Winter sports awareness levels of students taking ski lessons

Níveis de consciência sobre os esportes de inverno dos estudantes de esqui

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Abstract

This study examines the winter sports awareness levels of the students who take the optional ski course at Erzurum Technical University, Faculty of Sport Sciences, and Faculty of Engineering, according to various variables. The data were collected from the students who took the optional ski course in the 2021-2022 academic year with the help of questionnaires. A total of 145 students, 87 male, and 58 female students, participated in the study using the quantitative research model. A questionnaire technique consisting of two parts was used in the research. In the first part, the "Personal Information Form" was used to determine the demographic characteristics of the participants. The "Winter Sports Awareness Level Scale" was used in the second part. Frequency analysis, kurtosis, skewness test, One-Way Anova analysis, t-test, and correlation analysis were used in the study. The study found a moderate, positive, and significant relationship between the sub-dimensions of winter sports awareness levels. According to the gender variable of the students participating in the study, no significance was found in the awareness levels of winter sports. According to the department variable, in the affective sub-dimension, the engineering faculty students were significantly higher than the sports science faculty students. In addition, according to the variable of where you live, it was determined that the students living in the cities were significantly higher than those living in the villages at the level of winter sports awareness. As a result, it can be said that the gender variable is not a distinguishing variable on the level of winter sports awareness. According to the age variable, it was determined that the winter sports awareness levels of the students aged 23-25 were significantly higher than the students aged 26 and over.

Keywords: Winter Sports; Sports Science; Student.

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Resumo

Este estudo examina os níveis de consciência esportiva de inverno dos alunos que fazem o curso opcional de esqui na Universidade Técnica de Erzurum, Faculdade de Ciências do Esporte e Faculdade de Engenharia, de acordo com várias variáveis. Os dados foram coletados dos alunos que fizeram o curso opcional de esqui no ano acadêmico de 2021-2022 com a ajuda de questionários. Um total de 145 estudantes, 87 homens e 58 mulheres, participaram do estudo utilizando o modelo de pesquisa quantitativa. Uma técnica de questionário composto de duas partes foi utilizada na pesquisa. Na primeira parte, foi utilizado o "Formulário de Informações Pessoais" para determinar as características demográficas dos participantes. Na segunda parte, foi utilizada a "Escala de Nível de Conscientização sobre Esportes de Inverno". No estudo, foram usadas análises de freqüência, curtose, teste de inclinação, análise One-Way Anova, teste t, e análise de correlação. O estudo encontrou uma relação moderada, positiva e significativa entre as sub-dimensões dos níveis de conscientização dos esportes de inverno. De acordo com a variável de gênero dos estudantes participantes do estudo, não foi encontrado nenhum significado nos níveis de conscientização dos esportes de inverno. De acordo com a variável de departamento, na sub-dimensão afetiva, os estudantes da faculdade de engenharia eram significativamente mais altos do que os estudantes da faculdade de ciências do esporte. Além disso, de acordo com a variável de onde se vive, foi determinado que os estudantes que vivem nas cidades eram significativamente mais altos do que os que vivem nas vilas no nível de consciência dos esportes de inverno. Como resultado, pode-se dizer que a variável sexo não é uma variável distintiva no nível de conscientização dos esportes de inverno. De acordo com a variável idade, foi determinado que os níveis de conscientização dos estudantes de esportes de inverno com idade entre 23 e 25 anos eram significativamente mais altos do que os estudantes com 26 anos ou mais.

Palavras-chave: Esportes de inverno; Ciência Esportiva; Estudante.

