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Effect of school and family factor on athletes studying at high school in Sakarya

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Abstract

Sports have great importance on establishing either good interpersonal or intersocietal relations on acquiring good habits for the adults who will assume responsibility in the future. Making negative contributions or not making any contributions to sports development identify the limits of the success status of the students in the future. The important institutions to provide sport success are family and school. It is identified that the level of education and income and being athletes in the family is effective to do sport and especially the interest of the family effects the attitude of the kid on sport. Also, the lack of sport equipment and facilities suspend students from sport and school exhibiting positive attitude increased the interest of the student. The subjects of this study are 9th, 10th and 11th grade students of Sport High School of Sakarya. The questionnaire used as the data collection in this study consists of 19 questions.

Keywords: Sport, student, family.

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1. Introduction

While associating with education, considering sport together with the physical education concept is a true approach. Physical education and sport are complementary phenomenon in modern education understanding (Yetim, 2005, p. 142). Physical education and sport, in general, are the most effective education and health activities directly related to the spirits and efficiency of human health character development individually and a human power potential and existence with a tough, strong, high common sensational behaviours nationally (DPT, 1983, p. 5).

Educators and moralists defended that guiding the child development and behaviours are required claiming that if the children are allowed to express themselves, they will present healthy grow up and they can bear social responsibility in the 19th century. Developments until today created a world pertain to the children, lots of things exist in this separate world of children such as activities, schools, books, shopping malls, food, etc., prepared according to their needs, interests and abilities (Muratli, 1997, p. 1).

The effect of Physical Education and Sport on humans becomes noticeable by the attraction of some sports on the millions of people on screen and continues to be a strong effect tool between nations. Today's some nations have become Physical Education and Sport Government Policy. Physical Education and Sport constitute an important part of the life of modern human life. In fact, the scientific truths revealed that Physical Education and Sport provided having a balanced personality improving both mental and physical structure and health. In other words, Physical Education is providing physical, mental and idea development of a person in compliance with the basic principles of National Education. Physical activities aim a person to be healthy body, awake mind and mentally healthy (Pamukkale University, Journal of Faculty of Education 1(1), 80, 1996 YAGMUR AKKOYUNLU).

Participation of children to the physical education and sport is related to the point of view of the parent generally. The approach of the parents on this issue is almost the most identifying factor on whether participating or not on these activities. Some parents are conscious of the positive effect of physical education and sport on the child development and socialisation process, they support participation of their children to these activities, most parents do not lean towards to the participation of their children to these activities. The idea of sport effects the academic success negatively and thought of causes injuries become general view were confronted as the main factors on presenting a negative attitude for the participation of children in the physical education and sport. Nowadays, parents are more positive for the participation in the sport and direct them to sport (Prof. Dr. OZBAY GUVEN Book 3 No 10 2006).

2. Methods and technics

The population of the research is the students studying at 9th, 10th and 11th grades in Sakarya and doing sports actively. Sport High School of Sakarya was included in the research because of high participation to sport activities and athlete students in Adapazari, the central district of Sakarya province.

In the research, this method was used because of the reasons for starting and breaking the sport, reasons for effecting the branch selection, successes in the sport, affordability of needs relating to sport, attitude of parents towards sport, expectations of parents from the sport, school chances and their availability, and aims relating to sport were examined in terms of different variables in school, family and personal knowledge.

The questionnaire that has used as the data collection tool has 19 questions. Quintet rating scale 'very low', 'low', 'moderate', 'high', 'very high' was used as the reasons of starting and continuing to sport, reasons for family sending their children to sport, reasons for break up, quartet rating scale, 'Always', 'Rarely', 'Often', 'Never' was used as the degree of affordability of needs of the sports of the family, interest and attitude of the family on sport, interest and attitude of the school on sport and

finally triple rating scale, ‘agree’, ‘no idea’ and ‘disagree’ was used as opportunities of the school and their availability reasons was identified with 19 close-ended questions.

3. Findings

In this part, tables relating to personal details of students, frequency tables of answers for the questionnaire items and percentage analysis in terms of sub-questions were analysed.

