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ATTITUDES OF SECONDARY SCHOOL STUDENTS INCLUDING PHYSICAL ACTIVITY INVOLVING PLAYING GAMES

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Abstract:
This article is a descriptive study aimed to determine the attitudes of secondary school students to play games that involve physical activity. Study's universe is defined as middle school students, studying in the school official connected to the Gaziantep Provincial Directorate of Education. In the study's sample group, 895 students (481 boys, 414 girls) were in secondary school. In obtaining research data, playfulness scale it was used developed by the Hazar (2015). Independent samples t test, One Way ANOVA and Pearson correlation analysis it was used in the analysis of data. As a result, including physical activity was higher in male students' attitudes towards playing the game, but not seen in terms of gender differences in the level of social adaptation, generally in our study, level of social adaptation of middle school students it was found to be low. In the age variable, male students increased their scores were in the age increases Playfulness scale, girl students in the passion for the game and desire to play in attitudes was seen increases with age, the risk-taking in size between the groups were not significantly different.

Keywords: secondary school, student, game, physical activity

1. Introduction

One of the most important aspects of education of individuals is taking them to train with all the features as a whole. People need in terms of physical, mental and spiritual as well as in terms of both to be happy and to be in a healthy manner because the conditions in which social development is from undoubtedly leading conditions.

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Especially mental aspects are important for learning, such as mental training (Özdal et al., 2013). Naturally, physical education lessons, the students get the students by providing lifelong physical activity and wellness features are intended to pursue it (Petray, 1989).

Physical education of children, at which time the move and the game is most needed, particularly in individuals need to start on pre-school and elementary school period (Yıkılmaz, 2015). It made uniform layout and sports facilities and playgrounds for children to play with the dreams of the next movement for sport and physical properties of children at an early age also narrows (Hollingsworth, 1999).

Preschool period, scientists call it the magic years of life, compared to other stages of life is a period of neglect, not ever tolerate; of development, after the prenatal period, this is the fastest occurring; damages are permanent and guiding to the life. One of the dominant features of this period, the game is the use of the most basic learning tool. Looking at the evidence of developmental psychology, educational psychology and learning psychology, it is emerging as the game's most important occupation of children (Koçyiğit et al., 2007).

All games in tradition, Caillois is finding its place in the classification. However, it seems that this classification is inadequate in the new millennium with a high technological development. Because, some agents like migration, technological developments, economic challenges with exposure to changes in the socio-cultural structure of the fact that regional development of the society, loyalty, which indicate that the game has killed the culture of mutual respect and love, rather unreal, violent, moral progress has been derived artificial technological games negatively affect (Ayan et al., 2015).

It is assumed that one of the great features seen, that keeps people separate from other animals, is the desire to play the game (Üstündağ, 2009). Games, children's development and moral values and capabilities, with social features for training are an arena for learning together with an effective and efficient learning area (Uluğ, 1997). The area is also a pedagogical environment (Pollart et al., 1997).

In this study we look at the concept of the game are the activities carried out in order to have fun in your free time without paying any benefits (Cole and Morgan, 1985). The game provides the opportunity for rest and recreation by the child's emotional, but enhances the learning process in children; also provides benefits to express him physically (Adam, 2010).

Akandere (2003) in accordance with the game, which was child’s games the emotional sharing is very important for the community's future mental and emotional. Peer with children playing games, happiness, joy, pain, fear, anxiety, stress, hatred,

love, to be loved, and so on. In games and learn many emotions that affect the development of the child.

Children recognize itself in the process of playing the game and also learn how to take control of the reaction (Huizinga, 1995). Real sense has been found to be an effective training tool of the concept of the game. Game pre-school period and the information obtained during the school year are to ensure that transferred from generation to generation. To express themselves by Toureh, children and adults, they say that the most effective way of trying to understand it play activities and toys (Çoban and Nacar, 2006).