Introduction

People have struggled to survive throughout history. At the beginning of these struggles, it was inevitable that access to opportunities and transportation came. Since transportation and transportation needs vary according to the region's living conditions, this need has developed depending on the area's geographical conditions. The desire to protect health in geographical conditions is one of the most fundamental goals of humanity (Asan and Çingöz, 2021; Tekkurşun vd., 2018). Sport, which emerged spontaneously as a life and death struggle with natüre, existed in the past; skiing and sledding with bodily actions according to geographical conditions were used as a kind of transportation vehicle over time, developed, and later emerged as a sport branch (Tatlısu and Bayraktar, 2020). Skiing and sledding, done with bodily actions according to geographical conditions, have been used as a transportation tool over time, developed, and later emerged as a sport branch. People's first wooden snowshoes to come to the lower polar regions and hunt on the snow go back to ancient times, and the subject of skiing in written documents goes back to ancient times, such as 900 years after Christ. There is a time gap of approximately eight to nine thousand years. Since it covers the bronze, stone, and iron periods, the use of sleds and skis should also be classified according to geographical segments, usage purposes, and shapes. The correct classification is known as sled and ski transportation and transportation for the people living under the arctic, the war for the people living in Central Asia, and sports and transportation for the people living in the mountainous regions of Central Europe (Fişek, 1998).

Skiing started its first activities in Erzurum province in Turkey during the First World War. Accordingly, the foundation of modern skiing was laid here, and it began with the orders

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of Chief of General Staff Enver Pasha after the Sarıkamış operation. In this operation, a similar organization was established for the Turkish military due to the Russian army's rapid movement of ski horses on the snowy ground. In fact, before this disaster, Hafız Hakkı Pasha, who later became the Commander of the Third Army, saw the benefits of skiing in the military exercises held in Austria while he was serving as an attaché in Austria, and he requested its creation the leader of a ski organization that prepared the ground for the fastest movement on snowy ground in the Caucasian front. Thus, modern skiing was started in Erzurum with the expert staff brought from Austria at the beginning of 1915. (Küçükuğurlu and Sivaz, 2011, 62-65).

Awareness can be defined as directing attention to the present moment and accepting and approving the moment, regardless of past or future feelings and thoughts (Act. Altınışık, İlhan & Kurtipek, 2021). Awareness is an affective and cognitive activity, and several mental schemas form when becoming aware. Creating and realizing the new Schema, which means expanding the consciousness field, brings an increase in our consciousness level about ourselves, our environment, and the universe, and the consciousness field increases. For any stimulus to be noticed, it must first have the power to pass a certain threshold and reach the sense organs. However, everything that comes from our sense organs cannot be realized. For a person to be able to notice a new stimulus that appears in front of him, there is a need to associate the new inspiration with the existing schemas in mind, to feel excited about the new stimulus (to have an emotional experience), to have a desire to communicate with 32 new inspirations. Being aware is the sum of these three elements. (Dökmen, 2002).

It is defined as the most appropriate tool that includes almost all types and principles of the movement element that develops an individual's physical and spiritual structure with physical education at its core. Communities have always found sports training that includes the individual's mental, emotional, social, and physical development important and necessary. For this reason, it is an inseparable part of our physical and sports education (Dolaşır, 2006). Physical fitness; is defined as having the necessary energy to do daily work healthily without fatigue and to spend free time with joyful pursuits. (Ulupınar and Özbay, 2021).

For this reason, while defining awareness in the field of physical education and sports, it was seen that it was necessary to define the psychomotor, cognitive, and affective areas that education tries to bring to individuals as an inseparable whole, and the awareness areas were gathered in three main groups by first defining general awareness in the field of physical education (Eski, 2010).

In this sense, our study examines the winter sports awareness levels of the students who take the optional ski course in Erzurum Technical University Faculty of Sport Sciences and Engineering Faculty according to various variables.

Research Model and Hypotheses

Variables were determined before the model was created in the study. There is a total of 1 variable in the model, and the level of awareness of winter sports was chosen as the independent variable.

