

STUDENT ATTITUDES TOWARDS BASKETBALL

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ABSTRACT

The objective of this study is to measure student attitudes towards basketball. This sport is played in the hall with teams including five players. The perspectives of those interested in this sport play a key role for being liked and developed. Many environmental factors are effective for individuals to begin sports. It can be said that the socio-psychological conditions of the individuals doing sports are also good. As it is known, basketball is a widely-played sport. The research is applied to 145 students in Erzurum University in 2018 Spring Term. There are 21 expressions in the scale. According to the findings of the study, it is understood from the arithmetic means that the answers given to expressions that have a positive attitude towards basketball are high. In the tests performed according to the demographic characteristics of the participants, there are significant differences in some expressions. As a result, the attitudes of the individuals who are interested in basketball sport are positive. According to demographic features, although there is a similarity in attitudes in general; attitude differences have emerged in some expressions.

Keywords: Basketball, attitudes, relationships.

1. INTRODUCTION

Sports can be defined as physical activities to achieve personal entertainment or excellence in terms of competition or competition in accordance with pre-determined rules, personal or team competition (Fişek, 1998). Sport has positive effects on the social and individual character development of individuals (Danacı, 2008). Basketball first appeared in 1891 in the USA by playing in a school (Öncü, Gürbüz, & Tunçkol, 2012). According to official records, basketball in our country was first played in 1904 in Robert College Sports Hall (Dodge Gymnasium) in Istanbul. The basis and the spread of this sport, which was laid under the umbrella of Robert College under the leadership of an American physical education teacher in our country, was fulfilled in the following years with the efforts of the teacher of Ahmet Robenson in Galatasaray High School. In 1923, official organization at sports matches began with the establishment of Turkish Training Community Alliance. In 1933, official organizations began to spread throughout the country with the administration of the Turkish Sports Association.

Basketball is a sport that requires the combination of all motoric features. The application of technical and tactical characteristics of basketball play in different positions within the game are especially important for coordination and development of the reaction. The necessity to apply technical and tactical elements in basketball in sudden and varying positions within the game is a major factor in the development of features such as coordination and reaction. In other words, basic motor characteristics such as force, speed, endurance, reaction, mobility, skill and coordination should be all combined in basketball (Bektaş, Koca, Gültekin, Sağır, & Akın, 2007). The necessary motoric features in basketball sport are force, speed, endurance, mobility and skill. These basic motoric features make progress with given and applied regularly training programs (Duyul, 2005). The aim of the national basketball team research report is to enable basketball to become an effective tool for social education and to reach excellence in both academic and sporting fields. It is aimed to increase the number of basketball players, to raise healthy and mentally healthy individuals and to increase the number of elite athletes with this study. The interest for sports and basketball in Turkey is below the world average and this case proves that a limited number of young people sport. In order to improve basketball sport, it is necessary to create equal opportunities and to increase the number and quality of facilities and materials. The number of athletes interested in basketball sport in Turkey is around 5500, according to data of 2016 (Tınaz, Hacısoftaoğlu, & Yılmaz, 2017). Attitude scales for different sports branches and physical education course are applied before the basketball sport. The leading studies are as follows in the world and Turkey: Demura, (1991); Martens, (1979); Sherrill and

Toulmin, (1977). Demirhan and Altay, (2001); Güllü and Güçlü, (2009); Öncü and Cihan, (2007); Öncü, (2007); Ozer and Aktop, (2003); Pehlivan, (1998); Yıldız, (2010).

