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## Comparison of Students at School of Physical Education and Sports and Education Faculty In Terms of Socialidentity Perception

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### Abstract

The purpose of this study is to investigate social identity perception of students at School of Physical Education and Sports and students in different majors at Education Faculty at Gazi University according to several variables. 173 female and 127 male participants took part in this research. Social comparison Questionnaire is employed to collect the data. As a result of the study, when the mean scores compared, statistically significant and meaningful difference [ $t(298)=1,975, p=,049$ ] has been deduced on behalf of students who possess a well-balanced and satisfying friendship ( $X=86,50\pm13,469$ ) over the students who do not have it ( $X=81,41\pm16,274$ ), at the same time the mean score of participants who follow a regular exercise and sport program ( $X=91,62\pm10,681$ ) indicates significant difference [ $t(298)=5,222, p=,000$ ] compared to the mean scores of participants who does not schedule a regular sports program ( $X=83,13\pm14,403$ ). It is also concluded that the scores of Social identity perception of participants present a significant difference [ $F(3, 296)=10,990, p=,000$ ]. This difference stems from the mean scores of students at School of physical Education and sports ( $X=90,01\pm9,481$ ) compared to the mean scores of students at philosophy teacher education department ( $X=79,03\pm14,256$ ), and the mean scores of students pursuing a career in other majors at education faculty ( $X=83,10\pm16,076$ ).

Keywords: Self, social self, social comparison

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## 1. Introduction

Human beings are social creatures as always stated. People do not pursue an isolated life; on the contrary, they live together in a society. Throughout centuries, people have been in need of other people's aid to properly continue their lives. At the beginning, even if the principals were to find a shelter, hunting, and collecting food, having a closer connection with other people, socialization and interaction with the others were also among the factors that bring people together. This communication between people is one of the precious methods which lead people to be social beings and develop themselves as individuals.

In social respect during human beings' development stages, people grow up physically, mentally and emotionally. Individual who can be able to consolidate effective communication with the others in society became more socially developed. One of the critical phenomenon thriving during this social development process is the concept of "self". Self is the way of individuals understanding themselves, deciding who they are and thinking of their identity. Other key points while defining the concept of self are; perceptions, emotions and thoughts about themselves and the ability to be successful at fields in which they want to advance their expertise. Briefly, self is about being content with what an individual has, and what an individual is (MEB, 2011). According to Koknel self is the context in which human beings enhance their experience in learning, academic success and inter-personal communication, additionally self as a conscious mental process is the essence which differentiates people's unique features from the others. As self gets stronger, the personality of an individual becomes stronger, as well. According another noteworthy definition, personal point of views and judgements constitute self and this explains self as the subjective aspect of personality (Baymur, 1997).

From time to time individuals choose to compare themselves with others when they desire to form an opinion about themselves. This theory called Social Comparison was suggested by Festinger (1954) and can be basically defined as the perception of self from different aspects after conducting comparison of self with other people. Amongst the goals of social comparison these sub-titles can be considered:

- reaching flawless self-evaluation
- increasing one's own value
- self-development
- the feeling of participation and sharing

The theory of social comparison undertakes a significant role in the explanation of the concept of self because social activities and interactions during the formation and enhancement process of "self" create opportunities for individuals to know themselves more closely. There are numerous factors affecting self-perception which is mainly about the judgements and getting to know and evaluate one self. (Sayiner, Savasan, Sozen & Koknel, 2007). One of the essential ways for individuals to explore their self is physical training and sports.

As well as, aiding people's physical development, sport is a concept which also shapes individuals personality in a positive manner. Moreover, the positive effects of sports on the psycho-social development of people are a well-known phenomenon. However, whether the same favourable effects appear while individuals define their self or not are an area about which the numbers of studies are insufficient especially in the field of physical training and sports. Therefore, this study especially comprises students in physical education and sports department and other majors in education faculty.

It is hypothesized that courses related to sports will increase the social identity perception level of students who enrolled in the department of physical education and sport school. For this reason, the main purpose of this study is to investigate comparatively whether there is a significant difference between self-perception of students at physical education and sport and other departments of education faculty when their comparison with other people is made. Another goal of this study is to assess social self-perceptions according to the following variables: field of study, gender, living with the parents or away from the parents, stratification, possessing hobbies or not, to

be pleased with the major they are specializing in or not, having a date or not, choosing the field of study on purpose and voluntarily or not, academic success.

