



*Full Length Research Paper*

# Analysis of basic value levels of sport high school and general high school students according to receiving physical education and sports courses

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## Abstract

The aim of this study was to analyze basic value level of Anatolian Sport High School and General High School students according to their receiving Physical Education and Sports courses. As 296 girls and 324 boys from General High School and 84 boys and 49 girls from Anatolian High School students, totally 753 students participated in research. In order to collect data related to independent and dependent variables, "Personal Information Form" and "Portrait Values Scale" were applied to high school students. Research data was evaluated by using Independent Sample T Test with statistics packet program. According to research results, meaningful difference in support of General High School was found at humanistic basic values which Power, Success, Excitement, Self-Management, Universalism, Benevolence, Compliance and Safety related to sub dimension according to Anatolian Sport High School and General High School students school types. Besides it was found that total points related to basic values vary according to gender and meaningful differences were found for the benefit of the girls. Meaningful differences were not found at Hedonism and Conventionalism sub levels.

**Keywords:** Physical education and sports, lesson, basic value, school.

## INTRODUCTION

Values are seen as mediators of behavior and have a direct influence on learning behavior (Matthews, 2001). However, we see that nowadays value system differs from past at developed societies. Whereas social benefits stand out for the youth at past, nowadays tendency of personal benefits increases. Unethical and tendency of disapproved phenomenon pretend. Giving importance to money nowadays replace qualitative education, desire to have an honest and ethical profession and selfishness and individualism levels of the youth have been increased. We have experienced that Turkish youth have the same tendency as well. It might be said that individualism similar to West societies is on the foreground, people pull away from traditional lifestyle and crime and tendency to unethical behaviors have been

gained speed (Özen, 2011). Crime and tendency to unethical behaviors have been perceived as the youth's ex-duco to violence and assaultiveness levels. Thus, value education is tried to be gained as being included in school programs nowadays (Türk, 2009). Some analyses provided insights regarding the way in which personal values are linked to different learning approaches; the way learning approaches influenced performance, and the way in which these relationships differed depending on gender and academic discipline (Tarabashkina and Lietz 2011).

Many events, related to violence and assaultiveness, have been detected at our schools which students get involved in. It is seen that intensity of these kinds of undesirable behaviors has been increased gradually. Main underlying reason of these increases is tendency of forbidden and curiosity of the youth age. Result of this tendency is group of friends who cause to gain harmful habits such as smoking and alcohol or behaviors which end up with violence. In order to pull through our youth

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from these tendencies, educational institutions and educators who give importance to the youth's individual developments have to make long-termed and systematical plans on growing them for their future as sophisticated and moral (Çağlayan, 2005). Education at youth ages is considerably important on their value levels. Education apart from values and independent values is unimaginable (Çavdar, 2009).

Value is "basic ethical principle or belief, accepted as true and necessary by most of the members of the group generalized, which reflect a social group's or society's common sense, idea, aim and benefit in order to continue their existence, unity, running and provide continuance" (Özgüven, 2004). Moreover, value concept is shown as an abstract scale to determine something's value, worth response, rate, and necessary thing connected to the thing as desired and needed creature (Dönmez and Cömert, 2007). In developed countries such as United States of America and Canada which understand importance of value education, a lot of organizations and individuals form many coalitions known as "character education movement" in order to strengthen and encourage traditional moral values at youth. Supporters of this movement believe that schools have problems during growing children as good person and cannot help to develop needed skills to be a member of the society (Balat and Dağal, 2009).

UNESCO has active studies on value education. UNESCO General Conference held in 1999, some member government representatives conveyed their apprehension about infants who live in societies not get necessary qualitative education, never get education at all or most important values disappeared and they strongly recommended to find out ways to strengthen values. Thereupon, UNESCO's "Early Childhood and Value Education" program which is international initiative: Living Values made first base (Balat and Dağal, 2009).

The most important reason of habits and behaviors that gives physiological and psychological harms to youth is sense of wonder. Trying to suppressing sense of wonder wrongly might affect teenager negatively and cause bigger problems. Thus, it is important to manage sense of wonder at youth properly and in a healthy way by taking under control via systematical area such as education. One of the branches of education which support positive development is sport education. Because the youth learn collective study by sports, so they learn cooperation and respecting other. Besides, sport conduces to restrain needs such as grouping and forming a circle of friends by opening socializing doors. Realizing one's skills and being appreciated block militancy and violence level by moving infelicity and lost confidence sense up a positive step. In short, youth moves away all behaviors that cause problem by sliding focus point to sport and put steps on the way to be disciplined, tolerant and more notable entity (Kızılkaya, 2009). Sport is a process which supplies physiological,

psychological, social and sentimental effects. This process is for the sake of per individuals and society's benefit as well and affects continuation of cultural and social values (Kırımoğlu and Çokluk and Yıldırım, 2010). Furthermore, sport brings individuals who believe in discipline, obeying rules and social peace beyond medals and cups (Balcıoğlu, 1998).

