school they play in the garden and playgrounds?
6. What are the suggestions for the school's playground and playground?

The final form of the interview form was applied to 25 classroom teachers working in Gaziantep. During the application, the aim of the research was explained to the participants and information was given about the importance of their answers. As a

result of the answers of the participants to the measurement tool, multiple expressions were collected under common themes.

Data Analysis

The data obtained from the interview form used in the research were analyzed with the content analysis method used in qualitative research. In qualitative research, content analysis is used in the creation of theoretical and non-significant themes and, if any, sub-themes are created (Yıldırım & Şimşek, 2006). The data obtained were recorded and grouped and coded separately. These groupings and coding were presented to the field experts and the final cases were prepared according to the evaluations of the experts. With the analysis of the content, themes were determined for each question and tables were created by calculating the frequency and percentage of the given themes. Descriptive analysis was used to evaluate the data. Finally, reports were made and findings were presented.

FINDINGS AND COMMENT

In this section, the findings of the interviews with the teachers in order to determine their opinions about the pedagogical expectations of the primary school teachers working in the public schools attached to the Ministry of National Education are given.

Table 2. The distribution of the opinions of the research group on the pedagogical competence of the school where they work.

Themes	n	%
Not adequate and appropriate	16	48.4
Adequate and appropriate	8	24.2
Too much students	7	21.2
Partially adequate	2	6.2
Total	33	100

In Table 2, the distribution of the views of the school on the pedagogical competence of the school in which the research group works is given. When the views of the participants about the pedagogical competence of the school's garden were discussed, 4 themes emerged. It is seen that participants expressed more than one theme.

According to the percentage of these themes; it was observed that the themes of its not adequate and appropriate (48.4%), adequate and appropriate (24.2%), too much students (21.2%), and partially adequate (6.2%) themes came to the fore.

Table 3. The distribution of opinions of the research group on the playgrounds in the garden of the school where they work.

Themes	n	%
Playgrounds are not sufficient	17	42.5
Schoolyard is not safe	8	20
In part as sufficient	8	20
Area not suitable for elementary school	7	17.5
Total	40	100

Table 3. presents the distribution of opinions of the research group on the playgrounds in the garden of the school where they work. 4 themes emerged in the distribution of the participants' views on the playgrounds in the garden of the school. According to this; 17 teachers (42.5%) stated that the playgrounds were not sufficient, 8 teachers (20%) stated that the schoolyard was not safe, 8 teachers (20%) were partially sufficient, and 7 teachers (17.5%) stated that the area was not suitable for primary school.

Table 4. The distribution of the opinions of the research group about the need for pedagogical playgrounds in the gardens of their own schools.

Themes	N	%
Yes, playgrounds are needed	21	84
No, playgrounds are not needed	4	16
Total	25	100

In Table 4, the distribution of the opinions of the research group about the thoughts of the garden in the schools about the need for pedagogical playgrounds is given. Two themes have emerged from the participants' views on the need for pedagogical playgrounds in the garden of their school. According to the percentage ranking among these themes, yes, there is a need for playgrounds (84%), no, there is no need for playgrounds (16%).

Table 5. The distribution of the opinions of the research group about the contribution of the playgrounds in the school gardens to the educational development of children.

Themes	N	%
Yes, there is contribution	21	84
No, no contribution	2	8
Partly contributed	2	8
Total	25	100

Table 5 presents the distribution of the opinions of the research group about the contribution of the playgrounds in the school gardens to the educational development of children. 3 themes emerged from the participants' views on the contribution of the playgrounds in the school gardens to the educational development of children. According to the percentage ranking among these themes, yes, there is contribution

(84%), no, no contribution (8%), partially contributed (8%) themes have come to the fore.

Table 6. Distribution of data on the expectations of the research group from the garden and play areas in their schools.

Themes	N	%
There must be educational playgrounds	13	26.5
Must be safe	12	24.4
Must be wide	10	20.5
Should be intended for the student	10	20.5
Must have indoor gyms	4	8.1
Total	49	100

Table 7. The distribution of data about the research group's suggestions on playgrounds in schools.