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│  Demographic    │
│  Variables      │
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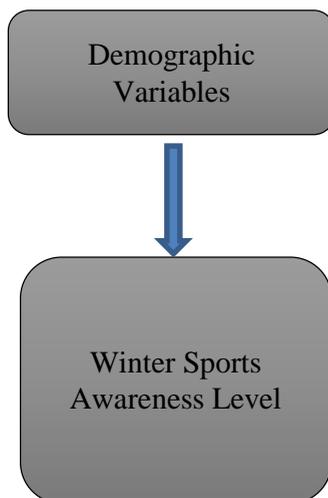
The model created within the research framework represents the research's main problem. In this sense, the research problem can be expressed as examining students' winter sports awareness levels according to various variables.

The hypotheses developed to evaluate the relationships between the variables in the research model are as follows.

H1: There is a significant difference between the students' winter sports awareness levels according to the gender variable.

H2: There is a significant difference between the students' winter sports awareness levels according to the department variable.

H3: There is a significant difference between the students' winter sports awareness levels according to the age variable.

H4: There is a significant difference between students' winter sports awareness levels according to the variable where they live.

Method

Research Group

The research universe consists of students who studied at Erzurum Technical University Faculty of Sport Sciences and Faculty of Engineering and took the optional ski course in the 2021-2022 academic year. The sample comprises 145 students, 87 men, and 58 women, who take the optional ski course.

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Data Collection Tools

The researcher met with the authorized persons in the faculties where the scales would be applied. After obtaining the necessary permissions, the researcher went to the faculties and explained the questionnaires to the students, and they were helped to answer the questionnaire questions healthily. The survey questions used to consist of three parts. These;

Personal Information: To collect information about the demographic status of the participants, Questions prepared by the researcher such as gender, department, age, and place of residence were asked.

Winter Sports Awareness Scale: The Winter Sports Awareness Levels Scale, which was developed by the former in 2010, consists of a total of 35 items and consists of 3 sub-dimensions such as Cognitive Dimension (1-13), Affective Dimension (14-26) and Psychomotor Dimension (27-35) and 5 It consists of a Likert format. The Cronbach's alpha values of the sub-dimensions of the scale were calculated as (α)=.88 for the Cognitive Dimension, (α)=.92 for the Affective Dimension, (α)=.78 for the Psychomotor Dimension, and the Cronbach alpha value for the whole scale (α)= Calculated by Eski as 0.90. The Cronbach's alpha value obtained in our study was (α) =.90.

Analysis of Data

The data collected from the students participating in the research were processed into electronic media with the "SPSS v25.0" program, and various statistical analyzes were made. A normality test was performed to determine the normality of the collected data, and it was determined that the data were normally distributed. Parametric tests were used in the study. Frequency analysis to determine the demographic status of the participants, t-test was applied in independent groups to determine winter sports awareness levels according to gender and department variables; one-way analysis of variance in comparison with age and place of residence; Tukey test was applied to find out which groups caused the difference and the level of significance ($p<0.05$) was taken.

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Findings

Table 1 – Information on Demographic Variables of Participants

		(*N*)	(%)
Gender	Man	87	60,0
	Woman	58	40,0
Your department	Faculty of Engineering	60	41,4
	Faculty of Sports Sciences.	85	58,6
Age	20-22 years	56	38,6
	23-25 years	52	35,9
	26 years and older	37	25,5
Where you live	City	88	60,7
	County	36	24,8
	Village	21	14,5
	Total	145	100

When Table 1 is examined, The gender variable of the individuals participating in the study is examined; male participants are 87 (60.0%) while female participants are 58 (40.0%). When the department variable of the participants is examined, it is seen that 60 people (41.4%) are studying engineering faculty, and 85 people (58.6%) are studying in the faculty of sports sciences. When the age variable of the participants is examined, the highest participation is 56 (38%), 6) people, and the lowest participation is 37 (25.5%) people aged 26 and over. According to the variable of the place where the participants live, the highest participation is in the province and 88 (60.7%), while the lowest participation is in the village and 21 (14.5%) people.