Table 1. Frequency table relating to the personal details of students participated in the research

Gender										
Female	F	59								
	%	39.3								
Male	F	91								
	%	60.7								
Total	F	150								
	%	100.0								
Type of your School										
State	F	150								
	%	100.0								
Education status of your mother										
Secondary school	F	27		Secondary school	F	22		Below 500 ytl	F	4
	%	18.0			%	14.7			%	2.7
Secondary school	F	48		Secondary school	F	46		501–750 ytl	F	3
	%	32.0			%	30.7			%	2.0
High school	F	59		High school	F	59		751–1,000 ytl	F	2
	%	39.3			%	39.3			%	1.3
University	F	14		University	F	22		1001–1,250 ytl	F	19
	%	9.3			%	14.7			%	12.7
Illiterate	F	2		Illiterate	F	1		1250 ytl and above	F	122
	%	1.3			%	7			%	81.3
Total	F	150		Total	F	150		Total	F	150
	%	100.0			%	100.0			%	100.0
Education status of your father										
Monthly average income										
Father's Job										
Worker	F	44		Worker	F	22				
	%	29.3			%	14.7				
Officer	F	12		Officer	F	3				
	%	8.0			%	2.0				
Farmer	F	7		Farmer	F	104				
	%	4.7			%	69.3				
Self-employment	F	29		Self-employment	F	6				
	%	19.3			%	4.0				

Pensioner	F	20	Pensioner	F	3
	%	13.3		%	2.0
Other	F	36	Other	F	10
	%	24.0		%	6.7
Total	F	148	Total	F	148
	%	98.7		%	98.7
Null	F	2	Null	F	2
	%	1.3		%	1.3
Total	F	150	Total	F	150
	%	100.		%	100.0
		0			

Is there anyone still doing sport in the family?

Yes	F	70
	%	46.7
No	F	80
	%	53.3
Total	F	150
	%	100.
		0

In Table 1, while 39.3% (59) of the participants in the research are female, 60.7% (91) of the participants are male. The question on the educational status of the mother was answered as 18.0% (27) primary school, 32.0% (48) secondary school, 39.3% (59) high school, 9.3% (14) university and 1.3% (2) literate, respectively. The question on the educational status of the father was answered as 14.7% (22) primary school, 30.7% (46) secondary school, 39.3% (59) high school, 14.7% (22) university and 7% (1) literate, respectively.

When we look at the annual income, they answered as 2.7% (4) is below 500 ytl, 2.0% (3) is between 501 and 750 ytl, 1.3% (2) is between 751 and 1,000 ytl, 12.7% (19) is between 1,001 and 1,250 ytl and 81.3% (122) is 1,250 ytl and above. The other question about the job of the father was answered as 29.3% (44) worker, 8.0% (12) officer, 4.7% (7) farmer, 19.3% (29) self-employed, 13.3% (20) pensioner, 24.0% (36) other. 1.3% (2) answered as null because their father is unemployed. Housewife is the most selected option with the rate of 69.3% (104). Then, we see 14.7% (22) is worker, 6.7% (10) has selected other and 4.0% (6) is self-employment. The rate of answers given as the officer and pensioner are equal with the rate of 2.0% (3). 1.3% (2) selected the option of null. While the rate of 46.7% (70) answers the question of Is there anyone still doing sport in your family? As yes, 53.3% (80) answered as no.

Table 2. Distribution table according to the student answers for the factors that are effective to start sport and continue

		Very low	Low	Mode rate	High	Very High	Total
One of my family members doing sport actively	F	53	37	38	10	12	150
	%	35.3	24.7	25.3	6.7	8.0	100.0
Because I love the sport branch, I am in	F	44	10	13	11	72	150
	%	29.3	6.7	8.7	7.3	48.0	100.0
Staying healthy	F	4	7	25	49	65	150
	%	2.7	4.7	16.7	32.7	43.3	100.0

Recreational activity	F	14	13	27	39	57	150
	%	9.3	8.7	18.0	26.0	38.0	100.0
Having more sport activities in the school	F	21	21	46	31	31	150
	%	14.0	14.0	30.7	20.7	20.7	100.0
Success of sport teams in the school and value for the player	F	29	15	45	29	32	150
	%	19.3	10.0	30.0	19.3	21.3	100.0
Playing games	F	24	35	41	25	25	150
	%	16.0	23.3	27.3	16.7	16.7	100.0
There is a close sport club to my house	F	51	45	23	13	18	150
	%	34.0	30.0	15.0	8.7	12.0	100.0
My parents want me to participate in	F	22	18	31	24	55	150
	%	14.7	12.0	20.7	16.0	36.7	100.0
My teacher wants me to participate in	F	41	24	32	22	31	150
	%	27.3	16.0	21.3	14.7	20.7	100.0