Themes	N	%
Educational playgrounds must be made	13	21.4
Playgrounds must be safe	12	19.7
Games and gyms must be built	8	13.1
Playgrounds must be expanded	7	11.4
Playgrounds must be drawn	6	9.8
Playgrounds must be clean	5	8.2
The grounds of the playground must be regular	5	8.2
The playground must be appropriate for the student level	5	8.2
Total	61	100

Table 6 presents the distribution of the opinions of the research group about their expectations from the gardens and playgrounds in their schools. 5 themes emerged

from the participants' views on their expectations from the gardens and playgrounds in their schools. It's seen that the participants express more than one theme. Among these themes It was observed that, there must be educational playgrounds (26.5%), must be safe (24.4%), must be wide (20.5%), must be intended for the students (20.5%), must have indoor sports gyms (8.1%).

Table 7 presents the distribution of the opinions of the research group on their suggestions about play areas in their schools. 8 themes emerged from the participants' views on the playground recommendations in their schools. It's seen that the participants express more than one theme. According to the percentage of these themes; Educational playgrounds must be made (21.4%), playgrounds must be safe (19.7%), games and gyms must be built (13.1%), playgrounds must be expanded (11.4%), playgrounds must be drawn (9.8%), playgrounds must be clean (8.2%), the grounds of the playground must be regular (8.2%), the playground must be appropriate for the student level (8.2%).

DISCUSSION AND CONCLUSION

In this part of the research, the results obtained as a result of the interviews about the pedagogical expectations of the classroom teachers who work in the official schools of the Ministry of National Education in the playgrounds in the school gardens are included.

When the opinions of the research group on the pedagogical sufficiency of the school's garden are examined, the majority of the schools in the schools are not sufficient. Some teachers stated that they were adequate and appropriate. Based on the opinions of the teachers participating in the research, we can say that the playgrounds of the school gardens in general are insufficient. In many studies, it has been determined that school gardens are not adequate and appropriate for students to spend time (Ekinici et. al., 2012, Karatekin & Çetinkaya, 2013, Karaburun et. al., 2015, Aksoy, 2011).

They stated that the majority of the areas of playgrounds in the garden of the school where teachers work were not sufficient and that they were not safe. However, some teachers have observed that the playgrounds in their schools perform partially, even if they are sufficient. According to this result, the inadequate and unsafe playgrounds can be said to have a negative impact on children.

There are also studies showing similarities with the results obtained in our study (Ekinçi et. al., 2012). In addition to the inadequacy of the school gardens they have stated that they are not safe.

When we look at the opinions of the research group about the need for pedagogical playgrounds of their own school gardens, the majority of them stated that there is a need for playgrounds in schools. From these points of view, we can say that playgrounds are needed in order for children to spend time in a full time at school.

When the opinions of the research group about the contribution of the playgrounds in the school gardens to the educational development of children, almost all of the teachers stated that the playgrounds contributed to the development of children in educational terms. According to this result, we can say that the school gardens should be planned and arranged as the interior of the school, like a training program in their gardens, as they are important for the physical, social, emotional, cognitive and pedagogical development of primary school children.

When we look at the expectations of the research group from the gardens and playgrounds of the schools where they work, the participants are; They stated that they should have educational playgrounds, be safe and playgrounds should be oriented towards students.

When the suggestions of the research group regarding the play areas in the schools were examined, it was stated that educational playgrounds and safe playgrounds should be made. In addition, it was determined that the teachers who participated in the research stated that the playgrounds must be spread over a wide area, the grounds were regular and they should be suitable for the student level. According to this result; old school gardens and playgrounds need to be revisited qualitatively and qualitatively and

reconstructed with pedagogical equipment and new schools should be designed with as many garden and play areas as possible. In addition to schools, school gardens should be included in the process of urban transformation. For students, we can say that there is a need for multi-area, sports, arts and playgrounds, activity areas that will appeal to different age groups, safety learning areas, aesthetics and academic learning.

As a result, it was observed that class teachers stated that they found the school gardens inadequate and that they were not suitable for the students' level. The participating teachers stated that the school gardens were not reliable. In addition, it was concluded that in terms of the development of the children, there should be a wide range of play areas in the schools, different play tools, educational play areas and the grounds in the gardens should be corrected in terms of student safety.

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<http://doi.org/10.22282/ojrs.2018.40>

THE EFFECTS OF SPORTING MASSAGE ON MOTIVATION AND SITUATIONAL ANXIETY IN FEMALE FOOTBALLERS

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ABSTRACT

This study was conducted to investigate the effect of sporting massage on motivation and situational anxiety in female footballers. The sample group used in the study consists of a total of 19 athletes between the ages of 18-25 randomly selected from healthy volunteer female athletes who actively play football in various clubs in Gaziantep province. The measurements were done at the end of the 2015-2016 football season, when training and matches ended, at an interval of 3 days. The athletes were not given any training or diet program. The Sports Motivation Scale and the Situational Anxiety Inventory were

used for psychological features. The SPSS 22.00 program was used for statistical analysis.