Table 2 – The Normality Distribution Test of the Participants' Winter Sports Awareness Levels Sub-dimensions and Total Scores (Skewness- Kurtosis)

Scale	Sub-Dimension	Skewness		Kurtosis	
Winter Sports Awareness Level	**Cognitive**	**N**	Statistic	Std. Error	Statistic	Std. Error
		140	,385	,201	-,040	,400
	Affective	**N**	Statistic	Std. Error	Statistic	Std. Error
		140	-1,162	,201	1,479	,400
	Psychomotor	**N**	Statistic	Std. Error	Statistic	Std. Error
		140	,105	,201	-,389	,400
	Total	**N**	Statistic	Std. Error	Statistic	Std. Error
		140	,023	,201	,087	,400

When Table 2 is examined, when the sub-dimensions of the winter sports awareness levels and the normality distribution of the total scores of the participants are examined, Tabaschnick and Fidell (2013) stated that if the skewness and kurtosis coefficients in the scales

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are in the range of (-1.5, +1.5), the data will show a normal distribution they express. In this context, it is seen that the kurtosis and skewness values of the data show a normal distribution.

Table 3 – Comparison of Participants' Winter Sports Awareness Levels Sub-Dimensions and Total Scores by Gender Variable (Independent – Sample T Test)

Scale	Sub-Dimensions	Gender	N	X	Ss	t	p
Winter Sports Awareness Level	Cognitive	Woman	87	2,90	,767	-,208	,835
		Man	58	2,93	,692		
	Affective	Woman	87	3,97	,804	-1,170	,244
		Man	58	4,13	,713		
	Psychomotor	Woman	87	2,69	,785	-,939	,349
		Man	58	2,81	,746		
	Total	Woman	87	3,25	,597	-1,005	,317
		Man	58	3,34	,538		

(p<0.05)

When Table 3 is examined, comparing the sub-dimensions of the winter sports awareness levels and the participants' total scores, no statistically significant difference was observed (p<0.05). Therefore, the H1 hypothesis was rejected.

Table 4 – Comparison of Participants' Winter Sports Awareness Levels Sub-Dimensions and Total Scores by Department Variable (Independent – Sample T Test)

Scale	Sub-Dimensions	Your Department	N	X	Ss	t	p
Winter Sports Awareness Level	Cognitive	Faculty of Engineering	60	2,88	,676	-,476	,635
		Faculty of Sports Sciences.	85	2,94	,778		
	Affective	Faculty of Engineering	60	4,20	,805	-2,130	**,035***
		Faculty of Sports Sciences.	85	3,92	,728		
	Psychomotor	Faculty of Engineering	60	2,74	,702	-,049	,961
		Faculty of Sports Sciences.	85	2,74	,818		
	Total	Faculty of Engineering	60	3,33	,557	-,802	,424
		Faculty of Sports Sciences.	85	3,25	,587		

(p<0.05)

When Table 4 is examined, in the comparison of the sub-dimensions of the winter sports awareness levels and the total scores of the participants regarding the department variable; there was a statistically significant difference in favor of the engineering faculty students in the affective sub-dimension; no statistically significant difference was observed in

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the other sub-dimensions and the total score (p<0.05). Therefore, the H2 hypothesis was supported.

Table 5 – Comparison of Participants' Winter Sports Awareness Sub-Dimensions and Total Scores by Age Variable (One-Way Anova)

Scale	Sub-Dimensions	Age	N	X	Ss	f	p	Significant Difference
Winter Sports Awareness Level	Cognitive	(a) 20-22 years	56	2,81	,616	1,155	,318	–
		(b) 23-25 years	52	3,02	,863			
		(c) 26 years and older	37	2,92	,703			
	Affective	(a) 20-22 years	56	4,02	,817	3,004	**,053***	B>C
		(b) 23-25 years	52	4,21	,678			
		(c) 26 years and older	37	3,81	,776			
	Psychomotor	(a) 20-22 years	56	2,65	,827	1,132	,325	–
		(b) 23-25 years	52	2,87	,785			
		(c) 26 years and older	37	2,70	,644			
	Total	(a) 20-22 years	56	3,22	,517	2,384	,096	–
		(b) 23-25 years	52	3,42	,649			
		(c) 26 years and older	37	3,20	,521			

