

## Evaluation of 11<sup>th</sup> Grade High School Students' Attendance at Recreational Activities and Recreation In Terms Of Sports

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### ABSTRACT

This thesis investigates the attendance of 11<sup>th</sup> grade high school students at recreation activities and recreation in terms of sports. For this purpose, eight schools; two state school and two private schools in Ankara and two state and two private schools in Polatlı were randomly chosen. A questionnaire which was developed by Zorba (2001) and improved by Yaşartürk (2013) was administered to 518, 11<sup>th</sup> grade students studying in these schools in Ankara and Polatlı. Before the administration, a piloting was done. The researchers formed the administered version of the questionnaire after making the necessary changes according to the output obtained from the piloting session. The results were analyzed in SPSS 21.0. Chi-square significance test was administered in order to compare results in terms of school type that students study at (private-state) and the settled area that students live in (Province-Ankara / Town-Polatlı). Furthermore, frequency numbers and percentages were obtained in order to make comments on the results got out of the questionnaires about students' attendance at recreational activities. The results illustrate that there are many kinds of differences in terms of attendance at recreational activities between private school students and state school students and also between students living in Ankara and Living in Polatlı

**Keywords:** *Sports, Recreation, Activities*

### INTRODUCTION

Urbanization and industrialization in today's world made people to adopt a problematic and a slow lifestyle which is under social and psychological pressure. Industrialization and technology provides improvement in business performance and life becomes easier; however, it also brings about dissatisfaction, fatigue and disharmony in people's business life. In an environment like this, people have to cope with daily and business stress and gradual monotony and some other physiological and psychological problems. This situation obliges us to evaluate our leisure time more effectively and productively in order to eliminate all these problems. Therefore, theoretically meaning "to go over an illness and to be rejuvenated"; now recreation has an important place in people's life.

Ramazanoğlu, Altungül and Özer describe recreation as activities people voluntarily attend in their leisure time in order to have personal satisfaction. It has several varieties according to its place applied and its features. Besides, sports have a special place in recreation since it forms the most comprehensive and interesting area of recreation. Thus, this study investigates high school students' leisure time evaluation tendency. In order to do this, it aims to find out which activities students attend in their leisure time, the amount of time they reserve for these activities, the reason of attending these activities and finally to find out how they evaluate their leisure and how they attend to recreational activities. Therefore, the research questions and the hypotheses below are formed.

#### Research questions:

Which recreational activities do high school students between ages of 16-18 studying at 11<sup>th</sup> grade in Ankara and Polatlı and what are the factors affecting their attendance?

#### Problems:

- Which recreational activities do students attend in their leisure time?
  - Does their abode (living in Ankara or Polatlı) have an impact on their attendance at recreational activities?
  - Does their school type (state-private) have an impact on their attendance at recreational activities?
- What amount of leisure time do students have and how much time do they reserve for doing sports?
- What are the students' opinions about doing recreational activities?
- Which recreational sport activities do students attend in their leisure time?
  - If students do not do sports as a recreational activity in their leisure time, what are their reasons?

In this study, what students think about recreation, which activities they attend, whether their abode and their school type have an impact on their attendance at recreation is being investigated. With this research, by defining the differences in these aspects, we can find out students' expectations about recreation and we can find solutions to provide their needs. Therefore this study will provide the required and useful information for the researchers, managers and planning administrators. However, it has to be stated that the participants of study is limited to 11<sup>th</sup> grade students studying at 8 different high schools in Ankara and the results are restricted to the output obtained from the questionnaire administered to the students.

To be able to make people live in a conscious way, work, rest and have fun, they have to have proficiency in all aspects. While working make us feel tired, doing personal interest always make us feel fresh. Therefore, effective and productive leisure time evaluation becomes a crucial factor in one's healthy personality development and being happy.

Recreation is a mean of teaching social life to human beings and developing the sense of belonging and the personality so that we can protect and improve human resources and develop our life standard (Yaşartürk, 2013).