In the literature search, the studies of university students about their attitudes towards sports; Li et al. (2012) conducted a study on 949 university students, they found positive attitudes towards physical education, and found a positive relationship between academic achievement and participation in physical activity outside of school and attitudes towards physical education in their study. Salehnia, Mizany, Sajadi, and Rahimizadeh, (2011) determined in their study that the attitudes towards sports were not changed according to marital status, sports experience, monthly income and family size by comparing 368 active and inactive university students' attitudes towards sports in Iran. In a study conducted on 180 university students in Manipur in India by Singh and Devi (2013) students showed positive attitudes towards sports and games; additionally male students have much more positive attitudes towards sport. In studies conducted in Turkey; Yalçinkaya, Saracaloğlu, and Varol, (1993) carried out a study on 309 university students and they found out that university students are conscious about the benefits of sports, but they cannot do sports for some reasons such as the intensity of the courses, time, test and lack of materials. In another study by Yıldırım, Yıldırım, Ramazanoğlu, Uçar, Tuzcuoğulları, and Demirel, (2006), it was concluded that university students tend to do team sports, students enjoy sporting activities and they are interested in sports activities. The students' attitudes towards sports are higher than those who do not. In the study conducted by Singh and Devi (2013) attitudes towards sports for the students who do sport is higher than students who do not. Mohammad, Abraham, and Singh (2011) found in their study that university students who have athletes' license have higher attitudes towards sports than those who do not have an athlete license. It can be said that university students who have an athlete license are due to the high number of physical education course hours they have attended and that they have chosen this course according to their wishes. In Özdiñç's study (2006) on university students, the obvious reason for men who do not do sports is that they have not a friend who does sports in their environment. Figley (1985) fulfilled a study in order to determine whether the students are interested in physical education or not. He proved that the most mentioned subjects related to positive and negative attitudes were teacher and program. In their study, Carlson (1994), Park (1995) and Rice (1988) revealed that students who love physical education courses develop positive attitudes about physical education and they think physical education teachers as good models. The most positive experiences in physical education classes can be counted as offering various activities, winning/success, joining, teamwork and satisfying/having fun (Chung & Philips, 2002). Many studies have investigated whether attitudes towards sports have effect of teaching models used in Physical Education and Sports courses. There is no significant difference between the input and output behaviours of both groups when attitudes' pre-test and post-test values of the students are compared between the control group who participated extracurricular football exercise studies and experimental group students who participated extracurricular football exercise studies with planned sports training model. In other words, both models did not affect students' attitudes towards physical education and sports. Moreover, no statistically significant difference was found between the two groups when the post-test attitude scores of the students in both groups were compared. Schneider and Marriott (2010) applied the sports training model in the basketball unit and found that students showed great interest and enthusiasm towards basketball. In the study on university students by Çelen (2012), it was found that there was a statistically significant difference in favour of the exit scores in both models when the points of entry and exit of the students towards volleyball with the sports training model and the direct teaching model were compared. In addition, when the sport training model and the attitude achievement scores of the students who are studying volleyball lessons with direct teaching model were compared, a statistically significant difference was found in favour of the sports training model group. Harriet, Richard and Tokie (2006) investigated Japanese and British students' attitudes towards physical education in their study and it was determined that students of both countries had positive attitudes towards physical education courses as a result of the study.

2. METHODS AND MATERIALS

2.1 Participants and Their Demographic Information

The demographic data of the participants are presented in the below Table 1. Accordingly, 68 of the participants are female and 77 of them are male. 43 people are 18-20 years old, 50 people are 21-22 years old and 23 people are 23 years old and over. In terms of achievement grades, it is understood that 71 people have a grade point average of 2.50 and below, 49 people have points between 2,51- 3,00 and 24 people have the highest grades of 3.01. The classes of the participants display a balanced distribution. On the other hand, it is understood that 69 people have any athlete in the family and 76 people do not. A significant amount of participants (120 people) are basketball players.

Table 1: Demographic data

Variance		n	%	Variance		N	%
Gender	Female	68	46.9	Class	1.00	38	26.2
	Male	77	53.1		2.00	44	30.3
Age	18-20	43	29.7		3.00	43	29.7
	21-22	50	34.5		4.00	20	13.8
	23 and above	52	35.9	Athlete in Family	Yes	69	47.6
					No	76	52.4
Final Grade	2.50 and below	72	49.0	Branch	Basketball	120	82.8
	2.51-3.00	49	33.8		Other	25	17.2
	3.01 and above	24	16.6				

2.2 Tools for the Study and Data Collection

The attitude scale developed by Öncü et al. (2012) has been used in the study. The scale consists of two parts. The first part involves gender, age, class, success grade, having an athlete in the family and sports branches. The second part includes attitude expressions. The scale is 5-Likert type. The options of positive attitudes are listed as “I totally agree”, “I agree”, “I am neutral”, “I disagree”, and “I totally disagree”. They have been scored as 5, 4, 3, 2 and 1. The options of negative expressions are scored as 1, 2, 3, 4 and 5. The research is applied to 145 students in 2018 Spring Term.

2.3 Statistical Analysis

The acquired data are analyzed in SPSS 22. The *t*-test and ANOVA tests were applied to determine the relationship between demographic variables, frequency and percentage distributions, arithmetic mean and standard deviations of the attitude scale, demographic variables and attitude levels.

