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## Examination of socialization levels of university students engaging in individual and team sports

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### Abstract

The objective of this study is to examine socialization levels of university students engaging in individual and team sports. 587 university students in total including 248 girls and 339 boys receiving education in various faculties and graduate schools of Dumlupinar University, Inonu University, Gazi University and 19 Mayıs University constitute the research group. To achieve study objective, the socialization scale developed by Sahan (2007) was used. Significance was extracted  $P < 0.05$  by employing The Kolmogorov-Smirnov test and two-way ANOVA test in solution and interpretation of data. SPSS (Statistical package for social sciences) package software was employed in evaluation of data and finding the calculated values. As a result of this study, students, who are engaged in team sports, have higher socialization levels than students performing in individual sports. Besides, it was found that department and branch variable has an influence on socialization levels of students.

*Keywords: Team Sport, Individual Sport, University Student, Socialization Introduction*

### 1. Introduction

Considering that sports have a collective effect in modern societies, different groups of people dealing with sports interact socially with each other because of sports. In the base of sports and socialization relation the questions of “how people from every age and group are persuaded to sports” and “how do the experiences they get from here effect their lives” lay. These questions state that socialization in sports is realized in two stages. First stage is pre-socialization where person interacts with sports which are an area of social behavior. Second stage of socialization in sports is related with the questions that “how will the experiences obtained in sports effect the life of person?” Can the socialization obtained in sports be effective in other fields of life? Can the behaviors obtained in sports be transferred into daily life? For long time this transfer is assumed to exist and comments about this have been adopted as scientific reality without questioning properly (Filiz 2010).

Economic and social development brings socialization problems in individuals together. In this development process the requirements and demands of individuals are being reshaped, community requirements and individual requirements increase in parallel and direct public life. In order to remove these problems and create a healthier

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public life, sports that can be made at every age by every segment of the community are used as well as painting, music, dance, theater activities are important as well as sport activities (Küçük & Koç 2004).

The reason why sports are a big focus of interest in today's communities is the development in purpose of sports. The activities which used to be made only in cultural and social means, started to be used as advertisement and consuming tool due to development of mass communication field. Considering other dimensions of sport while concentrating on this property, will be useful for public and individual activities (İkizler 2000, Yetim 2005).

Considering sports activities as an education tool is very important for public development. States that have completed public socialization are communities that have solved many problems. The role of sports here is that it gives power to behave freely to the inner worlds of individuals. It causes individuals to rediscover themselves and display their skills and therefore plays an important role in socialization of individuals. Besides sports activities move the individuals away from the city stress of modern life and provide opportunity for psychological and physical relief (Şahan at all 2012, Demirbaş 2012).

It is a common accepted reality that universities play role in providing public adaptation of individuals as well as education. Considering that universities are the education field of students, the importance of social activities will be better understood.

## 2. Method

### 2.1. Research group

587 university students in total including 248 girls and 339 boys receiving education in various faculties and graduate schools of Dumlupinar University, Inonu University, Gazi University and 19 Mayıs University constitute the research group.

### 2.2. Data Collection

To achieve study objective, the socialization scale developed by Sahan (2007) was used.

### 2.3. Analysis Of Data

Significance was extracted  $P < 0.05$  by employing The Kolmogorov-Smirnov test and two-way ANOVA test in solution and interpretation of data. SPSS (Statistical package for social sciences) package software was employed in evaluation of data and finding the calculated values.

## 3. Findings

**Table 1 Mann-Whitney U Test Results Showing the Socialization Levels of University Students According To Branch Variable**

	<i>N</i>	<i>Row Average</i>	<i>Row Sum</i>	<i>U</i>	<i>Z</i>	<i>P</i>
Individually Sports	275	278.86	76687.00	38737.000	-2.032	0.042
Team Sports	312	307.34	95891.00			

As seen in Table 1, a significant difference has been found between the socialization levels of university students according to branch variable (U value =38737.000  $P=0.042 < .05$ ). Looking at the average values, the sequence average of students performing sports individually is ( $\bar{X}=278.86$ ) while the sequence average of the students performing team sports is ( $\bar{X}=307.34$ )

**Table 2 Two Way Anova Results Of Socialization Levels of University Students According To Sex and Branch Variables**

<i>Source Of Variance</i>	<i>Sum Of Squares</i>	<i>Sd</i>	<i>Average Of Squares</i>	<i>F</i>	<i>P</i>
Branch	1177.970	1	1177.970	6.783	0.009
Sex	4.394	1	4.394	0.025	0.874
Branch * Sex	46.421	1	46.421	0.267	0.605
Error	101253.195	583	173.676		
Total	8561235.000	587			

When Table 2 is examined, it is found out that there is a significant difference in the socialization levels of the students according to branch variable. (F=6.783 p<0.05). As a result, the socialization levels of the students performing team sports are high.

It was found out that there is not a significant difference between the socialization levels of the students according to sex variable. (F=0.025 p>0.05).