In this study, relation between students, continue their education at Sport High School and General High School, take sport course case and basic values was analyzed.

## MATERIALS AND METHODS

This research is a quantitative study which is done at survey model. This research presents relation between basic value level of Anatolian Sport High School and General High School students according to their receiving Physical Education and Sports courses. Population of the research forms from Anatolian Sport High School and 20<sup>th</sup> May Turgut Özal General High School students who study in 2012-2013 academic years. It forms from 324 boys and 296 girls at General High School and 84 boys and 49 girls at Anatolian Sport High School.

To get data about students' gender, grade, school type and parents, Personal Information Form and Schwartz Portrait Value Scale (PVS) are used. Turkish adaptation of the scale which is developed by Schwartz and his friends (2001) is done by Demirutku and the researcher (Demirutku and Sümer, 2010). In scale, short and oral portrait is drawn by 40 items that each forms from two sentences at a time, related aims to one of ten value types at each item or on desire basis (Firat, 2007).

On data analysis, Independent Sample T-Test is applied. It focuses on comparison of formed groups' measurement (points) of one dependent variance, related to a variance; whether observed differences between groups are meaningful statistically or not or whether these differences form by chance simplistically are being tested by using hypothesis tests (Büyüköztürk, 2008).

## FINDINGS

Sub problems below were questioned;

1. Is there a meaningful difference between points related to basic values of Sport High School and General High School students?
  - 1.1. Is there a meaningful difference between points related to success sub level of basic values of Sport High School and General High School students?
  - 1.2. Is there a meaningful difference between points related to power sub level of basic values of Sport High School and General High School students?
  - 1.3. Is there a meaningful difference between points related to hedonism sub level of basic values of Sport High School and General High School students?

**Table 1.** High School Students' T-Test Results Related to Power Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Power</b>	General High School	620	12,0048	3,46293	751	,825	,037
	GSSL	133	11,7368	3,08441			

**Table 2.** High School Students' T-Test Results Related to Success Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Success</b>	General High School	620	19,5145	3,60507	751	2,535	,027
	GSSL	133	18,6241	3,98976			

**Table 3.** High School Students' T-Test Results Related to Hedonism Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Hedonism</b>	General High School	620	13,9516	3,22915	751	1,819	,531
	GSSL	133	13,3910	3,21180			

1.4. Is there a meaningful difference between points related to inducing sub level of basic values of Sport High School and General High School students?

1.5. Is there a meaningful difference between points related to self-management sub level of basic values of Sport High School and General High School students?

1.6. Is there a meaningful difference between points related to universalism sub level of basic values of Sport High School and General High School students?

1.7. Is there a meaningful difference between points related to benevolence sub level of basic values of Sport High School and General High School students?

1.8. Is there a meaningful difference between points related to traditionalism sub level of basic values of Sport High School and General High School students?

1.9. Is there a meaningful difference between points related to submission sub level of basic values of Sport High School and General High School students?

1.10. Is there a meaningful difference between points related to safety sub level of basic values of Sport High School and General High School students?

1.11. Is there a meaningful difference between points related to basic values according to gender of Sport High School and General High School students?

(Table 1) There is a meaningful difference between high school students' power sub level of basic humanistic

values according to their school types,  $t(751)=,825$   $p<01$ . General high school students' manners related to power sub level ( $X=12,0048$ ) is higher than GSSL students ( $X=11,7368$ ). Calculated  $\eta^2$  value for our study is 0.001. Accordingly, it might be stated that approximately %0.1 of variance observed at points related to power sub level depends on school type.

There is a meaningful difference between General High School and Anatolian Sport High School students' success sub level of basic humanistic values according to their school types,  $t(751)=2,535$   $p<01$ . General high school students' manners related to success sub level ( $X=19,5145$ ) is higher than GSSL students ( $X=18,6241$ ). Calculated  $\eta^2$  value is 0.01. Accordingly, it might be stated that approximately %1 of variance observed at points related to success sub level depends on school type (Table 2)

According to findings on Table 3, there is not a meaningful relation high school students' t-test results related to hedonism sub level of basic humanistic values according to their school types,  $t(751)=1.819$ ,  $p>01$ . General high school students' manners related to hedonism sub level ( $X=13,9516$ ), and GSSL students' attitudes ( $X=13,3910$ ).