3. RESULTS

Table 2: Attitudes towards basketball

	Mean	SD
We are evaluating	2.1379	.65214
Find as	4.0345	1.08278
Sport branch	1.5586	1.17187
I watch news	3.7241	1.05068
I am thinking	4.1379	1.15843
I am becoming	3.8207	1.13449
I am doing	1.5724	1.12265
It makes me happy	4.3517	.93935
I like reading	3.8345	1.10563
It is exciting	4.2414	.97379
It is nonsense	1.7517	1.23340
It should be made an effort	4.2552	1.13517
I can stay without sleeping	3.6828	1.19434
It does not please	1.7310	1.19173
I like talking	3.9724	1.18407
It is not worthwhile	1.5862	1.12167
I do not miss	3.4414	1.14185
I am turning over	3.8759	1.14796
I think it is ...	1.8690	1.31368
I follow	3.8138	1.17843
I cannot think	3.8552	1.11791
I care	3.7517	1.08992

Table 2 shows the averages and standard deviations of the participants. The highest average of 4.35 is the expression of the sport makes themselves happy. The lowest average is the expression of “basketball is an unnecessary sports” expression (1,55). In the table, negative attitudes are low and positive attitudes are high. According to these results, attitude tendencies of the participants can be evaluated as positive.

Table 3: Difference tests between attitudes as per gender

Expression	Gender	n	M	SD	T	p
I am thinking	Female	68	3.9265	1.30803	-2.090	0.038
	Male	77	4.3247	0.97928		

In Table 3, the difference of attitudes according to the gender variance is examined. In the table, there is a significant difference between men and women, and also men stated that this sport is more comfortable for them.

Table 4: Difference tests between attitudes as per sports branches

Expressions	Branch	n	Mean	S.D.	t	p
I find as ...	Basketball	120	4.2000	.96667	4.267	.000
	Other	25	3.2400	1.26754		
Sport branch	Basketball	120	1.4750	1.13732	-1.899	.060
	Other	25	1.9600	1.27410		
I watch news	Basketball	120	3.8167	1.02886	2.360	.020
	Other	25	3.2800	1.06145		
I am thinking	Basketball	120	4.2917	1.04837	3.648	.000
	Other	25	3.4000	1.38444		
I am becoming	Basketball	120	3.9500	1.09889	3.095	.002
	Other	25	3.2000	1.11803		
I am doing	Basketball	120	1.5000	1.13759	-1.713	.089
	Other	25	1.9200	.99666		
It makes me happy	Basketball	120	4.4583	.87827	3.081	.002
	Other	25	3.8400	1.06771		
I like reading	Basketball	120	3.9583	.99912	3.039	.003
	Other	25	3.2400	1.39284		
It is exciting	Basketball	120	4.3500	.87591	3.025	.003
	Other	25	3.7200	1.24231		
It is nonsense	Basketball	120	1.6000	1.13315	-3.359	.001
	Other	25	2.4800	1.44684		
It should be made an effort	Basketball	120	4.4583	.96053	5.118	.000
	Other	25	3.2800	1.40000		
I can stay without sleeping	Basketball	120	3.9000	.99916	5.217	.000
	Other	25	2.6400	1.49666		
It does not please	Basketball	120	1.5750	1.10509	-3.594	.000
	Other	25	2.4800	1.32665		
I like talking	Basketball	120	4.1333	1.08414	3.744	.000
	Other	25	3.2000	1.35401		
It is not worthwhile	Basketball	120	1.5500	1.12907	-.851	.396
	Other	25	1.7600	1.09087		
I do not miss	Basketball	120	3.5583	1.06744	2.764	.006
	Other	25	2.8800	1.33292		
I am turning over	Basketball	120	4.1083	.97701	5.946	.000
	Other	25	2.7600	1.26754		
I think it is...	Basketball	120	1.7667	1.28817	-2.078	.040
	Other	25	2.3600	1.35031		
I follow	Basketball	120	3.9417	1.11744	2.938	.004
	Other	25	3.2000	1.29099		
I cannot think	Basketball	120	4.0250	.99124	4.237	.000
	Other	25	3.0400	1.33791		
I care	Basketball	120	3.9083	.98728	3.981	.000
	Other	25	3.0000	1.25831		

In Table 4, the attitude difference between the ones playing basketball and other branches is sought. Accordingly, there are significant differences in all expressions except second and sixth expressions. It is observed that those who are dealing with basketball care more about basketball than other branches. As a result of the difference tests between the attitudes according to the status of being an athlete in the family, there is no significant difference in any attitude. The opinions of all participants are similar.