It is known that the realization of the learning process in children is no doubt the game has a great importance. Preschool gives direction to the lives of individuals directly games played in this period, children's natural learning environment for children by providing social, emotional, mental and physical aspects of giving directions in their development. Many gains achieved by using objects through children's play, discrimination, and to control itself is evolving by acquiring the skills (Jones, 2008).

Educational games for children; strength, quickness, endurance, flexibility, mobility and features next to the skill and physical development of children and the way to be healthy have a great importance. Children are cases that role playing games. Game memorizing the child's development, socializing, doing business with and supports the classification skills and teach (Aral et al., 2000).

Gündüz (1988) sustain that by moving the kids and play requests, the importance and necessity of physical education classes effectively improve.

Games, except for the individual works which have made daily time, towards a specific goal (entertainment, education, health, etc.) With the physical and mental abilities, confined space and in time, done with a set of rules, which the group is voluntary, social cohesion and developing the emotional maturity, talent, intelligence, attention, based on skill and chance, participants, and often the viewer, holding under the influence, accompanied by a sense of tension, that does not remove the resulting material are activities that are ready (Hazar, 1996).

The game concept is the perspective of children in general, around which everything in bits and also reveals that they are (Sevinç, 2004). Games, children, sharing the feelings of the society to reflect the acquisition of good relationships, provide the environment and energy expenditure. Also largely it plays a role in the child's educational development (Şaşmaz and Avcı, 2004). The game is described as the most effective tool to develop social skills. Movement and behaviour which are necessary for

the life of individuals, knowledge and social skills are learned by playing the game that surely (Darwish et al., 2001; Swindells and Stagnit, 2006).

As can be seen from the field in the game's childhood literature, socialization of children with physical and mental development it has an important role. Children in a matter of such importance that supply to reveal their attitudes towards play games that involve physical activity are seen as important. From this point made in this study, including physical activity for middle school students it is aimed to determine attitudes towards playing the game. For this purpose, it has sought answers to the following questions.

Including their attitudes toward physical activity for middle school students playing the game:

Is there any difference in terms 1.Gender variable?

Is there any difference in terms 2.Age variable?

Is there any difference in terms 3.Class variable?

Game passion for the game request, to enjoy, the relationship between risk-taking and social cohesion subscales. What is the level?

2. Method

This research is a descriptive study of secondary school students in order to determine their attitudes towards playing games that involve physical activity.

2.1. Population and Sample

Depending on the study in public schools in Gaziantep Provincial Directorate of Education it has been implemented on middle school students based learning. As of 2015, the province studying at secondary school level, there are 151 171 students. The sample group of the universe can represent 5% margin of error, the application must be made on at least 384 students for the 95% confidence interval. In this study, a total of 895 applications made in the number of students are. Thus, the sample is considered to be representative of the universe.

Personal characteristics of research group in the study are shown on Table 1.

Table 1: Personal Characteristics Own Research Group

		n	%
Gender	Male	481	53.7
	Female	414	46.3
Age	11 Age	380	42.5
	12 Age	132	14.7
	13 Age	156	17.4
	14 Age	227	25.4
Class	5.Class	376	42.0
	6. Class	136	15.2
	7.Class	156	17.4
	8.Class	227	25.4

n=895

2.2. Data Collection Tool

The Personal information form to obtain research data Hazar (2015) was developed by Playfulness Scale. This scale play active games that involve physical activity is intended to determine the wishes and desires. Therefore, the answer is required, taking into account the desire to play games and involve physical combat actions. Developed in the 18-25 age group students performed on the result of the application of Article 5 of the 25 is a scale factor. 5s is the Likert-type scale, Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) Strongly Agree (5) consists of answer format. Cronbach's alpha coefficients for the reliability of the scale were calculated as 0.86 Playfulness.