When the positive influences of doing sports on individuals physical and psycho-social development is considered, it is suggested that students who participate in this study continuing their education in physical education and sports department would perceive themselves more positively when compared to others than students who pursue a career in other departments in education faculty. The data revealed carry an important role in terms of sports, which create positive effects on knowing oneself, adapted in people's lives in a way that it will influence their daily lives. Thus, under the guidance of findings put forward, suggestions about arranging new regulations to increase the number and diversity of exercises in formal education and training environment, occupying a more important place in the curriculum, and creating opportunities for physical exercises and sportive activities for people from all segments of live will easily be proposed.

## 2. Method

In this research, in order to clearly illustrate the current situation descriptive relational screening model is employed. Descriptive models aim at projecting situations that took place in the past or present by reserving their original forms. The objective is to define subjects, individuals or situations without interference and present them as they are. The researchers do not change or distort the course of events or situations. Relational screening models, on the other hand, aim to detect the existence or the rate of change between two or more variables when they co-occur in the same environment (Karasar, 2014).

Freshmen, sophomore, junior, and senior students both taking education in Physical Education and Sports and different departments at education faculty, in 2016 and 2016 academic year constitute the participants of this study. The subjects took part in this study voluntarily and detailed information about the study is provided to them. No ethical consideration is violated. All students attended the course were subjects of this study. No discrimination was done. All students gave their consent to be a participant. Social Comparison Scale (SCS) was utilized in this study. This scale, which includes two dimensions with 5 features, was developed by Gilbert and Trent (1991) with the purpose of measuring self-perception. Afterwards, Sahin and Sahin (1992) adapted this scale in Turkish and added a 6th scale (successful - unsuccessful). The last addition to the scale proved that it is considerably useful to correctly identify subjects whether their depressive indications are high or low. Finally, in 1994, Sahin and his colleagues included several other items to the scale and the scale was made up of 18 items, then. The highest point to take in the scale is 108, and the lowest point is 18. Likert Scale is used which means high scores indicate positive results and low scores indicate the opposite in terms of self-perception.

"Personal Details Form" was prepared and used in this study, too. This form is designed by the researcher and categorized questions to gather data related to gender, age, faculty/vocational school, department, grade, participation in sportive activities, having personal hobbies, the place they live, monthly family income, having a date, friend circle, being pleased with the major they are mastering, willingness to select the department, measuring academic success rate.

The data collected through the administration of the survey is analysed with SPSS 22.0, which is a computer software programme. By using cross tabular form the results were revealed. In order to compare distribution of frequencies information about different variables of the participants in different majors were analysed by applying Chi Square test. The variables were about the rate of males and females in the classrooms, their free time activities, the place they dwell, their relationship status, having a friend circle, willingness to choose their department, academic success level. One Way Anova is used to compare participants' social identity perception scores according to their majors, grades, and academic success. Independent T test is used to compare social self-perception scores according to their sportive activities, having hobbies or not, dwelling with their families or not, and having a close friend circle or not.

### 3. Results

**Table 1: The Distribution of Participants' Departments According to Gender**

Gender		Department/High School		Total	X <sup>2</sup>
		Physical Education	Education		
Male	Number	48	125	173	80,96*
	%	32,0	83,3	57,7	
Female	Number	102	25	127	
	%	68,0	16,7	42,3	
Total	Number	150	150	300	
	%	100,0	100,0	100,0	

\*p<0.05

It can be found in the table 1 that at Physical Education and Sports the proportion of male participants is 68% and the proportion of female participants is 32%, while at Education Faculty the proportion of male participants is 83.3%, and the proportion of female participants is 16.7%. There is statistically significant difference in terms of gender variable of participants according to their departments (p<0.05).

**Table 2: Distribution of participants according to their sportive activities and their majors**

		Gender		Total	X <sup>2</sup>
		Female	Male		
<b>Departments</b>					
Physical Education	Number	49	101	150	77,69*
	%	28,3	79,5	50,0	
Philosophy Teacher Education	Number	49	9	58	
	%	28,3	7,1	19,3	
Literature Teacher Education	Number	33	10	43	
	%	19,1	7,9	14,3	
Others	Number	42	7	49	
	%	24,3	5,5	16,3	
Total	Number	173	127	300	
	%	100,0	100,0	100,0	
The situation whether participants engage in sportive activities					
Following sportive activities	number	37	63	100	26,24*
	%	21,4	49,6	33,3	
Not following any sportive activities	Number	136	64	200	
	%	78,6	50,4	66,7	
Total	Number	173	127	300	
	%	100,0	100,0	100,0	

