

Research on the Sport High School and Other High School Students' Attitude Towards Physical Activities and Levels of Satisfaction with Life

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Abstract

The purpose of this study is to identify the attitude of students of sport high schools and those of other high schools towards physical activities and their levels of satisfaction with life and to examine whether there are differences between these two student groups. In the study, 3 different scales were used on 368 students in total, who were studying in Sivas province in 2017-2018 Educational Year, found by convenience sampling method. The first scale is "the Personal Information Form", which consists of 8 articles, for identifying the demographical characteristics of the participants; the second scale is "the Cognitive Behavioral Physical Activity Questionnaire (CBPA)", which was developed by Schembre et al., (2015) and was adapted to Turkish by the validity and reliability study done by Eskiler et al., (2016), for identifying the participants' attitudes towards physical activities. The third scale is "the Satisfaction with Life Scale", which was developed by Diener et. al (2002) and prepared as 5-statement 5-point likert type, for identifying the participants' levels of satisfaction with life. SPSS 25 package software was used in data analysis. The data were reflected as values of percentage, frequency, and average standard deviation. 180 sport high school students and 188 other high school students were participated in the study, when looked at the findings acquired. It was found that the attitude levels of sport high school students towards physical activities are higher than those of other high school students, and in parallel, it was seen that they have higher levels of satisfaction with life. As a result, it can be said that regular physical activity positively increases the individual's satisfaction with life. Thus, regular physical activity is recommended.

Keywords: Physical Activity, Satisfaction with Life, Sport, Student, Attitude

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Introduction

For healthier individuals and a healthier society, it is necessary to encourage individuals to perform physical activities at the most convenient level, given the benefits of physical activity. It is obvious that physical activity is essential for a long and quality life. Physical activity is necessary not only for children, but also for adults and the elderly (Yüksel, 2001).

Regular physical activity prevents contracting various diseases, as well as increasing individual's physical capacity. It is also true that physical activity also increases individuals' job performances and their capacities for home activities and recreational time. It has been observed that individuals who do regular physical activities have higher physical work capacities and that they have quicker nerve and muscle system responses than their sedentary peers (Alpkaya et al., 2004).

Attitude, one of the crucial components of human behavior, can be defined as learned tendencies which impel the individual to show certain behaviors in the face of certain individuals, objects, and situations. The fact that attitude is a determinant for the individual in participation to various activities and fields made it necessary to discuss this matter within the context of its relationship with physical activity (Koca and Aşçı, 2004). For example, according to Graham (1995), the key to improve the individual's tendencies towards physical activity is to understand his/her perception, thoughts, and attitudes.

Satisfaction with life is defined as the positive difference between the individual's life expectations and the degree at which these expectations are met. In other words, satisfaction with life can be defined as the individual's emotional reaction or attitude towards life as a whole; time at work, outside of work and leisure time (Özdevecioğlu, M.,(2003) ; Sung-Mook et al. (1994)).

When evaluated from this perspective, satisfaction with life can be seen as a form of attitude. It is thought that sports create a source for the individual to develop positive attitude towards life as a whole. In that regard, the positive effect of physical activity and sports on satisfaction with life has been revealed by recent studies (Gaudreau and Antl, 2008; Poulsen, Ziviani, and Cuskelly 2006; Mahan, Seo, Jordan, and Funk, 2015; Yıldız, Gülşen, and Yılmaz (2015)).

Low satisfaction with life has revealed the negative health conditions which include the relationship between satisfaction with life and the behaviors of familial care being an intermediary for the internal and external behavioral problems of teenagers. On the other hand, high satisfaction with life has been asserted to be a shield for teenagers against developing aggressive behavioral problems in the face of unfavorable life conditions (Suldo & Huebner, 2004). Thus, it is proposed that the increase in satisfaction with life would reduce the prevalence of aggressive behavior in teenagers. The most popular opinion on this matter is to canalize teenagers to sports and social activities (Tabuk, 2009). In this study, it was aimed to identify the attitude of students of sport high schools and other high schools towards physical activities and their levels of satisfaction with life and to examine whether there are differences between these two student groups.