2.3. Data analysis

The data obtained from the scales used in the study coded to a computer using the SPSS 22.0 statistical analysis software package is made. Research data was conducted to determine whether the Kolmogorov-Smirnov normality tests showing normal distribution. Skewness-Kurtosis was looking at the value for normally distributed data sets and the value of + 2 / -2 have been seen in, it was determined that normal distribution of data, like the other studies that were applied standard (Shapiro and Francia, 1972) and same (Biçer et al., 2015; Özdal, 2016a; Özdal, 2016b; Bilgiç et al., 2016; Özdal et al., 2016) normality procedure. Hence the dual group for the Independent Sample t-test for multiple groups, one way ANOVA, and Pearson correlation analysis were used to determine the relationship between two variables.

3. Findings

The findings resulting from the analysis of data obtained from the study table and the table in this section is provided in the form of six releases. The analysis have found related to age and class variables as a result of literal overlap. Therefore, the findings are not included for the class variable.

Table 2: Comparison of Sub Gender Dimensions Obtained from N points in terms of the scale variable

	Gender	**N**	**Av.**	**ss**	**t**	**p**
Game Passion	Male	481	3.7252	.76488	9.727	.000
	Female	414	3.2399	.71937		
Risk Taking	Male	481	3.4511	.93102	4.253	.000
	Female	414	3.1923	.88020		
Social Adaptation	Male	481	1.6840	.72588	-1.010	.313
	Female	414	1.7287	.59732		
Game request	Male	481	2.2131	.81972	2.067	.039
	Female	414	2.1051	.72994		
Game Enjoying	Male	481	2.4771	.88932	4.522	.000
	Female	414	2.2319	.70409		

Table 2 shows the comparison of the scores obtained in the dimensions of the scale in terms of gender research group. Passion for the game between the two groups, risk-taking, game requests and men to enjoy subscales were found to favour significant difference ($p < 0.001$).

Table 3: Comparison of the resulting meat they score their male students in terms of age Variable Scale Bottom Size

		KT	**sd**	**KO**	**F**	**p**	**Sig. Dif.**
Game Passion	Intergroups	32.747	3	10.916	20.989	.000	4-1, 3-1
	Intragroup	248.076	477	.520			4-2, 3-2
	Total	280.823	480				4-3
Risk Taking	Intergroups	46.715	3	15.572	20.110	.000	4-1,3-1
	Intragroup	369.347	477	.774			4-2, 3-2
	Total	416.062	480				4-3
Social Adaptation	Intergroups	64.779	3	21.593	54.748	.000	4-1
	Intragroup	188.132	477	.394			4-2
	Total	252.911	480				4-3
Game request	Intergroups	68.543	3	22.848	42.909	.000	4-1, 3-1

	Intragroup	253.989	477	.532			4-2, 3-2
	Total	322.532	480				4-3
Game Enjoying	Intergroups	78.717	3	26.239	41.595	.000	4-1, 3-1
	Intragroup	300.906	477	.631			4-2, 3-2
	Total	379.623	480				4-3

Gruplar; 1.grup 11 Age, 2.grup 12 Age, 3.grup 13 Age, 4.grup 14 Age

In Table 3, boy's age variable is given the comparison of the scores obtained from the bottom of the scale in terms of size. Accordingly, in all the dimensions of the scale it was no significant difference. The significant differences in order to determine which groups are made according to Tukey's LSD test results;

Game passion, risk-taking, the dimensions game desire and enjoyment, 14-year-old that those points gained are higher than any other group, they achieve higher scores than those in the 11 and the group 12 years of the group 13 years of age, obtained the 14-year-old in the social cohesion subscale the points of the meat has been found to be higher than other groups.