(Table 4) It is seen that there is a meaningful differences between two types of school students' points

**Table 4.** High School Students' T-Test Results Related to Inducing Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Inducing</b>	General High School	620	14,6403	2,69349	751	4,729	,030
	GSSL	133	13,3910	3,07688			

**Table 5.** High School Students' T-Test Results Related to Self-Management Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Self-Management</b>	High School	620	20,2742	2,87696	751	4,723	,000
	GSSL	133	18,9248	3,46984			

**Table 6.** High School Students' T-Test Results Related to Universalism Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Universalism</b>	General High School	620	30,8000	4,92581	751	5,157	,005
	GSSL	133	28,3459	5,22819			

related to inducing sub level of basic humanistic values,  $t(751)=4,729$ ,  $p<01$ . General high school students' attitudes related to inducing sub level of basic human values ( $X=14,6403$ ) is higher than GSSL students ( $X=13,3910$ ). Calculated  $\eta^2$  value is .03. Accordingly, it might be stated that approximately %3 of variance observed at points related to inducing sub level depends on school type.

On table 5, it is seen that there is a meaningful relation high school students' T-Test results related to self-management sub level of basic humanistic values according to their school types,  $t(751)=4,723$   $p<01$ . General high school students' attitudes related to self-management sub level of basic human values ( $X=20,2742$ ) is higher than GSSL students ( $X=18,9248$ ).

(Table 6) Calculated  $\eta^2$  value is .03. Accordingly, it might be stated that approximately %3 of variance observed at points related to self-management sub level depends on school type.

Collected data presents that there is a meaningful relation high school students' T-Test results related to universalism sub level of basic humanistic values according to their school types,  $t(751)=5,157$   $p<01$ . General high school students' attitudes related to universalism sub level of basic human values

( $X=30,8000$ ) is higher than GSSL students ( $X=28,3459$ ). Calculated  $\eta^2$  value is .03. Accordingly, it might be stated that approximately %3 of variance observed at points related to universalism sub level depends on school type.

High school students' T-Test results related to benevolence sub level of basic humanistic values is shown on Table 7. According to Table 7, there is a meaningful relation high school students' T-Test results related to benevolence sub level of basic humanistic values according to their school types,  $t(751)=3,783$   $p<01$ . General high school students' attitudes related to benevolence sub level of basic human values ( $X=20,0387$ ) is higher than GSSL students ( $X=18,8496$ ). Calculated  $\eta^2$  value is .02. Accordingly, it might be stated that approximately %2 of variance observed at points related to benevolence sub level depends on school type.

High school students' T-Test results related to traditionalism sub level of basic humanistic values is shown on Table 8. According to Table 8, there is not a meaningful relation high school students' T-Test results related to benevolence sub level of basic humanistic values according to their school types,  $t(751)=,172$   $p>01$ . There is not a difference between general high school students' attitudes related to traditionalism sub level of basic human values ( $X=19,0661$ ) and GSSL students

**Table 7.** High School Students' T-Test Results Related to Benevolence Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Benevolence</b>	General High School	620	20,0387	3,14154	751	3,783	,000
	GSSL	133	18,8496	3,90900			

**Table 8.** High School Students' T-Test Results Related to Traditionalism Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Traditionalism</b>	General High School	620	19,0661	3,00411	751	,172	,863
	GSSL	133	19,0150	3,55473			

**Table 9.** High School Students' T-Test Results Related to Compliance Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Compliance</b>	General High School	620	20,0242	3,10782	751	4,000	,000
	GSSL	133	18,7669	4,03186			

**Table 10.** High School Students' T-Test Results Related to Safety Sub Level of Basic Humanistic Values

	Type of School	N	X	ss	sd	t	P
<b>Safety</b>	General High School	620	25,2452	3,63450	751	4,593	,000
	GSSL	133	23,5789	4,47757			

(X=19,0150).

According to Table 9, there is a meaningful relation high school students' T-Test results related to compliance sub level of basic humanistic values according to their school types.  $t(751)=4,000$ ,  $p<.01$ . General high school students' attitudes related to compliance sub level of basic human values (X=20,0242) is higher than GSSL students (X=18,7669). Calculated  $\eta^2$  value is .02. Accordingly, it might be stated that approximately %2 of variance observed at points related to compliance sub level depends on school type.

There is a meaningful relation high school students' T-Test results related to safety sub level of basic humanistic values according to their school types,  $t(751)=4,593$ ,  $p<.01$ . General high school students' attitudes related to safety sub level of basic human

values (X=25,2452) is higher than GSSL students (X=23,5789). Calculated  $\eta^2$  value is .03. Accordingly, it might be stated that approximately %3 of variance observed at points related to safety sub level depends on school type. (Table 10)

There is a meaningful relation high school students' T-Test results related to total basic values according to their school types  $t(751)=5,320$   $p<.01$ . General high school students' attitudes related to total basic values according to their school types (X=195,5597) is higher than GSSL students (X=184,6241). Calculated  $\eta^2$  value is .04. Accordingly, it might be stated that approximately %4 of variance observed at points related to total basic values depends on school type (Table 11)

There is a meaningful relation high school students' T-Test results related to total basic values according to their