As a result of the study, it was concluded that the pre-exercise sporting massage increased the level of psychological stimulation and motivation and had a positive impact on situational anxiety. In conclusion, it is thought that massage + warmup routines for female footballers impact positively on psychological performances and will contribute to the work to be done in this field.

Key Words: Massage, Motivation, Situational Anxiety

INTRODUCTION

Massage consists of a sequence of manipulations with therapeutic, relaxing and calming properties. Massage dates back to ancient times and it has been used for long years. As well as having anatomical and physiological effects on the individual, its psychological effects are also too important to be ignored (Sehlikoglu 1986).

In general, massage is regarded as a method which can be applied by hand or a set of tools and which primarily has effects on skin and the muscle structure whereby mechanical stimuli are generated (Sengir 1989).

While massage is used for improving health, it is expressed as a set of rhythmic movements for preparing the organism for strenuous sports activities, psychological motivation and resting (Sökmen 1999).

Warmup activities in a sporting environment are performed to protect against sports injuries, to increase performance and to provide motivation (Kanbir 1998). Pre-exercise massage is an effective method that can be used to decrease the tension and increase motivation by contributing to the overall psychological well-being of athletes (Hazır 2001).

Massage also increases the efficiency of individuals by increasing their motivation to work. The sensation of relaxation after massage causes the individual to emit positive energy. The fact that it enables resting while providing stimulation shows that it has an important effect on the autonomous nervous system. Along with the hyperemia induced by massage in addition to its mechanical effects, it also causes footballers to calm before matches while stimulating more passive players. In this context, it's most important psychological impact can be considered as positive motivation and stress relief (Gürel & Dođdu 2014).

High levels of stress can occur in individuals due to various stimuli before matches. Massage at that point provides a variety of benefits in reducing and preventing stress (Güney 2001). In a study conducted on individuals with high aggression levels, it

was reported that a 20 minute long massage application caused the subjects to feel less anxious (Diego et al., 2002).

The most important benefit of massaging is that our body relaxes, rests and feels reinvigorated. Professional massage helps individuals overcome stress while providing a healthy rest (Güney 2001). Conversely, random massage applications performed unprofessionally can have psychologically adverse effects (Gürel & Doğdu 2014).

It is reported that massage reduces the level of anxiety, stress and depression. It is also emphasized that massage applications have positive effects on the treatment of post-traumatic stress, eating disorders, attention deficit, hyperactivity, depression, migraine, and backache (Shulman & Jones 1996).

On that basis, this study intends to find out whether sporting massage performed in addition to pre-exercise warm-up programs have psychological effects. Accordingly, the study sought answers to the following two questions:

Does pre-exercise sporting massage

1. Have an impact on sports motivation?
2. Does it have an impact on situational anxiety?

METHOD

This section explains the research method, the study group, data collection techniques and the statistical methods employed by the study.

The study strategy; The sample group used in the study consists of a total of 19 athletes between the ages of 18-25 randomly selected from healthy volunteer female athletes who actively play football in various clubs in Gaziantep province. The measurements were done at the end of the 2015-2016 football season, when training and matches ended, at an interval of 3 days. Athletes were not given any training or diet program. All subjects were informed about the work plan and purpose, and a written

confirmation was received from participants indicating that they voluntarily participated in the study.

Application Protocol; A total of three applications were made on the footballers. The first application involved no physical activity, the second application involved footballers doing 30 minutes of active warming up (flat racing, jumping, stretching) specific to football while the third application saw footballers receiving 10 minutes of sporting massage (by a researcher with a Sporting Massage Certificate) specific to football and doing 30 minutes of active warm up exercises for football and afterwards the scales were used.

Data Collection Tools

The Sports Motivation Scale, developed by Pelletier et al. (1995) and adapted to Turkish by Erdem (2008), consists of 28 items and 7 sub-sets. The Sports Motivation Scale is a valid and reliable scale developed on the basis of theories of cognitive interpretation and free will (Shaw et al., 2005). 3 subscales under the scale of internal motivation are internal motivations for knowing, succeeding and stimulation. The three subscales under the external motivation scale are external regulation, internalization and identification. The 7th subscale motiveless-ness is placed in a separate category. Concerning the internal consistency study, the scores obtained for subscales of motiveless-ness, external regulation, internal reflection, identification, stimulation, succeeding and knowing were .72, .65, .77, .79, .70, .81 and .80, respectively Erdem (2008).