\*p<0.05

It can be concluded from the Table 2 that at Physical Education and Sports the rate of female participants is 28.3% and the rate of male participants is 79.5%, in philosophy teacher education the rate of female participants is 28.3% and the rate of male participants is 7.1%, in Literature Teacher Education the rate of female participants is 19.1% and the rate of female participants is 7.9%, in other departments the rate of female participants is 24.3% and the rate of male participants is 5.5%. According to the department of participants statistically significant difference can be seen (p<0.05). When the variable if participants following an exercise program or not is considered, 21,4% of female participants and 49.6 of male participants engage in sportive activities. According to the gender variable, between their engagement in sportive activities, there is a statistically meaningful difference (p<0.05).

**Table 3: Distribution of Participants According to Their Grades and Free Time Activities**

		Faculty/High School		Total	X <sup>2</sup>
		BESYO	Education		
<b>Grade</b>					
First graders	Number	18	10	28	12,69*
	%	12,0	6,7	9,3	
Second graders	Number	37	18	55	
	%	24,7	12,0	18,3	
Third graders	Number	29	32	61	
	%	19,3	21,3	20,3	
Fourth graders	Number	66	90	156	
	%	44,0	60,0	52,0	
Total	Number	150	150	300	
	%	100,0	100,0	100,0	
Whether the participant have hobbies to do in their free times or not					
Have a hobby	Number	116	102	218	3,29
	%	77,3	68,0	72,7	
Does not have a hobby	Number	34	48	82	
	%	22,7	32,0	27,3	
Total	Number	150	150	300	
	%	100,0	100,0	100,0	

\*p<0.05

It can be concluded from the Table 3 that 44% of Physical Education and Sports students and 60% of Education faculty students are fourth graders (senior students). There is statistically significant difference according to their departments in terms of their grade (p<0,05). When the participants are dealt with respect to their hobbies, 77.3 of BESYO students and 68% of education faculty students have hobbies. There is no statistically significant difference in terms of having hobbies between participants (p>0,05).

**Table 4: Distribution of Participants According to Their Relationship Status and The Place They Stay**

		Faculty/High School		Total	X <sup>2</sup>
		Besyo	Education		
<b>Where they stay</b>					
With the family	Number	111	81	192	13,02*
	%	74,0	54,0	64,0	
Away from the family	Number	39	69	108	
	%	26,0	46,0	36,0	
Total	Number	150	150	300	
	%	100,0	100,0	100,0	
Relationship status					
Have a relationship	Number	91	59	150	13,65*
	%	60,7	39,3	50,0	
Does not have a relationship	Number	59	91	150	
	%	39,3	60,7	50,0	
Total	Number	150	150	300	
	%	100,0	100,0	100,0	

\*p<0.05

When the table is analysed, it can be stated that at Physical Education and Sports 74% of participants and at Education Faculty 54% of participants stay with families. There is a statistical significance between where the students stay and their departments(p<0.05). When the relationship status of the participants regarded, it is concluded that 60.7 per cent of the participants at BESYO and 39.3 per cent of the participants at Education faculty are in a relationship. There is a meaningful difference between participants' relationship status and their faculties(p<0.05).

**Table 5: Distribution Of Participants According to Their Possession of Regular Friend Circle and Their Initial Willingness to Choose Their Department**

		Faculty/High School		Total	X <sup>2</sup>
		Besyo	Education		
<b>Do you have a regular friend circle?</b>					
Yes	Number	137	131	268	1,26
	%	91,3	87,3	89,3	
No	Number	13	19	32	
	%	8,7	12,7	10,7	
Total	Number	150	150	300	
	%	100,0	100,0	100,0	
<b>Did you willingly choose your department?</b>					
Yes	Number	133	108	241	13,19*
	%	88,7	72,0	80,3	
No	Number	17	42	59	
	%	11,3	28,0	19,7	
Total	Number	150	150	300	
	%	100,0	100,0	100,0	

\*p<0.05

When the table is analysed, it can be revealed that 91.3% of participants from Physical Education and Sports and 87.3% participants from other education faculty departments have a regular friend circle. There is no statistically significant difference between participants possession of regular friend circle and their departments ( $p>0.05$ ). When another issue whether the participants initially choose their departments voluntarily and willingly or not is considered, 88.7% of the participants from Physical Education and Sports and 72% of the participants from Education Faculty chose their departments willingly. This difference creates a statistical significance ( $p<0.05$ ).