Table 5: Difference tests between attitudes as per ages

Expressions	Age	n	Mean	S.D.	F	p
I like reading	18-20	43	3.4419	1.27806	5.825	.004
	21-22	50	3.8000	1.08797		
	23 and above	52	4.1923	.84107		

Attitude differences are tested according to the age variance in Table 5. Accordingly, there is a significant difference in an only one expression (I like reading newspapers about basketball). It is seen that the older people tend to read more news.

Table 6: Difference Tests between attitudes as per Classes

Expressions	Class	n	Mean	S.D.	F	p
I like reading	1.00	38	3.3684	1.12517	3.445	.018
	2.00	44	3.9091	1.15775		
	3.00	43	4.0233	.96334		
	4.00	20	4.1500	1.03999		

Attitude differences are tested according to class variable in Table 6. According to this, there is a significant difference in one expression (I like reading newspaper about basketball). It is clear that the students in the 1st class tend to read less.

Table 7: Difference tests between attitudes as per success grade

Expressions	Success Grade	n	Mean	S.D.	F	p
I can stay without sleeping	2.50 ve altı	72	3.4085	1.27142	4.348	.015
	2.51-3.00	49	4.0408	.99915		
	3.01-4.00	24	3.7917	1.17877		
I like talking	2.50 ve altı	72	3.6901	1.21410	4.224	.017
	2.51-3.00	49	4.2041	1.15433		
	3.01-4.00	24	4.3333	1.00722		
It is not worthwhile	2.50 ve altı	72	1.8451	1.23806	3.865	.023
	2.51-3.00	49	1.3878	.99617		
	3.01-4.00	24	1.2500	.84699		
I do not miss	2.50 ve altı	72	3.1549	1.20295	4.884	.009
	2.51-3.00	49	3.6735	.98716		
	3.01-4.00	24	3.8333	1.09014		
I follow	2.50 ve altı	72	3.5634	1.20395	3.468	.034
	2.51-3.00	49	4.1224	1.05342		
	3.01-4.00	24	3.9167	1.24819		

In Table 7, attitude differences according to success grade variable are tested. Accordingly, the expressions of 12, 14, 15, 16 and 19 have significant differences. In these expressions, the attitudes of the students whose success grade is between 2.50-3.00 are higher than the others.

4. DISCUSSION

This finding of this study is in line with the findings of Kangalgil, Hünük, and Demirhan (2006) who found that the attitudes score of the male students are higher than the female students. Singh and Devi (2013) determined that students have a positive attitude towards sports and games but male students have much positive attitudes than the female students. This study goes along with our findings.

In a study done by Koçak (2014) found no significant difference in the attitudes of university students towards sports according to their ages. This finding does not show parallelism with our finding “the attitude differences are identified regarding age variances”. Türkmen, Abdurahimoğlu, Varol, and ve Gökdağ, (2016) specified a meaningful difference between age and attitudes towards sports of the students in their study. These findings do not have parallelism with our study. The significant differences were identified between attitudes of students towards basketball and gender, doing sports and playing basketball in the study carried out by Öncü et al. (2012). These findings are in rapport with our study. Varol (2017) tested the attitudes differences regarding class variance in his study. This study supports our findings.

5. CONCLUSION

In this study the researchers investigating the attitudes of individuals interested in basketball sport, it was found that the attitudes of the participants towards basketball sport are positive. In the tests conducted according to individual features, significant differences are found in some expressions.

In literature review, it is understood that the attitudes of the individuals interested in basketball and sports in general are positive for the sports they are interested in. It can be said that the individuals who are

involved in basketball have high success levels, social relations and happiness levels. The results of this study are parallel to the literature and the attitudes of the participants towards basketball are quite high. Attitudes of the individuals engaged in other branches rather than basketball have lower level of interest than the ones who engaged in basketball. These individuals probably have high attitudes towards the branches they are interested in. In this case, according to the test among participants, it is possible to say that individuals who are not interested in basketball but who do sports in another branch have low interest in basketball. This means that individuals interested in any sport may be less interested in other branches. In other words, it is not possible to say that a person who does a sport normally shows interest in other sports. As a conclusion, basketball makes it possible for individuals to solve problems they face in their everyday life, to be more positive in their course achievement and good relationship.

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