The Anxiety Scale; The scale used to determine the situational anxiety levels of individuals while obtaining the research data is the situational anxiety scale developed in 1970 by Spielberger et al. and adapted to Turkish and tested in terms of reliability and validity by Öner and Le Compte (1985). The scale is made up of 20 items and has a 4 point Likert-type design. Alpha reliability is reported to range from .83 to .87, test-retest reliability from .71 to .86 and item reliability from .34 to .72 (Öner and Le Compte 1998, Aydemir and Köroğlu 2000). The total score obtained from the scale

ranges from 20 to 80. A high score indicates a high level of anxiety while a low score indicates a low level of anxiety.

Analysis of data; Statistical analysis of the data was performed using the SPSS package program (SPSS for Windows, version 22.0, SPSS Inc., Chicago, Illinois, USA). The data were presented as arithmetic mean, standard deviation, minimum and maximum values. The Shapiro-Wilk test was used for testing normality while the Levene test was used for testing homogeneity. The one-way variance analysis was used for analysis of the difference between measurements for repeated measurements and the post-Hoc LSD correction test was used to determine from which application the difference emanated. The statistical results were evaluated at $p < 0.05$ significance level.

RESULTS

Table 1 gives a comparison of the scores obtained by the study group from the sports motivation scale following the applications. There were differences in the Stimulant Internal Motivation for Living subscale, one of the subscales of internal motivation ($p < 0.05$). According to results from the LSD test to determine between which groups the difference is, the Massage + Warm-Up group was found to have a higher level of motivation than the control and warm-up group.

Table 1. A comparison of the scores obtained by the study group from the sports motivation scale following the applications

Subsets	Groups	N	Avg.	S.D.	F	p	Significant t Difference
Internal Motivation for Knowing	1.Control App.	19	5.81	1.31	1.118	.338	
	2.Warm-up App.	19	5.55	1.34			
	3. Massage + Warming-up App.	19	6.09	1.04			
Internal Motivation for Succeeding	1.Control App.	19	5.20	1.08	1.945	.158	
	2.Warm-up App.	19	5.49	.88			
	3. Massage + Warming-up App.	19	5.80	1.20			
Stimulant Internal Motivation for Living	1.Control App.	19	5.47	.89	14.605	.000	3-1 3-2
	2.Warm-up App.	19	5.08	.81			
	3. Massage + Warming-up App.	19	6.45	.64			
External Regulation	1.Control App.	19	5.41	1.19	1.627	.211	
	2.Warm-up App.	19	5.22	1.31			
	3. Massage + Warming-up App.	19	5.88	1.16			
Identification	1.Control App.	19	5.97	.65	1.831	.175	
	2.Warm-up App.	19	5.55	1.16			
	3. Massage + Warming-up App.	19	5.96	.88			
Motiveless-ness	1.Control App.	19	2.24	1.19	1.230	.304	
	2.Warm-up App.	19	1.89	.918			
	3. Massage + Warming-up App.	19	1.83	.91			

Table 2. A comparison of the scores obtained by the study group from the situational anxiety scale following the applications

Application Groups	N	Avg.	S.D.	F	p	Significant Difference
1.Control App.	19	40.37	8.98			
2.Warm-up App.	19	42.47	8.97	8.919	.001	3-1
3. Massage + Warming-up App.	19	31.21	10.85			3-2

Table 2 gives a comparison of the scores obtained by the study group from the situational anxiety scale following the applications. There was a significant difference in the level of situational anxiety among the application groups ($p < 0.05$). According to results from the LSD test to determine between which groups the difference is, the Massage + Warm-Up group was found to have a lower level of situational anxiety than the control and warm-up group.

DISCUSSION AND CONCLUSION

Regarding the motivational levels determined using the sporting motivation scale, it was concluded that the massage and the warm-up group had higher levels of inner stimulant motivation for living than the control and the warm up group. Therefore, it can be said that warming up with massage contributes to athletes' self-motivation.

In a study by Elbir (2003), 72% of the subjects stated that pre-competition sports massage increased their pre-competition motivation. It was also determined that a majority of participants stated that their self-confidence increased, and that a large majority of the patients held the view that the massage had physiological as well as psychological effects and that it enabled them to feel comfortable and more conscious.