**Table 11.** High School Students' T-Test Results Related to Total Basic Values According to Their School Types

	Type of School	N	X	ss	sd	t	P
<b>Total</b>	General High School	620	195,5597	19,77910	751	5,320	,000
	GSSL	133	184,6241	28,24986			

**Table 12.** High School Students' T-Test Results Related to Total Basic Values According to Their Gender

	Gender	N	X	ss	sd	t	P
<b>Total</b>	Girl	620	195.96	21.11	751	2.70	.007
	Boy	133	191.64	22.37			

gender  $t(751)=2.70$   $p<.01$  Female students' attitudes related to total basic values ( $X=195,96$ ) are higher than male students ( $X=191,64$ ). Calculated  $\eta^2$  value is .01. Accordingly, it might be stated that approximately %1 of variance observed at points related to total basic values depends on gender (Table 12)

## CONCLUSION AND DISCUSSIONS

According to collected data, General High School students regard power and success values in basic values comparing Anatolian High School students. Özensel who has reached the same results at his study themed "Value Judgments of High School Girls and Boys and Their Point of Views on Turkish Society's Basic Social Associations" as well. He has studied on 1394 senior high school students and attaining power became prominent as a meaningful level (Özensel, 2004).

On looking at inducing sub level, General High School students would like to have an excited life style and they are in search of excitement and innovation. However, Küçük has reached different result at his research. Küçük has found out that there is not a relation between different school types on adventuresomeness and amusement on his postgraduate study themed "High School Youth's Values" (Küçük, 2009).

General High School students desire to choose their own aim creatively and freely which are concept of self-management value. Besides, it is reached that they take note of social justice, being virtuous, preserving the nature for a good future, spiritual life and benevolence. Students give importance to their parents and the old; they are sensitive about real friendship as well. In the meantime, it is seen that students are more sensitive about social order, family safety, loyalty and being healthy subjects.

It is not found a meaningful difference between general high school students and sport high school students on being religious, respective to traditions and accepting life which are directly proportional to enjoying life, keening on desires and traditionalism dimensions that are evaluated under sub level of hedonism. 688 students between 7 and 16 year-old participated in questionnaire of Hökelekli and Gündüz's study themed "Highly Gifted Children's Value Tendency and Educations" and same results are reached on hedonism sub level in literature. According to study results, it is seen that highly gifted children give place statements which present much more benevolence, inducing and peaceableness tendencies and they give place statements to some selfish value tendencies such as power and hedonism at the back row (Hökelekli and Gündüz, 2004).

Likaj who has reached different findings determined that Turkish youth pay more attention to social norms and traditional values, have close relationship with their parents. Furthermore, it is found that participation to religious and moral values are higher than individual values at Turkish youth. It is seen that values which carry national morals have more importance on Turkish youth. It is determined that values called as modern in sociology literature is not much more important for Turkish youth (Likaj, 2008).

In parallel with Likaj's study, Akandere and friends have determined meaningful differences at their study which researches effects of Physical Education and Sport courses on moral development on moral judgment levels between students who do sports and do not do sports. In the study, it is found that students who do sports have much more moral judgment level than students who do not sports (Akandere et al., 2009). However Balcioğlu has reached different findings. It is not found a meaningful statistical difference between 19 of 20 responses of Physical Education and Sport Teaching

students at “Values” tests on Balcıoğlu's postgraduate study. But it is found that there is meaningful statistical relation between two groups from economical prices value aspect as being different from collected findings (Balcıoğlu, 1998).

In the study, it is studied on gender variance as well apart from school type variance. In the light of collected data, it is reached that gender has a meaningful effect on students' attitudes related to basic values. Female students have higher attitudes than male students related to total basic values. It is thought that this difference might originate from society and families charge roles to girls from their babyhoods.

It might be society's bias caused that both types of schools students give importance to success and social statute. Students' tendency to training centers and test anxiety in order to pass through a higher education association just because of future anxiety prevent their participation to sportive activities. Thus, educators should guide students on the point of going towards sportive activities which keep students off from stress and anxiety.

Besides students' academical success, studies oriented at sentimental, psychomotor, social and psychological intelligence which have important place to form values should be done. Necessary applications should be done in order to emphasize common values and raise consciousness of which differences are fortunes. Teachers and parents who are supposed to be role model should be effective.

In order to children to recognize themselves and their surroundings, “values conscious” should be told from early ages by their parents. Children who are guided to sportive and artistical activities with this aim will be benefit from these values as problem solving. At the beginning of activities which children can express them, sport is the first come. It should be though that physical education is not just an activity that supports physical development; it is an activity that affects both psychological and social development as well. Thus, teachers and parents should raise their awareness in order to give necessary importance to physical education and sport courses.

At the end of the study, it is seen that studies done on value education are about to determine the situation in general and solution suggestions directed to value education are not enough in literature.

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