In Table 2, when we add the answer percentages of the ‘high and very high’ options that are effective on starting and continuing a sport, the factor of someone doing sport in the family is 14.7%, loving the sport branch in is 55.3%, to stay healthy is 76.0%, recreation is 64.0%, sport activities in the school is 41.4%, success of the sport teams in school and value presented to player is 40.6%, desire to play is 33.4%, sport club located close to house is 20.7%, family desire is 52.7% and teacher desire is 35.4%, respectively.

Table 3. Table of student view according to the school opportunities and availability of these

		I agree	I don't have idea	I don't agree	Total
I don't exercise in the Physical Education class sufficiently	F	71	39	40	150
	%	47.3	26.0	26.7	100.0
Sport equipment about my branch is not sufficient	F	81	40	29	150
	%	54.0	26.7	19.3	100.0
I cannot use available sport equipment when I want	F	75	31	44	150
	%	50.0	20.7	29.0	100.0
There is not available sport court for my own sport branch	F	69	35	46	150
	%	46.0	23.3	30.7	100.0
I cannot use available sport court when I want	F	78	27	45	150
	%	52.0	18.0	30.0	100.0
Resources in the library relating to the sport branches are not sufficient	F	79	49	22	150
	%	52.7	32.7	14.7	100.0
There are not separate dressing room for physical education classes and extracurricular exercises	F	83	33	34	150
	%	55.3	22.0	22.7	100.0
There are not our own lockers that can we use in our classes and our dressing rooms	F	77	36	37	150
	%	51.3	24.0	24.7	100.0
We have no showers that we can use after physical education class or exercise	F	95	32	23	150
	%	63.3	21.3	15.3	100.0
We have no hot water that we can use after physical education class or exercise	F	86	41	23	150
	%	57.3	27.3	15.3	100.0

In Table 3, when the views of the students relating to the current opportunities of the school and their availability, the student complained about not having shower after the sport at most with the rate of 63.3%.

Table 4. Frequency distribution table of sport branch of students, person tending to branch and success in their branches

Sport Branch			Priority effect tending to branch		
Football	F	57	My parents	F	79
	%	38.0		%	52.7
Athletics	F	5	My friends	F	25
	%	3.3		%	16.7
Karate	F	10	My teacher	F	36
	%	6.7		%	24.0
Basketball	F	21	Famous sport	F	10
	%	14.0		%	6.7
Judo	F	2	Total	F	150
	%	1.3		%	100.0
Rowing	F	8			
	%	5.3			
Volleyball	F	11	Sport branches		
	%	7.3			
Taekwondo	F	5	I have degrees in in-school sport competitions	F	23
	%	3.3		%	15.3
Gymnastics	F	2	I have degrees in interscholastic competitions	F	34
	%	1.3		%	22.7
Handball	F	8	I have degrees in competitions at outside the city	F	58
	%	5.3		%	38.7
Wrestling	F	2	I am national athlete	F	13
	%	1.3		%	8.7
Other	F	19	I have not any degree	F	22
	%	12.7		%	14.7
Total	F	150	Total	F	150
	%	100.0		%	100.0

In Table 4, you can see the sport branches, priority effect tending on branch and increasing branch success of participant students.

Table 5. Distribution table on student views towards the attitude of parents to the sport and do sport for their children

		Always	Rarely	Often	Never	Total
They reward me when I got a degree and I am successful	F	91	35	15	9	150
	%	60.7	23.3	10.0	6.0	100.0
They encourage me to do sport regularly	F	108	24	15	3	150
	%	72.0	16.0	10.0	2.0	100.0
They come to watch my training	F	48	58	26	18	150
	%	32.0	38.7	17.3	12.0	100.0
They come to watch my competitions and races	F	64	44	29	13	150
	%	42.7	29.3	19.3	8.7	100.0
They console me when I am not successful	F	91	35	15	9	150
	%	60.7	23.3	10.0	6.0	100.0
They punish me when I am not successful	F	15	16	11	108	150
	%	10.0	10.7	7.3	72.0	100.0
Sport programmes and competitions are being watched at home	F	54	44	30	22	150
	%	36.0	29.3	20.0	14.7	100.0
Newspaper and journals are being	F	40	40	36	34	150
	%					

watched at home	%	26.7	26.7	24.0	22.7	100.0
They think sport effect my lessons negatively	F	15	41	27	67	150
They pressure on me to quit the sport	%	10.0	27.3	18.0	45.0	100.0
I get permission for training and competitions hardly.	F	13	15	17	105	150
	%	8.7	10.0	11.3	70.0	100.0
	F	18	6	12	114	150
	%	12.0	4.0	8.0	76.0	100.0