There are not many studies in the literature on its effects on motivation even though there are lots of studies on the psychological effects of massage (Brennan and DeBate 2006, Moyer et al. 2004, Elbir 2003, Cafferelli and Filint 1992, Field and Grizzle 1996, Sharper et al. 2007). However, it is stated that massage has a positive impact on motivation (Gürel & Dođdu 2014), and the findings obtained in our study support this view.

Regarding the situational anxiety factor, which we consider to be one of the most important factors affecting performance in the sports environment, it has been seen that the massage and the warm-up group application had lower levels of situational anxiety than the control and the warm-up group. Therefore, it can be said that the warm-up exercises, when combined with massage, are effective in decreasing the situational anxiety levels of athletes.

In a study on male footballers, it was reported that there was a significant decrease in situational anxiety scores in favor of the experiment group compared to the control group (Arslan 2004).

In a study conducted with physical education students, Caffarelli and Filint (1992) found that massage reduces the anxiety levels in a sporting environment.

In a study on elite volleyball players, 52% of the subjects reported having decreased levels of stress thanks to pre-exercise sporting massage while 76% of them reported having decreased levels of stress thanks to sports massage after exercise and all of the subjects participated in the study experienced psychological comfort (Elbir 2003). Again, in a study of 32 young mothers, it was reported that the massage application reduced the anxiety levels of the subjects (Field & Grizzle 1996).

Moyer et al. (2004) reported that regular massage therapy over a certain period of time was an important factor in reducing anxiety and depression levels.

Sharpe et al. (2007) reported that massage reduced the stress level of the subjects and alleviated their anxiety and depression levels.

In a study involving 82 nurses, Brannen and Debate (2006) found that there was a significant decrease in the stress levels of the nurses thanks to 10 minutes of massage between coffee breaks applied at an interval of 10 minutes.

As a result of this study which we have conducted to determine the psychological effects of sporting massage on female footballers, it has been found out that the addition of massaging to pre-exercise warm-up programs increased the psychologically stimulating motivation to live and had a positive impact on situational anxiety. In conclusion, it is thought that massage + warmup routines for female footballers impact positively on psychological performances and will contribute to the work to be done in this field.

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<http://doi.org/10.22282/ojrs.2018.41>

EXAMINING THE PHYSICAL EDUCATION LESSON SPORTSMANSHIP BEHAVIORS OF SECONDARY SCHOOL STUDENTS: KONYA PROVINCE EXAMPLE

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ABSTRACT

This is a descriptive research study conducted to determine the unfair behaviors of secondary school students. The study was carried out on secondary school students studying at government schools in Konya province in 2017-2018 academic year. Totally 669 students (435 female, 234 male) volunteered to participate in this research study. The age average of the female participants was detected as 12.25, and that of male participants as 12.02. "Physical Education Lesson Sportsmanship Behavior Scale", which was developed by Koç (2013), was used in data collection. SPSS 22.0 statistical package program was used in the analysis of the data obtained. As per the method, arithmetic mean, One-Way analysis of variance (ANOVA) for the multi-group average score comparison,

Independent samples t-test for dual groups were used.

As the conclusion of the research study, it was determined that secondary school students had high scores in physical education lesson sportsmanship behaviors; female students much more tend to avoid from improper behaviors compared to male students; the higher grade and older the student, the less sportsmanship behaviors are observed; having sports education does not have an effect on sportsmanship behaviors; students, whose family members do not deal with sports, much more tend to avoid from improper behaviors; students of male physical education lesson teachers much more tend to avoid from improper behaviors.

Key Words: Physical Education, Secondary School, Student, Sportsmanship

INTRODUCTION

By means of sports, it is possible to get rid of the stress and pressure that rapidly changing life conditions and urbanization cause in individuals. In order to mitigate the negative physical and moral effects of these stress and pressure, and thus to create a healthy society, it is the keystone for development and progress of a nation to render the physical education and sport activities an indispensable habit for the students in formal and non-formal education institutions (Koca, 2006).

Sportsmanship can be explained as the behaviors that are expected from the male or female athletes, coaches or managers. The definition of sportsmanship is, "an individual, who can lose, or be defeated without complaint, who doesn't win with illegal behaviors, and who treats his/her opponent with goodness, generosity, and kindness". Sportsmanship incorporates features such as sincerity, courage, patience, self-control, self-confidence, non-despising, respecting the opinions and truths of others, courtesy, goodness, nobility, honorableness, partnership, and generosity. Among the aims of sportsmanship is to mitigate the tension in the game rather than fueling it. Actually, sportsmanship gains importance as the tension increases and winning becomes important. In brief, sportsmanship necessitates preferring ethical behaviors in success strategies (Shields and Bredemeier 1995).