## 1. Methodology

### 1.1. Participants

All the students studying at 11<sup>th</sup> grade in all high schools in Polatlı and Ankara constitute the the target population of the study. The main reason of choosing 11<sup>th</sup> grade students as the participant is to focus on a small extent in terms of age and to eliminate other confounding factors. As it is not to possible to take all students as the participants, a random sampling was done. Two private schools and two state school in Ankara city center and two private school and two state schools in Polatlı were chosen. In total 518 students were chosen as the sample of the study and were distributed the questionnaires.

### 1.2. Instruments

In order to evaluate high school students' attendance at recreational activities, a questionnaire consisting of three main parts was used. The questionnaire was developed by Zorba (2001) in order administer for government officers working in Turkey and to evaluate their attendance at recreational activities. Then, Yaşartürk (2013) improved it and administered the questionnaire to university students.

The version of the questionnaire used in this study is prepared by the researcher and since it has many changes, a reliability calculation was done for the 62 items involving in the questionnaire. The Cronbach Alpha significance stands for 0,815. Since literature suggests significance over 0,7 (Arseven, 2001) , it can be stated that the questionnaire is found out to be significant to administer.

First part of the questionnaire asks for information about demographics such as age, school type, students' family income and their abode. Second part is related to students' opinions about recreation, which activities they do at home or outside home as recreation and the amount of time students reserve for recreation and the facilities the schools provide students. The last part of the questionnaire is about recreational sport activities done at school or at home by the students the reasons if students do not attend at recreational sport activities.

### **1.3. Piloting and Procedure**

In order to evaluate the understandability of the task itself, a piloting session was held. 50 students not included in the real sample administered the questionnaire. 50 students were chosen as the piloting group because the literature suggests the number of participants in the piloting group to be 1/10 rate of the real sample (which is 500 in our case). The required changes were done according to the output obtained from the piloting results.

The questionnaire administration was done to the participants was done by the researchers himself and in the process, I gave the required information to the students.

### **1.4. Data Analysis**

The results obtained on the basis of research aims and purposes were evaluated through SPSS 21.0. Firstly, demographical results were presented with frequency numbers and percentages. Students' answers about their attendance at recreation activities were also illustrated with the usage of frequency numbers and percentages. Besides, in many parts of the questionnaire, students' answers were compared according to two different variables: School type and their living place. The comparison was calculated with Chi-square significance tests.

## **2. Results and Discussion**

In this part of the article and the results and the relevant literature are presented. Recall that 518 students studying at 8 different high schools in Polatlı and Ankara participated in the study; however, it was seen that 20 of the questionnaires were not fully filled in. Thus, they were extracted from the study and all the examinations were done out of 498 questionnaires administered.

The results are presented in according with the research questions. Here, first information about demographics is presented.

### **2.1. Demographic Results**

When we examine age factor as can be seen from Graphic 1, it can be observed that a great majority of the students (84,5%) are at the age of 17. There are also students who are 16 and they make 5,8% of the total participants. The rest are at the ages of 18 (9,6%).

While 51,6% of the participants are female students, the rest 48,4% constitute male students. 244 students (49%) are studying at state schools whereas 254 (51%) students study at private high schools. When we examine the participants in terms of school type they study at, we see equal number of participants in both groups. 249 students attended to the study in Polatlı and the same number of students participated to the research in Ankara.

The questionnaire also asks for students' family incomes. We observed that 1,6% of the participants have income in the range of 500-100TL; 11,6% of the students have income in the range of 1001-2000 TL; 19,3% of the student have income in the range of 2001-3000; 26,3% of the students have income in the range of 3001-4000TL and the rest 41,2% of the students have income over 4000TL. This illustrates that majority of the students have family income about 4000TL and over.