Table 4: Variable age girl students compare in terms of points gained from lower Dimension Scale

		KT	**sd**	**KO**	**F**	**p**	**Anlamlı Fark**
Game Passion	Intergroups	5.057	3	1.686	3.312	.020	3-1 3-2 4-1 4-2
	Intragroup	208.665	410	.509			
	Total	213.722	413				
Risk Taking	Intergroups	26.341	3	8.780	12.260	.000	1-2 1-4
	Intragroup	293.635	410	.716			
	Total	319.975	413				
Social Adaptation	Intergroups	1.811	3	.604	1.701	.166	
	Intragroup	145.542	410	.355			
	Total	147.353	413				
Game Request	Intergroups	10.279	3	3.426	6.697	.000	3-1 3-2 4-1 4-2
	Intragroup	209.775	410	.512			
	Total	220.054	413				
Game Enjoying	Intergroups	2.758	3	.919	1.866	.135	
	Intragroup	201.981	410	.493			
	Total	204.739	413				

Groups; 1.Group 11 Age, 2. Group 12 Age, 3. Group 13 Age, 4. Group 14 Age

In Table 4, girls of the age variable are given comparison of the scores obtained from the bottom of the scale in terms of size. Game passion, desire to take risks and play was no significant difference in subscales ($p < 0.05$). The significant differences in order to determine which groups are made according to Tukey's LSD test results;

Game passion game request dimensions, 13 and 14 age group, where the scores obtained of which is higher than the other two groups, the lower the size to take risks, of which 12 and 14 age group of the 11 age group has been achieve higher scores.

Table 5: The scores obtained from the sub-scale Correlation Dimension of Male students

		Game Passion	Risk Taking	Social Adaptation	Game Request	Game Enjoying
Game Passion	r 1	.579**	.319**	.603**	.631**	
	p	.000	.000	.000	.000	
Risk Taking	r	1	.269**	.379**	.365**	
	p		.000	.000	.000	
Social Adaptation	r		1	.534**	.557**	
	p			.000	.000	
Game Request	r			1	.618**	
	p				.000	

n=481, **p<0.001

In Table 5, male students are given the correlation of scores obtained in the dimensions of the scale. According to have been found significant correlations between subscale ($p < 0.001$). Play with passion to take risks, play request and a moderate positive relationship between the dimensions of enjoyment observed, positive social cohesion subscale was found a weak relationship. Social cohesion and take risks, and desire to enjoy the game in a positive direction was found a weak relationship between the subscales. Social cohesion and desire to enjoy the game with a positive relationship was found between the dimensions of a moderate. Game requests in a positive direction, the dimensions of the subscales were seen to enjoy a moderate relationship.

Table 6: The scores obtained from the sub-scale Correlation Dimension of Female student's

		Game Passion	Risk Taking	Social Adaptation	Game Request	Game Enjoying
Game Passion	r 1	.407**	.033	.140**	.183**	
	p	.000	.504	.004	.000	
Risk Taking	r	1	-.052	.080	.299**	
	p		.295	.104	.000	
Social Adaptation	r		1	.362**	.382**	
	p			.000	.000	
Game Request	r			1	.394**	
	p				.000	

n=414, **p<0.001

In Table 6, girl students' scores from their dimensions are given the scale of the correlation. According to have been found significant correlations between subscale (p <0.001).

Games take risks with passion, desire and the dimensions game to enjoy a positive relationship was found in low levels. The dimensions positive enjoyment was found a weak association with risk-taking. Social cohesion and desire to enjoy the game with a positive relationship was found between the dimensions of a weak level. With the game in the size of requests received positive relationship was found between the sizes of the lower take pleasure in a weak level.

4. Discussion and Results

In this section it is included in the discussion of the data obtained in the survey results. In our study sample areas where the demographics obtained regarding the age and grade level and overlapping the results obtained regarding the scale dimensions. These results were evaluated on the thus only age group.

Middle school students' physical activity involving the high scores obtained from the passion for the game and take risks dimensions we look at the attitude towards playing the game, the game will and that moderate scores received from people enjoy lower size, but social cohesion concluded that the low scores obtained from the lower size has been reached.

In terms of gender dimensions in comparison of scores obtained passion for gaming, risk-taking, game requests, and higher scores significantly lower the size of the male students it was seen taking tips they receive. Thus, a man said to be higher

physical activity including students' attitudes towards playing the game. There was no gender difference in terms of the level of social cohesion.