Considering sports as a social activity, it is a social fact, which creates different kinds of interactions among the individuals, and which reflects value judgments, norms, social structures and processes in socio-cultural context (Weiss 2001). Since it is a social fact, its relation with morals and ethics increasingly gains importance and the researchers are struggling to reveal this relation with its more open aspects.

One of the concepts revealed in this context, Fair-Play briefly expresses fair and honest game. However, this process, which began after the early 20th century with commercialization, politicization, and over-appreciation of the sports in the eyes of the societies, caused the sports atmosphere to become a platform, where virtueless behaviors are learned and displayed (Yıldiran, 2005). In sports settings, an individual is primarily expected to obey the rules, respect the opponent, and value him/her; besides, he/she is expected to participate in the activities with a decent mood and decent

behaviors, respecting equality of opportunity (Siedentop et al., 2004; Hacıcaferoğlu et al., 2015). When these rules and principles are violated, it is impossible to mention about a sportive perspective. After all, such kinds of behaviors are contradictory to the essence of this concept. Today, due to behaviors and implementations contrary to Fair-Play witnessed both in the fields and in the tribunes, individuals cannot make sufficient progress in sports ethics and sports culture (Tanrıverdi, 2012). When the sports education model is examined, it is observed that sports education is related with the development of social skills (Siedentop et al., 2004).

Unfortunately, it is observed that the sports clubs have an important role in learning and reinforcing behaviors contrary to sports ethics displayed in sports settings by the students, who cannot acquire a sense of Fair-Play in physical education and sports classes. In our country, due to the "winning whatever it costs" understanding, which is observed even in the junior age groups, the school sports are tending to shift from the axis of virtue towards the axis of success (Yıldıran, 2005).

In a study conducted on the education of morals in physical education lessons, Kaehler (1985) determined that the students have no information or experience about Fair-Play, and that they were boasting even if they won violating the rules of the game and the principles of the Fair-Play (Yıldıran, 2005).

In fact, when the main objectives of the physical education program of instruction are examined for the primary and secondary schools, it is observed that displaying high performance is not a basic indicator (Orhun, 1992). In our country, that the security forces are being present to prevent undesired behaviors and scenes in sports matches between the secondary schools, is an indicator of how deeply the Fair-Play concept is needed (Pehlivan, 2004).

Therefore, within the scope of physical education and sports lessons, it is aimed to evaluate the sportsmanship behaviors displayed by the secondary school students in Konya province.

METHOD

This is a descriptive research study conducted to determine the unfair behaviors of secondary school students. The study was carried out on secondary school students studying at government schools in Konya province in 2017-2018 academic year. Totally 669 students (435 female, 234 male) volunteered to participate in this research study. The age average of the female participants was detected as 12.25, and that of male participants as 12.02. the distribution of the research group variables taken into consideration during the study are presented on Table 1.

Table 1. Variable distribution regarding the research group.

Variables	Groups	n	%	Variables	Groups	n	%
Gender	Female	435	65.0	Gender of Your Physical Education Teacher	Female Teacher	29	4.3
	Male	234	35.0		Male Teacher	640	95.7
Age	11 y.old	228	34.1	Grade	5.Sınıf	171	25.6
	12 y.old	191	28.6		6.Sınıf	236	35.3
	13 y.old	157	23.5		7.Sınıf	128	19.1
	14 y.old	93	13.9		8.Sınıf	134	20.0
Did you have sports education?	Yes	230	34.4	Does any family member do sports?	Yes	159	23.8
	No	439	65.6		No	510	76.2

In order to collect the data in the study, "Physical Education Lesson Sportsmanship Behavior Scale" was used, which was developed by Koç (2013). It is a five point likert scale, which is comprised of 22 items. Being evaluated in two dimensions called as displaying decent behaviors and avoiding improper behaviors, the scale is used in measuring the sportsmanship behaviors of the secondary school students in physical education classes. The general reliability coefficient of the scale was calculated as 0.88, while reliability coefficients for the sub-dimensions were determined as Factor 1 = 0.86, and Factor 2=0.84.

SPSS 22.0 statistical package program was used in the analysis of the data. As per the method, arithmetic mean, One-Way analysis of variance (ANOVA) for the multi-group average score comparison, Independent samples t-test for dual groups were used.

FINDINGS

Table 2. Comparison of the sportsmanship behavior of the research group regarding *gender* variable.