**Table 6: Distribution of Participants According to Their Academic Success and being Pleased With Their Departments**

		Faculty/High School		Total	X <sup>2</sup>
		Besyo	Education		
<b>Whether they are pleased with their department or not</b>					
Pleased	Number	133	131	264	,13
	%	88,7	87,3	88,0	
Not pleased	Number	17	19	36	
	%	11,3	12,7	12,0	
Total	Number	150	150	300	
	%	100,0	100,0	100,0	
<b>Academic success rate</b>					
weak	Number	1	4	5	3,68
	%	0,7	2,7	1,7	
moderate	Number	74	61	135	
	%	49,3	40,7	45,0	
Good	Number	75	85	160	
	%	50,0	56,7	53,3	
Total	Number	150	150	300	
	%	100,0	100,0	100,0	

According to table 6, 88.7% of the participants at Physical Education and Sports and 87.3% of the participants at education faculty are satisfied with their majors. There is no significant difference between participants majors and their level of satisfaction with their majors ( $p>0.05$ ). When the academic success level of the participants considered, 49.3% of the students at Physical Education and Sports and 40.7 of the participants of other education faculty departments have mediocre academic success level and 50% of the students at Physical Education and Sports and 56.7 of the students at other education faculty departments have good academic success level. In terms of their

academic success level, there is no statistically significant difference between BESYO and other majors at Education faculty ( $p>0.05$ ).

**Table 7: F Test Results According to Participants Social Self-Perception Scores**

Departments	N	X	SS	F	P	Turkey HSD
Physical Education and Sports	150	90,01	9,481			
Philosophy	58	79,03	14,256			
Teacher Education				10,990	,000	1-2, 1-4
Literature Teacher Education	43	84,40	18,422			
Others	49	83,10	16,076			
Total	300	85,96	13,854			

According to the Table 7, according to their majors socialself-perception of the participants differ significantly [ $F(3, 296)=10,990, p=,000$ ].This difference, stems from the fact that mean score of BESYO students ( $X=90,01\pm 9,481$ ) is higher than the mean score of participants from philosophy Teacher Education ( $X=79,03\pm 14,256$ ) additionally higher than the mean scores of participants from other departments ( $X=83,10\pm 16,076$ ).

**Table 8: F Test Results of the Participants According to Their Social Self Perception**

Grades	n	X	SS	F	P
First Graders	28	85,14	12,921		
Second Graders	55	85,31	11,925		
Third Graders	61	83,85	17,178	,929	,427
Fourth Graders	156	87,15	13,189		
Total	300	85,96	13,854		

When the table is examined, there is no statistically significant difference between social self-perception scores of participants and their grade levels. [ $F(3, 296)=,929, p=,427$ ].

**Table 9: T Test Results of Participants' Social Self-Perception Scores and Their Engagement In Sportive Activities**

Engagement in sportive activities	N	X	SS	T	P
Doing sports	100	91,62	10,681	5,222	,000
Not doing sports	200	83,13	14,403		

The mean score of participants who do sports ( $X=91,62\pm 10,681$ ) is higher than the mean score of participants who do not do sports ( $X=83,13\pm 14,403$ ) and there is meaningful difference [ $t(298)=5,222, p=,000$ ].

**Table 10: T test Results of The Participants' Social Self-Perception and Their Hobbies**

Having hobbies or not	N	X	SS	T	P
Have hobbies	218	86,34	14,387		
Does not have hobbies	82	84,93	12,349	,789	,431

According to the table, participants with hobbies have higher mean score ( $X=86,34\pm 14,387$ ) than participants who do not have hobbies( $X=84,93\pm 12,349$ ) and the results are statistically significant [ $t(298)=,789, p=,431$ ].

**Table 11: Comparison of Participants According to Their Social Self Perceptions and The Place They Stay**

The place they stay	n	X	SS	T	P
Staying with the family	192	87,59	12,865	2,759	,006
Staying apart from the family	108	83,05	15,084		

According to the table, the mean score of participants who live with their parents ( $X=87.59\pm 12.865$ ) is higher than the mean scores of participants staying away from their families ( $X=83.05\pm 15.084$ ) and the significance is statistically meaningful [ $t(298)=2.759, p=.006$ ].