In studies conducted on various groups was also noted that the finding of a difference in terms of gender in social cohesion (Vasta et al., 1992).

Compared to girls a lot of research on male risk-taking behavior is reported to take more risks it showed behavior (Uludağlı and Sayı, 2009; Marcus, 1999; Jelali et al., 1997; Parsons et al., 1997; Paetsch and Bertnard, 1997). Because of the socialization process of boys and girls showed differences, according to the daughters of men are said to be at higher risk tend to behave (Chen et al., 1997).

When we look at attitudes toward male students play games that involve physical activity in terms of the variables of age, significant differences were seen in all the dimensions of the scale. Tukey conducted to determine significant differences between the groups in which it was LSD tests. Accordingly, the 14-year-old man's game, the passion of the students to take risks, play will and pleasure take the dimensions in which they are more willing than other age groups, those who were 11 and set 12 years in the group 13 years it has been concluded that they are more willing. Therefore male student's age level increased passion in the game, take risks; it said that the game demands increased and enjoy getting attitude.

Uludağlı and Sayıl (2009) risk-taking behavior in adolescents in their study reported that men are differentiated at every grade level. Age level according to the results obtained from this study can say that the increase in risk-taking behavior increases.

14 years age group, male students in the social cohesion subscale scores significantly higher than other age groups have reached their results. These results in the age group of 14 high-rise could also be due to their greater experience and 8th grade.

In terms of the age variable attitudes toward female students play games that involve physical activity, play, passion, risk taking and game requests have been found significant differences in the dimensions. Tukey conducted to determine significant differences between the groups in which it was LSD tests. Accordingly, the passion for the game and the game took on request size 13 and the female students in the age group of 14 and 11 points higher than those of the 12 age group reached their results. Risk-taking in the 12 and 14 age groups of female students in the age group of 11 sub-dimensions were determined to achieve higher scores than those. In men, increased risk-taking attitude with age, girls could not be reached this conclusion.

Risk-taking behavior is often thought of as a behavior observed in adolescence. Therefore, studies on this issue (Kıran, 2002) generally focus on risk-taking behavior in

adolescence. Because, to control their own lives within the group adolescents risk-taking behavior, adult authority and resist traditional society, anxiety, tension failure, and coping with failure, to be more acceptable to the peer group, embrace the youth culture, creating a personal identity, as is stated in several ways (Gonzales et al. 1994).
When male students look to the results of correlation analysis relating to the dimensions of the scale, all dimensions have been found significant positive correlation between. Therefore male students Playfulness scale of the scores obtained for the lower size is positive, the increase for a subscale of attitudes can say that increased their attitudes to other dimensions.

When the girl students look to the results of correlation analysis relating to the dimensions of the scale, social harmony passion for the game and their risk-taking dimensions and not come across any relationship in risk-taking with game requests received size, risk-taking and passion for the game, the game of desire and pleasure to take dimensions, to enjoy with risk-taking, the desire to play with social harmony and joy taking the game to get the dimensions of pleasure and desire were seen significant positive correlation. According to the studies it has generally reached the finding of increasing the social cohesion level of individual sports (Akandere, 1998; Marsh and Kleitman, 2002; Smith et al., 2005; McHale, 2005). Positive relationship with the dimensions of social cohesion and desire to enjoy the game in our study can be explained by it.

As a result, a man that students had higher attitude towards playing games that involve physical activity, but in general the work place on our middle school students differences in terms of gender in social compliance level it was found to be low social cohesion levels. Age variable in terms of male students increased their ages increase Playfulness scale score, while in girls passion for the game and play in the request attitude has seen an increase with age, while the risk-taking size between groups was found. Female students' social adjustment and risk-taking attitude and passion for the game, the game was not observed a correlation between risk-taking behaviors by request, in both male and female students were found positive correlations between other dimensions.

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