Material and Method

The study is a descriptive study in survey model. In the study, 3 different scales were used on 368 students in total, who were studying in Sivas province in 2017-2018 Educational Year, found by convenience sampling method. The first scale is "the Personal Information Form", which consists of 8 articles, for identifying the demographical characteristics of the participants. The second scale is "the Cognitive Behavioral Physical Activity Questionnaire (CBPAQ)", which was developed by Schembre et al. (2015) and was adapted to Turkish by the validity and reliability study done by Eskiler et al. (2016), for identifying the participants' attitudes towards physical activities. CBPA Questionnaire consists of 15 statements which was prepared in 5-point likert format (1: Strongly Disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Strongly Agree) and 3 subscales. The subscales are Result Expectation (1,2,9,13,14), Self-Organization (3,4,5,6,8), and Personal Obstructions (7,10,11,12,15).

The third scale is “the Satisfaction with Life Scale”, which was developed by Diener et al., (2002) and prepared as 5-statement 5-point likert type, for identifying the participants’ levels of satisfaction with life. SPSS 25 package software was used in data analysis. The data were presented as values of percentage, frequency, and average standard deviation. 180 sport high school students and 188 other high school students participated in the study.

Findings

180 sport high school students and 188 other high school students participated in the study. The age percentages of the participant students are as follows: 0,8 % are 14 years old, 11,7% are 15 years old, 29,6% are 16 years old, 47,6% are 17 years old, 9% are 18 years old, 1,1% are 19 years old, and 0,3% are 20 years old. 174 (47,3%) of the participants are female and 194 (52,7%) of them are male. 144 of students participate in individual sports, 128 of them participate in team sports, and 126 of them participate in sports activities.

Table 1. Grade Dispersion of Participants

Variables	Frequency	Percent (%)
9 th Grade	56	15,2
10 th Grade	91	24,7
11 th Grade	193	52,4
12 th Grade	28	7,6
Total	368	100

15,2% of the participants are at 9th grade, 24,7% are at 10th grade, 52,4% are at 11th grade, and 7,6% are at 12th grade.

Table 2. Monthly Family Income Distribution of Participants

Variables	Frequency	Percent (%)
TL 0-1601	93	25,3
TL 1602-3200	191	51,9
TL 3201 and over	84	22,8
Total	368	100,0

Those whose families receive TL1602-3200 monthly income are more than other groups.

Table 3. Comparison between the Participants’ Attitude towards Physical Activity and Their Levels of Satisfaction with Life

Variables	High School	N	Mean	Ss	T value	P value
Satisfaction with Life	OHS (Other HS)	188	14,72	4,93	-2,612	,009
	SHS (Sport HS)	180	15,95	4,08		
Result Expectation	OHS	188	3,63	1,12	,223	,823
	SHS	180	3,61	1,02		
Self-Organization	OHS	188	2,90	1,05	-5,486	,000
	SHS	180	3,48	,95		
Personal Obstructions	OHS	188	3,09	,88	,260	0,795
	SHS	180	3,07	,92		

According to Table 3, a significant difference was found in Self-Organization and Satisfaction with Life variables between Sport High School students and Other High School students, while no significant difference was found in Result Expectation and Personal Obstruction variables.

Discussion and Conclusion

Today, improving teenagers’ attitude towards physical activity and producing physically and psychologically healthy athletes depend on the efficiency of the education in school period. This can

shape in parallel with the attitudes of school, students, and teachers towards physical activities. If the student knows him/herself well, and the teacher knows his/her student well and suitable materials are provided, the possibility for the student to participate in physical activities will increase.