### **2.2. Which recreational activities do students attend at home or outside home in their leisure time?**

A great majority of the students are found out to watch TV (90,2%) in their leisure time at home. In second place, we observe playing computer games with the rate of 84,1%. Students are interested in domestic chores (30,3%) and

handcraft (10%) at least when they have leisure time at home. If we examine recreational activities done outside home, we can observe that the results intensify in the sports section (63,9%). Most of the students stated that they spend time by doing sports outside home and in the second place we see touristic trips (58,8%). Students report that they have long or short kind of trips when they have leisure time. However, we see talent-improving activities in the lowest rate (17,7%). Students are interested with these kinds of activities at least.

Gökalp (2007) had a study in which he also examined youth' recreational activities done at home in Tunceli and also had a similar result. He observed that teenagers generally spend time at home by watching TV. However, in Gökalp's study, we observe different results. In his study, teenagers reported that they attend computer courses when they have leisure time outside home. The difference may stem from the areas that the studies are done and students' needs.

In another study, Kırkpınar (2004) investigated 12<sup>th</sup> grade students recreational tendencies. He observed that most of the students watch TV, listen to music and read magazines and books when they are at home. Balcı also reported similar activities such surfing on the net, watching TV or going to the cinema in his study done in 2003 for university students. Therefore, we can conclude that when students have leisure time both at home or outside home, they generally prefer passive activities.

### **2.2.1. Does their abode (living in Ankara or Polatlı) have an impact on their attendance at recreational activities?**

In this study, I also compared students' attendance at recreational activities at home or outside home in terms of their living place. Recall that there were a number of students living a city center in Ankara and some others living in Polatlı (a town in Ankara). It was observed that activities like watching TV, doing sports, reading books are mostly preferred activities done at home. However, Chi-square test results illustrate that there is significant difference in terms of attendance to the activities as listening to music, reading books, playing computer games and surfing on the net. These activities are the ones mostly preferred by students living in Polatlı. Moreover, there is also a significant difference in some activities done outside home such as touristic trips and talent improving activities. They were also preferred by students living in Polatlı. The reason of this may be given in a research done Karataş (2006). He suggested in his study that in town or small cities since there is not much facilities students generally prefer these kinds of activities.

### **2.2.2. Does their school type (state-private) have an impact on their attendance at recreational activities?**

Chi-square results propose that domestic chores are the activities mostly preferred by students studying at state schools, private school students generally prefer reading books when they have leisure time at home.

As for recreational activities done outside home, Chi-square results illustrate significant difference in social, cultural and artistry activities and touristic trips. It was observed that mostly these activities are preferred by students studying at private high schools. The intensity of these activities in private schools may be related with students' family incomes.

### **2.3. What amount of leisure time do students have and how much time do they reserve for doing sports?**

The researcher examined the amount of leisure time the students have in a week. It was observed that most of the students have leisure time in the range of 8-11 hours (54,8%). This result is consistent with what Gökalp (2007) suggests in his study. He also observed that most of the teenagers living Tunceli (35,1%) have leisure time 7-12 hours in a week.

It also necessary for our study to see what amount of time they reserve for doing sports when they have leisure time. It was seen that 28,3% of the students do not reserve any time for doing sports and 4,6% of the students reserve time in the ranges of 1-3 hours. 23,7% of the participants do sports 4-6 hours in a week. And most of the students (43,6%) do sports over six hours in a week in their leisure time.

The difference between the amounts of leisure time that students have according to school type is also examined. A statistically significant results came up ( $p=.000$ ). It can be stated that students in private schools have more leisure time when it compared to state schools students' leisure time. On the other hand, when we examine the amount of time specifically reserved for doing sports, students studying at state schools have more leisure time than students studying at private schools. The difference is found statistically significant with Chi-square test calculated ( $p=.000$ )

The same calculation was done with the variable students' living place. It was found out that while students living in Ankara have more leisure time, students living in Polatlı reserve more leisure time for doing sports when they have leisure time. In both Chi-square calculations about the amount of leisure time the students have and the amount of time specifically reserved for doing sports in two abodes, we had statistically significant difference. (In both calculations  $p= .000$ ).