	Groups	N	Mean	S.D.	t	p
Displaying Decent Behaviors	Female	435	3.69	.81	.542	.588
	Male	234	3.65	.78		
Avoiding Improper Behaviors	Female	435	4.32	.76	2.714	.007
	Male	234	4.15	.75		

The comparison of the scores obtained from the scale sub-dimensions regarding gender variable are given on Table 2. While there was statistically no significant difference for the displaying decent behaviors sub-dimension ($p>0.05$) regarding the gender variable, it was determined that there was statistically significant difference for the avoiding improper behaviors sub-dimension ($p<0.05$) in favor of the female students. Moreover, the general group averages were determined as 3.69 for females and 3.65 for males in displaying decent behaviors sub-dimension, while it was 4.32 for females and 4.15 for males in avoiding improper behaviors sub-dimension.

Table 3. Comparison of the sportsmanship behavior of the research group regarding *age* variable.

		Sum of Squares	df	Mean Square	F	p	Different
Displaying Decent Behaviors	Between Groups	60.190	3	20.063	36.701	.000	1-2, 1-3, 1-4 2-3, 2-4
	Within Groups	363.534	665	.547			
	Total	423.724	668				
Avoiding Improper Behaviors	Between Groups	55.450	3	18.483	37.234	.000	1-2, 1-3, 1-4 2-3, 2-4
	Within Groups	330.110	665	.496			
	Total	385.559	668				

Groups; 1st group 11 year-old, 2nd group 12 year-old, 3rd group 13 year-old, 4th group 14 year-old

The comparison of the scores obtained from the scale sub-dimensions regarding age variable are given on Table 3. It was determined that there was statistically significant difference for both of the sub-dimensions ($p<0.05$). Post Hoc LSD test was used in order to determine between which groups the significant difference was. According to this test, it was determined that, in both of the sub-dimensions, the ones in the 11 year-old group obtained higher scores compared to the other groups, and that the ones in the 12 year-old group obtained higher scores compared to the ones in 13 and 14 year-old groups.

Table 4. Comparison of the sportsmanship behavior of the research group regarding *class* variable

		Sum of Squares	df	Mean Square	F	p	Different
Displaying Decent Behaviors	Between Groups	52.478	3	17.493	31.334	.000	1-2, 1-3, 1-4
	Within Groups	371.246	665	.558			
	Total	423.724	668				
Avoiding Improper Behaviors	Between Groups	89.477	3	29.826	66.988	.000	1-2, 1-3, 1-4
	Within Groups	296.082	665	.445			
	Total	385.559	668				

Groups; 1st group 5th grade, 2nd group 6th grade, 3rd group 7th grade, 4th group 8th grade,

The comparison of the scores obtained from the scale sub-dimensions regarding class variable are given on Table 4. It was determined that there was statistically significant difference for both of the sub-dimensions ($p < 0.05$). Post Hoc LSD test was used in order to determine between which groups the significant difference was. According to this test, it was determined that, in both of the sub-dimensions, the ones in the 5th grade group obtained higher scores compared to the other groups, and that the ones in the 6th grade group obtained higher scores compared to the ones in 7th and 8th grade groups.

Table 5. Comparison of the sportsmanship behavior of the research group regarding *sports education* variable

		Groups	N	Mean	S.D.	t	p
Displaying Decent Behaviors	Yes		230	3.68	.81	.149	.881
	No		439	3.67	.79		
Avoiding Improper Behaviors	Yes		230	4.25	.78	-.097	.923
	No		439	4.26	.75		

The comparison of the scores obtained from the scale sub-dimensions regarding *sports education* variable are given on Table 5. It was determined that there was statistically no significant difference for the sub-dimensions ($p < 0.05$).

Table 6. Comparison of the sportsmanship behavior of the research group regarding *having a family member dealing with sports* variable

		Groups	N	Mean	S.D.	t	p
Displaying Decent Behaviors	Yes		159	3.59	.84	-1.556	.121
	No		510	3.71	.78		
Avoiding Improper Behaviors	Yes		159	4.01	.89	-4.156	.000
	No		510	4.33	.69		

The comparison of the scores obtained from the scale sub-dimensions regarding having a family member dealing with sports variable are given on Table 6. Accordingly, while there was statistically no significant difference between the groups for the displaying decent behaviors sub-dimension ($p > 0.05$), it was determined that

there was statistically significant difference for the avoiding improper behaviors sub-dimension ($p < 0.05$) in favor of the ones, whose family members did not deal with sports.