It was found out that branch and sex variables have a common effect on the socialization levels of the students. (F=0.267 p>0.05).

**Table 3 Descriptive Statistics of the Socialization Levels of the Students According To Branch and Sex Variable**

<i>Branch Variable</i>	<i>Sex Variable</i>	<i>Mean</i>	<i>Ss</i>	<i>N</i>
Individually Sports	Male	118.1239	10.5603	113
	Female	118.8704	16.9794	162
	Total	118.5636	14.6671	275
Team Sports	Male	121.5704	10.3423	135
	Female	121.1751	12.6162	177
	Total	121.3462	11.6705	312
Total	Male	120.0000	10.5619	248
	Female	120.0737	14.8841	339
	Total	120.0426	13.2213	587

When Table 3 is examined, it is found out that branch and sex variables do not have a common effect on the socialization levels of the students (F=0.025 p>0.05).

**Table 4 Two Way Anova Results Of Socialization Levels of University Students According To Division and Branch Variables**

<i>Source Of Variance</i>	<i>Sum Of Squares</i>	<i>Sd</i>	<i>Average Of Squares</i>	<i>F</i>	<i>P</i>
Branch	686.236	1	686.236	4.003	0.046
Sex	1069.262	3	356.421	2.079	0.02
Branch * Departmen	1188.773	3	396.258	2.312	0.045
Error	99246.569	579	171.410		
Total	8561235.000	587			

As seen in Table 4, a significant difference has been found between the socialization levels of university students according to branch variable ( $F=4.003$   $p<0.05$ ). As a result of this difference, the socialization levels of the students performing team sports are high.

It was found out that there is not a significant difference between the socialization levels of the students according to sex variable ( $F=2.079$   $p>0.05$ ).

It was found out that branch and division variables have a common effect on the socialization levels of the students ( $F=2.312$   $p<0.05$ ).

**Table 5 Descriptive Statistics of the Socialization Levels of the Students According To Branch and Division Variable**

<i>Branch Variable</i>	<i>Department Variable</i>	<i>Mean</i>	<i>Ss</i>	<i>N</i>
Individually Sports	School Of Physical Education And Sports	116.2899	23.6631	69
	Education	124.4884	9.3104	43
	Faculty Of Economic And Administrative Sciences	118.3919	9.7557	74
	Engineering-Architecture	117.6067	9.7288	89
	Total	118.5636	14.6671	275
Team Sports	School Of Physical Education And Sports	121.7907	14.7706	43
	Education	121.1875	11.6481	64
	Faculty Of Economic And Administrative Sciences	122.1818	10.2325	77
	Engineering-Architecture	120.7734	11.4274	128
	Total	121.3462	11.6705	312
Total	School Of Physical Education And Sports	118.4018	20.8039	112
	Education	122.5140	10.8457	107
	Faculty Of Economic And Administrative Sciences	120.3245	10.1479	151
	Engineering-Architecture	119.4747	10.8526	217
	Total	120.426	13.2213	587

When Table 5 is examined, it is found out that branch and division variables have a common effect on the socialization levels of the students ( $F=2.312$   $p<0.05$ ).

#### 4. Discussion and Conclusion

A significant difference was found between the socialization levels of the students participating to our research according to branch variable. ( $P<0.05$ ). Looking at the average values, the sequence average of students performing sports individually is 278.86 while the sequence average of the students performing team sports is 307.34 which shows that individuals performing team sports are more social compared with the ones performing individual sports. The nature of team sports bring out “we” feeling instead of “I” feeling. According to the definition of socialization, individuals can only become social when they interact with other individuals in the community. Therefore team sports are important in means of socialization. Especially if this subject is taken into consideration starting from small ages, the socialization levels of the individuals will be in a healthier structure. In some researches made by Chappell (1986), Weiss & Bresman (1985), Dzewaltowski (1989), Greer and Stewart (1989), a positive increase was determined in socialization due to sports activities. These studies are in parallel with our study.

When our research is examined according to sex variable, no change can be observed. ( $P>0.05$ ). It can be said that it is not important for the individual who is the basis of socialization, to be male or female. We can say that socialization should be considered as a whole in individuals. In a research performed by Crossett about professional women golf players, he stated that women performing sports significantly develop public properties as well as physical properties. In a research performed by Birrel & Richter (1994) about basketball players, they stated that socialization by sports is a very important subject. These studies are in parallel with our study. In researches made on university students by Yaman et al.(2003), Özdinç (2005), Yılmaz (2006), Filiz (2010) they stated that sports are very important for socialization This is also parallel with our study.

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It was determined that branch and division variable have a common effect on socialization levels of students. When the general population of university students is especially examined, it is accepted worldwide that the ones that are educated in social sciences can be socialized more compared to the ones in other fields. It is also a general acceptance that the lesson syllabuses of social fields are also social facts.

As a result, sports is a very important factor for socialization, especially active individuals in team sports can be more social. University environment is already accepted as a socialization tool. Never the less, it is inevitable for universities that they should provide activities (including syllabus) that will allow individuals to become more social.

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