**Table 12: The Comparison of The Participants' Scores of The Perception of The Social Identity With Respect To Having a Group of Friends.**

The status of having a regular group of friends	n	X	SS	T	P
Yes	268	86,50	13,469	1,975	,049
No	32	81,41	16,274		

Looking at the table above, it is seen that the mean of the participants who have a regular group of friends ( $X=86.50\pm 13.469$ ) is meaningfully [ $t(298)=1.975, p=.049$ ] higher than the mean of the participants who don't have a regular group of friends ( $X=81.41\pm 16.274$ ).

**Table 13: F Test Results of The Participants 'Scores of Social Identity With Respect to Academic Success Status**

Academic success status	N	X	SS	F	P
Weak	5	83,00	6,964	7,160	,001
Moderate	135	82,78	14,885		
Good	160	88,73	12,505		
Total	300	85,96	13,854		

Looking at the table, it is seen that the participants 'scores of social identity statistically have a meaningful differentiation with respect to academic success status [ $F(2, 297)=7.160, p=.001$ ]. This differentiation result from the fact that the mean of participants whose academic status is good  $X=88.73\pm 12.505$  is higher than the ones whose academic success is moderate ( $X=82.78\pm 14.885$ ).

#### 4. Result

Physical Education and Sports the proportion of male participants is 68% and the proportion of female participants is 32%, while at Education Faculty the proportion of male participants is 83.3%, and the proportion of female participants is 16.7%. There is statistically significant difference in terms of gender variable of participants according to their departments ( $p<0.05$ ).

Physical Education and Sports the rate of female participants is 28.3% and the rate of male participants is 71.7%, in philosophy teacher education the rate of female participants is 28.3% and the rate of male participants is 71.7%, in Literature Teacher Education the rate of female participants is 19.1% and the rate of male participants is 80.9%, in other departments the rate of female participants is 24.3% and the rate of male participants is 75.7%. According to the department of participants statistically significant difference can be seen ( $p<0.05$ ). When the variable if participants following an exercise program or not is considered, 21.4% of female participants and 49.6% of male participants engage in sportive activities. According to the gender variable, between their engagement in sportive activities, there is a statistically meaningful difference ( $p<0.05$ ).

It can be concluded from that 44% of Physical Education and Sports students and 60% of Education faculty students are fourth graders (senior students). There is statistically significant difference according to their departments in terms of their grade ( $p<0.05$ ). When the participants are dealt with respect to their hobbies, 77.3% of Physical Education and Sports students and 68%



of education faculty students have hobbies. There is no statistically significant difference in terms of having hobbies between participants ( $p>0,05$ ).

It can be stated that at Physical Education and Sports 74% of participants and at Education Faculty 54% of participants stay with families. There is a statistical significance between where the students stay and their departments ( $p<0.05$ ). When the relationship status of the participants regarded, it is concluded that 60.7 per cent of the participants at Physical Education and Sports students and 39.3 per cent of the participants at Education faculty are in a relationship. There is a meaningful difference between participants' relationship status and their faculties ( $p<0.05$ ).

According 6, 88.7% of the participants at Physical Education and Sports and 87.3% of the participants at education faculty are satisfied with their majors. There is no significant difference between participants majors and their level of satisfaction with their majors ( $p>0.05$ ). When the academic success level of the participants considered, 49.3% of the students at Physical Education and Sports students and 40.7 of the participants of other education faculty departments have mediocre academic success level and 50% of the students at Physical Education and Sports students and 56.7 of the students at other education faculty departments have good academic success level. In terms of their academic success level, there is no statistically significant difference between Physical Education and Sports and other majors at Education faculty ( $p>0.05$ ).

Considering the result of the study, it is seen that the participants 'scores of social identity statistically have a meaningful differentiation with respect to academic success status [ $F(2, 297)=7,160, p=,001$ ]. This differentiation result from the fact that the mean of participants whose academic status is good  $X=88,73\pm 12,505$  is higher than the ones whose academic success is moderate ( $X=82,78\pm 14,885$ ). Looking at the table above, it is seen that the mean of the participants who have a regular group of friends ( $X=86,50\pm 13,469$ ) is meaningfully [ $t(298)=1,975, p=,049$ ] higher than the mean of the participants who don't have a regular group of friends ( $X=81,41\pm 16,274$ ).

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