Table 7. Comparison of the sportsmanship behavior of the research group regarding *gender of the teacher* variable

	Groups	N	Mean	S.D.	t	p
Displaying Decent Behaviors	Female Teacher	29	3.79	.62	.800	.424
	Male Teacher	640	3.67	.80		
Avoiding Improper Behaviors	Female Teacher	29	3.13	1.18	-5.333	.000
	Male Teacher	640	4.31	.69		

The comparison of the scores obtained from the scale sub-dimensions regarding the gender of the teacher variable are given on Table 7. Accordingly, while there was statistically no significant difference between the groups for the displaying decent behaviors sub-dimension ($p > 0.05$), it was determined that there was statistically significant difference for the avoiding improper behaviors sub-dimension ($p < 0.05$) in favor of the ones with male teachers.

DISCUSSION AND CONCLUSIONS

In the research group, regarding the gender variable, it was determined that there was statistically no significant difference for the displaying decent behaviors sub-dimension ($p > 0.05$) while there was statistically significant difference for the avoiding improper behaviors sub-dimension ($p < 0.05$) in favor of the female students. Therefore, it can be mentioned that the tendency of the female students to avoid from improper behaviors is higher.

Turkmen and Varol (2015) stated that female students tend to avoid behaviors that are unsuitable for sportsmen and exhibit more sporty behavior than boys.

Additionally, when the general group averages were examined (averages were determined as 3.69 for females and 3.65 for males in displaying decent behaviors sub-dimension, while it was 4.32 for females and 4.15 for males in avoiding improper behaviors sub-dimension), it can be stated that the tendencies of the secondary school students towards displaying decent behaviors and avoiding from improper behaviors are

high. Similar results can be seen from studies conducted in the field (Miller et al., 2004; Tasi and Fung 2005; Satcher, 2006; Koç, 2013).

When the comparison of the scores obtained from the scale sub-dimensions regarding age variable was examined, it was determined that there was statistically significant difference for both of the sub-dimensions. It was concluded that, in both of the sub-dimensions, the ones in the 11 year-old group obtained higher scores compared to the other groups, and that the ones in the 12 year-old group obtained higher scores compared to the ones in 13 and 14 year-old groups.

When the comparison of the scores obtained from the scale sub-dimensions regarding class variable was examined, it was determined that there was statistically significant difference for both of the sub-dimensions. Accordingly, it was determined that, in both of the sub-dimensions, the ones in the 5th grade group obtained higher scores compared to the other groups, and that the ones in the 6th grade group obtained higher scores compared to the ones in 7th and 8th grade groups.

Based on the fact that age and class variables increased in parallel with each other, it is observed that the sub-dimensions displayed higher attitudes for both of the variables.

Koç (2013) stated that the average of the students dropped as the class level increased. Turkmen and Varol (2015) stated that as the class level increases in middle school students, the level of sportsmanship behavior decreases.

When the comparison of the scores obtained from the scale sub-dimensions regarding sports education variable was examined, it was determined that there was statistically no significant difference for this variable. Therefore, it can be mentioned that having been received sport education has no influence on sportsmanship behaviors in physical education and lesson.

When the comparison of the scores obtained from the scale sub-dimensions regarding having a family member dealing with sports variable was examined, it was determined that there was statistically no significant difference between the groups for the displaying decent behaviors sub-dimension, while there was statistically significant

difference for the avoiding improper behaviors sub-dimension in favor of the ones, whose family members did not deal with sports. Therefore, it can be mentioned that the individuals whose family members did not deal with sports have higher tendencies to avoid from improper behaviors in physical education lessons. This situation can be explained by that the students, who have not been to sports settings before, and whose family environment has no experience or discourses about sports, tend to avoid from improper behaviors based on misbehavior apprehension.

When the comparison of the scores obtained from the scale sub-dimensions regarding the gender of the teacher variable were examined, it was determined that there was statistically no significant difference between the groups for the displaying decent behaviors sub-dimension, while there was statistically significant difference for the avoiding improper behaviors sub-dimension in favor of the ones with male teachers. This situation can be explained by that the male teachers show more rigid reactions to improper behaviors compared to the female teachers.

As the conclusion, it was determined that secondary school students had high scores in physical education lesson sportsmanship behaviors; female students much more tend to avoid from improper behaviors compared to male students; the higher grade and older the student, the less sportsmanship behaviors are observed; having sports education does not have an effect on sportsmanship behaviors; students, whose family members do not deal with sports, much more tend to avoid from improper behaviors; students of male physical education lesson teachers much more tend to avoid from improper behaviors.

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