(p<0.05)

When Table 5 is examined, in comparing the sub-dimensions of the winter sports awareness levels and the total scores of the participants, In the affective sub-dimension, there was a significant difference in favor of the age of 23-25. There was no statistically significant difference in other sub-dimensions and the total score (p<0.05). Therefore, hypothesis H3 was supported.

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Table 6. – Comparison of Participants' Winter Sports Awareness Levels Sub-Dimensions and Total Scores According to the Variable of Place of Residence (One-Way Anova)

Scale	Sub-Dimensions	Where you live	N	X	Ss	f	p	Significant Difference
Winter Sports Awareness Level	Cognitive	(a) City	88	2,97	,746	1,273	,283	–
		(b) County	36	2,75	,751			
		(c) Village	21	2,97	,645			
	Affective	(a) City	88	4,04	,835	,043	,958	–
		(b) County	36	4,01	,647			
		(c) Village	21	4,07	,707			
	Psychomotor	(a) City	88	2,87	,781	4,241	**,016***	A>C
		(b) County	36	2,65	,721			
		(c) Köy	21	2,36	,679			
	Total	(a) City	88	3,34	,626	1,035	,358	–
		(b) County	36	3,19	,487			
		(c) Village	21	3,22	,469			

(p<0.05)

When Table 6 is examined, in comparing the sub-dimensions of the winter sports awareness levels and the participants' total scores regarding the variable of residence, It was observed that there was a significant difference in favor of the province in the psychomotor sub-dimension. There was no statistically significant difference in other sub-dimensions and the total score (p<0.05). Therefore, hypothesis H4 was supported.

Table 7 – Investigating the Relationship Between the Sub-Dimensions of the Participants' Winter Sports Awareness Levels (Correlation Table)

Dimensions		Cognitive	Affective	Psychomotor
Cognitive	Pearson Kor.	1	,306**	,515**
	P		,000	,000
	N	145	145	145
Affective	Pearson Kor.	,306**	1	,272**
	P	,000		,001
	N	145	145	145
Psychomotor	Pearson Kor.	,515**	,272**	1
	P	,000	,001	
	N	145	145	145

When Table 7 is examined, a low and positive relationship was found between the cognitive and affective dimensions (r = .306**). Again, a moderate and positive relationship was found between the cognitive and psychomotor dimensions (r = .515**).

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A low and positive correlation was found between the affective and psychomotor dimensions (r=.272**).

Discussion and conclusion

This study was conducted to examine the winter sports awareness levels of the students who took the optional ski course in Erzurum Technical University Faculty of Sport Sciences and Faculty of Engineering, according to various variables; In the comparison of the sub-dimensions of winter sports awareness level according to the gender variable of the students participating in the research; No statistically significant difference was found in all sub-dimensions, and it can be interpreted that the gender variable is not a distinguishing variable on the level of winter sports awareness. Polat (2019), in his study on university students, found a statistically significant difference between the winter sports recognition status of the participants according to the gender variable and stated that the awareness status of male participants was higher than female participants. In a study conducted by Küçük (2020) on university students, a statistically significant difference was found in the winter sports awareness levels of the participants according to the gender variable, and they said that the awareness levels of female students were significantly higher than male students. In the study conducted by Ünal (2017) on secondary school students, a statistically significant difference was found in the winter sports awareness levels of the participants according to the gender variable, and it was observed that the mean score of male students was higher than the average score of female students. Er, et al., In their study on high school students (2020), found a statistically significant difference in the winter sports awareness levels of the participants according to the gender variable, and they stated that male students had a higher average than female students. It has been determined that there are differences between the studies carried out in writing thinness and the results we obtained. It can be said that these differences are because the sample groups are composed of different universes.