When the answers of the students in Table 5 were looked, the rate of rewarding the child when he/she is successful 60.7% is always and 23.3% rarely.

4. Results and suggestions

In Table 1, when the genders of the students are considered, male students have the majority. This issue demonstrates that male students have more tendency and desire for the sport. When it is looked at the educational status of the father and the mother, it has seen that both of them mainly graduated from high school. It was identified that the rate of the job of the father is 29.3% (44) as worker and mother is 69.3% as housewife. When we looked at the average monthly income, 81.3% was answered 1,250 TL and above.

In Table 2, the most important factor for the students to start sport is staying healthy, then recreation, the third, loving the sport branch in, the fourth is the desire of the family and more sport activities in the school, respectively. The less incentive thing for the students is someone doing sport in the family.

In Table 3, when the student views on available opportunities of the school were considered, 47.3% of the students mentioned they cannot exercise according to their own branches selecting the 'I agree' option and 26.7% mentioned they can exercise. It was identified that 54.0% found equipment of their own branch sufficient and 50.0% cannot use sport equipment whenever they want. While the rate of the students who think there is not any sport court for their own branches is 46.0%, the rate of ones who think the sport courts are sufficient is 30.7%. 52.0% of the research group cannot use the available sport courts whenever they want. The rate of 55.3% for the option of 'Is there any locker for you in your class or dressing room?' demonstrates that this opportunity in the school is very low. While 63.3% of students mention they cannot have shower after sport activities, 57.3% identified there is not any available hot water.

In Table 4, participants selected the options as 38.0% (57) football for their own sport branches, 3.3% (5) athletics, 6.7% (10) karate, 14.0% (21) basketball, 1.3% (2) judo, 5.3% (8) rowing, 7.3% (11) volleyball, 3.3% (5) taekwondo, 1.3% (2) gymnastics, 5.3% (8) handball, 1.3% (2) wrestling and 12.7% (19) other. Except 19 students in this table, 97 of the students do team sports and 34 students do individual sports. Priority effect on tending on branch was selected 'Effect of Parents' with the rate of 52.7% (79) most. 24.0% (36) mentioned that their teachers are effective. 16.7% (25) stated their friends and 6.7% (10) famous sportspeople are effective. 15.3% (23) answered I have degrees in in-school sport competitions, 22.7% (34) answered I have degrees in interscholastic competitions and 38.7% (58) answered I have degrees in competitions at outside the city. We see 8.7% (13) of the students are national athlete. 14.7% (22) of the students have no degree.

In Table 5, Always is 72.0% and rarely is 16.0% on encouragement on doing sport. Always is 32.0%, rarely is 38.7% and never is 12.0% on watching training of their children. Always is 42.7%, rarely is 29.3% and never is 8.7% on watching competitions and races of their children. Console rate of the parents when their kids are not successful is 60.7%. The rate of punishment of the students when they are not successful is never with the rate of 72.0%. It is understood that punishment is never used for the parents of participants. Always is 36.0%, rarely is 29.3%, often is 20.0% and never is 14.7% on watching sport programme by family. Always is 26.7%, rarely is 26.7% and often is 24.0% on reading

newspaper and journals at home. Always is 10.0%, rarely is 29.3%, often is 18.0% on sport effect lessons negatively and 45.0% of the parents think sport never effect lessons.

Students and general society are attracted by particular sport branches. Educators and families should introduce students to different sport branches and studies have to be conducted for the students to improve in different branches.

Sport opportunities in the schools should be improved to the sufficient levels, healthy and hygienic environment should be provided, by maintenance and repair of the sport courts and forming dressing room and showers for the students.

Mass media should attract attention to the various sport branches instead of volleyball and football, provide instructional programmes about sport for the youth and their parents.

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