#### **2.4. What are the students' opinions about doing recreational activities?**

In order to answer this research question, a part consisting of seven positive statements about doing recreational activities were given and students were asked to select the option which is closer to them. It was seen that most of the students have a positive attitude towards doing recreational activities. Most of the students reported that they see recreational activities as enjoying (78,1%) and the option which was chosen at the lowest rate was "recreational activities provides me social status" (20,1%). These results are consistent with the outcomes obtained from studies done by Ekici (1997) and Gökalp (2007). In both of the studies, the researchers reported students to have a positive attitude towards doing recreation. In both studies, it was stated that recreation gives teenagers enjoyment and it makes them relax.

#### **2.5. Which recreational sport activities do students attend in their leisure time?**

In order to examine whether students do sports in their leisure time 11 different sport field was defined: football, basketball, handball, volleyball, aerobics and gymnastics, swimming, folkdance, taekwondo and judo, athleticism , racket sports, chess. However, according to the output obtained from the piloting session, three more sports are added which are cycling, skiing and futsal. When we examine the results as a whole, it was observed that racket sports (44,8%), volleyball (39,2%), football (35,9%) and swimming (35,5%) are the recreational sport activities which are preferred mostly subsequently. Moreover, aerobics and gymnastics (4%), skiing (4,4%) and handball (5,0%) are the ones which are preferred at the lowest rate. These results have a similarity with what Akcan and Bulgu (2003) state in their research on youth between the ages of 15-19. They also preferred that generally teenagers prefer sports like football, basketball and volleyball. This study also suggests these three sport field as the most preferred ones. However, the difference stems from much preference on racket sports. This may stem from the place and the schools that these two studies consider. As racket sports do not necessitate much materials compared to other sport fields and it costs less than others, it may be preferred by students.

Sports activities are also examined in terms of school type and this is an ignored part in many of the articles. If we consider sports in terms of two school types, we see statistically significant difference in volleyball, basketball, racket sports, swimming and futsal. In private schools; swimming, futsal, racket sports and basketball are the recreational sport activities which are mostly preferred; however, in state school students generally prefer volleyball. The difference may be because of the facilities that the schools provide students.

As for living place, we also observe some statistically significant difference in some of the sports fields such as cycling, athleticism, playing chess and racket sports. While racket sports and cycling are preferred by students living in Ankara, athleticism and playing chess is preferred by students living in Polatlı. This may stem from difference between the fields in the sports tournaments in Polatlı and Ankara.

##### **2.5.1. If students do not do sports as a recreational activity in their leisure time, what are their reasons?**

In this study, 141 students which makes (28,31%) of the total participants reported that they were not interested in doing sports when they have leisure time. They were asked to give reason for not attending in sport activities and the most preferred option was the intensity of the courses that students had (32,62%) and reluctance towards doing

sports (26,95%). Pressure from the environment (11,34%) is recorded as the option which was chosen at least. In other studies, students proposed other reasons for not doing sports in their leisure time. These are reported as economical shortage, lack of facilities and places to do sports in Karataş's research done in 2004.

### 3. Conclusion

In this study, 11<sup>th</sup> grade high school students' attendance at recreational activities, their tendency to do sports in their leisure time, the amount of leisure time they have and the amount of leisure time they reserve for doing sports is investigated. These situations are examined according to two variables. One is students' living place (in our case Ankara, the capital city of Turkey a province and Polatlı, a considerably small city in Ankara. The second one is students' schools, private high schools where students pay in order to have education and state school schools which are abide by to government conditions and free. It was found out that though passive activities such as watching TV, reading books, listening to music are mostly preferred in most cases, there are considerable differences in some other recreational activities according to context we look for. For instance, the sport activities which cost more compared to other sports are not preferred by students studying at state schools.

However, it has to be stated that these results are limited to the results obtained by a questionnaire administered to the students living in Ankara.

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