In comparing the sub-dimensions of the winter sports awareness levels of the participants regarding the department variable; While there was a statistically significant difference in favor of the engineering faculty students in the affective sub-dimension, no statistically significant difference was observed in the other sub-dimensions and the total score. When the literature was examined, no study examined the level of awareness of winter sports in the department variable. The findings showed that the engineering faculty students had a higher average score in all dimensions and total scores, except for the cognitive sub-dimension. In this context, it can be interpreted that the department variable is a distinctive variable on the level of winter sports awareness.

In comparing the sub-dimensions of the winter sports awareness levels of the participants regarding the age variable, In the affective sub-dimension, there was a significant difference in favor of the age of 23-25. No statistically significant difference was observed in the other sub-dimensions and the total score. This result shows that the age variable significantly affects the awareness level of winter sports. In the study conducted by Polat (2019), it was revealed that there was a statistically significant difference according to the age variable of the participants, and those aged 25 and over had significantly higher scores for winter sports awareness levels than those aged between 15-20 and 21-24. turned out to be.

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Gençer and Şahin (2006) determined in their study that there is a statistically significant difference according to the age variable of the participants. It is seen that there is a parallelism between the studies carried out in the field writing and the results we have found. Contrary to the available findings, Orçanlı et al. (2018) found no statistically significant difference according to the participants' age variable.

Kalkavan and Alaeddinoğlu, (2017). In a study they conducted, they stated that the highest awareness in winter sports is skiing and alpine discipline. In addition, they stated that they have hopes for winter games and big organizations at the youth level (Kalkavan, Alaeddinoğlu 2017).

In comparing the sub-dimensions of the winter sports awareness levels of the participants regarding the variable of where you live, It was observed that there was a significant difference in favor of the participants living in the city in the psychomotor sub-dimension. No statistically significant difference was observed in the other sub-dimensions and the total score. This result shows that the variable of where you live significantly affects winter sports awareness. When the literature was examined, no study was found that examined the level of winter sports awareness in terms of the variable of where you live. Based on the findings, it was seen that participants living in cities had higher averages in all dimensions and total scores. In this sense, it can be said that the awareness of the participants living in the cities is higher.

As a result, When the normality distribution of the sub-dimensions of the winter sports awareness level was examined, it was seen that the skewness and kurtosis values showed a normal distribution. In comparing the sub-dimensions of the awareness of winter sports regarding the gender of the participants, no statistically significant difference was observed. Therefore, the H1 hypothesis was rejected. In the comparison of the sub-dimensions and total scores of the participants' winter sports awareness levels related to the department variable; While there was a statistically significant difference in favor of the engineering faculty students in the affective sub-dimension, no statistically significant difference was observed in the other sub-dimensions and the total score. Therefore, the H2 hypothesis was supported. In comparing the sub-dimensions and total scores of the winter sports awareness levels of the participants regarding their age status, In the affective sub-dimension, there was a significant difference in favor of the age of 23-25. No statistically significant difference was observed in the other sub-dimensions and the total score. Therefore, hypothesis H3 was supported. In comparing the sub-dimensions and total scores of the participants' winter sports awareness regarding the variable of where you live, It was observed that there was a significant difference in favor of the province in the psychomotor sub-dimension. No statistically significant difference was observed in the other sub-dimensions and the total score. Therefore, hypothesis H4 was supported. When the correlation table was examined, a low-level and positive relationship was found between the cognitive and affective dimensions (r = .306**). Again, a moderate and positive relationship was found between the cognitive and psychomotor dimensions (r = .515**). A low and positive correlation was found between the affective and psychomotor dimensions (r=.272**).

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