

**ROLE OF PHYSICAL EDUCATION AND SPORTS IN
ABSTINENCE OF HIGH SCHOOL STUDENTS
FROM HARMFUL HABITS**

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Abstract

In this study, high school students in physical education and sports to keep away from bad habits determined the role. Studies of high school students, staying away from bad habits in their views about the role of physical education and sport, it is a research screening the stated model. Research group were studying in different schools, there were 140 women (56%) and 109 men (44%) for a total of 249 students (Mage = 16.46, SD=0.995) created. Data collection as a means of “Opinion about Physical Education and Sports Survey towards Harmful Habits” were used against these. Data was analyzed using frequency and percentage distribution and standard deviation techniques were utilized. In the study group of the students that had bad behaviour and habits are aware of physical education and sports activities that are related to positive thoughts which they have and the physical education and sports-oriented circle of friends may confer positive habits and goals for the future in the course of physical education classes and for teachers, it was concluded that there were more expectations about this issue.

Key Words: Physical education, high school students, harmful habits

1. Introduction

Human has a structure that develops and changes for the life. In the course of live, the most important notion that has been continuous for human is education. It was seen that education was identified as transformation of methods and techniques for finding out value resources in human's existence to create and develop physical, mental, intellectual, social and moral aspects in human into action (Kırımoğlu and Ekenci, 2008).

It was stated that there was human both in the starting point of education and in the basis of its short and long term aims. In this respect, it was seen that physical education and sports that were parts of education were evaluated that they could support both in terms of social and personal (Kuter and Kuter, 2012). In addition it was determined that physical education and sport activities had an important place in the integrity of system of education and they affected human entirely (Erbaş, 2012). Already because of this reason, it was seen that physical education and sport had a big share in system of education, but only a good system of education was not enough to turn physical education into a beneficial system of education. It was emphasized that practices of the lesson should be effective in order that physical education lesson affected and educated individuals positively. (Sunay, 1998).

Physical education and sport activities had an important function in the health development of human, in addition to this they made positive supports in social and sentimental development (Korkmaz, 2007). It was seen that these activities made the skills such as creativity and leadership functional and developed the personality traits such as being crusader, determined, coherent, productive, decided, respectful and indulgent, obeying the rules, collaboration, behaving independently, self-disciplining, being hardworking and diligent (Kumartaşı, 2010).

It was determined that nowadays living of especially children and the young in an environment where depression that change created socially and mentally transformed a rooted disorder might block to bring them in society in terms of physical, mental and social (Kırımoğlu and Ekenci, 2008). As a result of it, it was stated that harmful habits and psychological disorders rose in children and the young. In some researches it was seen that various individual strategies focused on warning, advise, explanation, exampling were applied for the solution of this type of problems (Otero-Lopez et al, 2008; Türnüklü and Yıldız, 2002; Sadık, 2006). It was remarked that general strategies specified for solution of the problem were not sufficient (Nezihoğlu and Sabancı, 2010). When it was evaluated with this aspect, it was specified that all of the physical education and sport activities were important, in schools physical education teachers should be given a task actively for preventing substance use and substance addiction and physical education and sport activities should be considered as an important tool for the works related to preventing of substance addiction (Kırımoğlu and Ekenci, 2008; Donaldson and Ronan, 2006).

It was seen that the structure of family, environment, friend and school acted the most effective role for rising the undesirable behaviours and harmful habits in children and adolescents. (Çolakoğlu, 2005; Dervent, Aslanoğlu and Şenel, 2010; Nezihoğlu and Sabancı, 2010, Özmen and Kubanç, 2013). In addition the most important factors for the participation into physical education and sports were the structure of family, environment, friend and school. (Pate, Trost, Levin and Dowda, 2000; Sallis, Prochaska and Taylor, 1999). Both two situations showed common traits, so it was evaluated as a remarkable subject. So that, it was thought that it should be investigated that physical

education and sport activities were effective to what extent in preventing the harmful habits. From this point of view, it was aimed to determine the role of physical education and sport in abstinence of high school students from harmful habits in this research.