The study of Doğan in 2011, in which the scale of attitude towards physical education lesson and sports developed by Demirhan and Altay (2001) was used, aimed to acquire knowledge about the levels of physical fitness and sports and the attitudes towards physical education lesson and sports of the students who were studying at different high schools at various status in Niğde in 2010-2011 academic year. In the study, in which 267 students in total between the ages of 14 and 18 participated and which was conducted in order to determine the attitudes towards physical education and sports and the physical characteristics of the students (height, body weight, body-mass index, basal metabolic speed, body-fat percentage, fat masses), no significant difference was found between the schools. However, significant difference was found between Self-Organization subscale of physical activity attitude and Satisfaction with Life of sport high school and other high school students in our study. This situation favoring sport high school suggests that sport high school students have a more positive attitude towards physical activities and have higher self-esteem than other high school students. Considering the schools in our study as schools at different status, we can say that the study is not on a similar line with those of Doğan (2011) and Demirhan and Altay (2001).

Aicinena (1991) suggested in an article on attitudes of teachers and students towards physical education and sports that teacher's behavior is a determinant on students' participation in physical activities, and that it affects students' attitude towards physical education. With regards to our study, sport high school teachers being mostly physical education teachers can have a positive effect on their students' attitude towards physical activities. The motivation of students in order to get healthier by doing sports is closer to the positive extreme. It is already known by everybody how and to what extent regular exercise can improve organic endurance and physiological functions of individuals at any age. Besides, it is worth considering the suggestions that regular exercise in the fields of psychology and sociology also can protect individuals from stress and stress-related issues (Sunay et al. (2004), Kalish, 1998; Zorba, 1999).

The individual who participates in sports activities reduces physical tension, consolidates his/her esteem for his/her body image, feels energetic, and takes pride on the achievement s/he has got; all of which are positively related both with satisfaction with life and with mental health. This sportive process leads to gratification by suitable skills and effort, and the completion of the process generates a greater satisfaction before achieving the goal (Fişne, 2009).

Fişne asserted in the study that "sedentary" students have lower level of satisfaction with life than that of "rarely active", "moderately active", and "highly active" students. It is observed that the "sedentary" students have the lowest score average of satisfaction with life, and "highly active" students have the highest. In our study, it was found that sport high school students have a higher score of satisfaction with life than that of other high school students. These results can be considered to be in line with the result obtained in Fişne's (2009) study.

The first attainment achieved by physical activity is the improvement in daily life condition. As a result of this improvement, the individual gets less fatigue by daily physical stress. Activities such as climbing stairs, rushing for the bus, fast walking, lifting up and carrying can be given as examples to daily stress. After physical exercising on a certain program, the improvement will be obvious to see. As a result, facility and not suffering from fatigue in daily works will increase the satisfaction with life of individuals. It is also known that physical activities are performed in preventing, deferring, and treating physical injuries and diseases. Cardiovascular diseases group, including coronary heart diseases, peripheral vein diseases, and hypertension, is one of the most crucial disease groups inflicted mainly upon lack of activity. Other important group is dorsal diseases, incorrect posture, and activity anomalies. The most important body anomaly is obesity. Due to physical activities being beneficial in preventing these kinds of diseases, it can be said that it increases quality and satisfaction with life of individuals (Fişne, 2009).

According to Gür (1992), regular physical activity for infants and teenagers is essential for physical, mental, and social health. Unwanted behaviors, such as smoking, drinking, drug addiction and aggressiveness, are less visible in individuals who participate in physical activities and sports, while the development of behaviors, such as healthy diet, sufficient rest, are increased. The increase in these behaviors is thought to improve the quality and satisfaction with life of individuals.

Recent technological advancements impel individuals to inactivity as of infancy, and this causes a life style which is not suitable for human organism. Today, many factors, such as using the advanced technology in humanity's favor, mass media being prevalent, support to developments in sports and health sector by public and private sector, the idea of a healthier life and more satisfaction with life put into the minds of teenagers regardless of gender by more visibility for sports and health related contents on media, can affect individuals' attitude towards physical activity. In addition, individuals can adapt quickly to society since sports is sustainable and contributes to the spiritual, mental, and physical development of individuals. Natural results of the mentioned cases can be said that individuals are aware of the benefits of sports, whatever their educational status are, and that they project this awareness on their children. As a result, it was determined that sport high school students' attitude towards physical activity are higher and that their level of satisfaction with life are also high in parallel with the former. Regular physical activity positively affects individuals' satisfaction with life. In this regard, regular physical activity is recommended for individuals.

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