2. Method

Model of the Research

This research is a screening model research that high school students express their thoughts about the role of physical education and sport in their abstinence from harmful habits. Screening model research is a research approach that don't describe a situation that was in the past or exists currently as it exists and aims to identify (Karasar, 2003).

Research Group

Research group consists of 249 ($M_{age}= 16.46$, $SD=0.995$) students that educate in different high school in 2011-2012 academic year, 140 (56%) of them are female and 109 (44%) of them are male. 46 (19%) of the students are in 9th grade, 92 (37%) of them are in 10th grade and 43 (17%) of them are in 12th grade.

Data Collection Tool

Personal Information Form: In this form, there are items about gender of the students and grade where students receive education.

Survey of Opinions about Physical Education and Sport towards Harmful Habits: Survey form used in the research consists of 24 items. Responding form of items are as "always", "usually", "often", "sometimes" and "never". Survey items are developed by receiving the opinions of the people who are experts on this subject.

Data Analysis

In data analysis, frequency, percentage distribution, arithmetic means and Standard deviation techniques were benefited. In all analyses, SPSS (version 18.00) program was used.

3. Findings

In this section, frequency and percentage of the responses given to the questions of the survey where data collection tool was used (Table 1) and arithmetic means of the responses were shown (Table 2).

When the highest values in Table 1 that responses as "always" were given were analysed, it was seen that items that had the highest frequency and the highest percentage values were "I approve the word as alcohol kills, gamble destroys, sport amuses" ($N=149$; 59.8%) and "I think that physical education lesson is beneficial for my health" ($N=126$; 50.6%) . The item that had the lowest value was "I imitate some of my friends" ($N=11$; 4.4%).

When the highest values that responses as "usually" were given were analysed, it was seen that items that had the highest frequency and the highest percentage values were

“Physical education lesson is one of the best timeframe that I pass with my friends” (N=69; 27.7%) and “ I am inquisitive” (N=68; 27.3%) . The item that response as “usually” was given at the least was “I smoke, I drink alcohol etc...” (N=9; 3.6%) (Table 1).

It was determined that the items that responses as “often” were given were “I consider physical education lesson as a lesson to be discharged” (S=45; 18%), “In my opinion, propensity to harmful habits starts in school period” (N=45; 18%) and “playing sport is the best way for abstinence from harmful habits” (N=40; 16.1%). It was seen that the item that response “often” was given at the least was “I imitate some of my friends” (N=8; 3.2%) (Table 1).

The items that response as “sometimes” was given most were “I imitate some of my friends” ” (N=110; 44.2%) and “I play sports” (N=96; 38.6%). It was identified that the items that response as “sometimes” was given at the least were “I smoke, I drink alcohol etc...” (N=27; 10.8%) and “I approve the word as alcohol kills, gamble destroys, sport amuses” (N=27; 10.8%) (Table 1).

Table 1. Opinions of high school students about the role of physical education in their abstinence from harmful habits

SURVEY QUESTIONS		Always		Usually		Often		Sometimes		Never	
		N	%	N	%	N	%	N	%	N	%
1	I play sports.	53	21.3	61	24.5	22	8.8	96	38.6	17	6.8
2	I like physical education lesson.	95	38.2	57	22.9	13	5.2	58	23.3	26	10.4
3	I think that physical education lesson is beneficial for my health.	126	50.6	50	20.1	17	6.8	31	12.4	25	10
4	Physical education lesson is one of the best timeframe that I pass with my friends.	70	28.1	69	27.7	21	8.4	64	25.7	25	10
5	I think that physical education lesson is relaxing and detractive from boredom.	88	35.3	53	21.3	22	8.8	55	22.1	31	12.4
6	I forget my problems during physical education lesson.	60	24.1	47	18.9	17	6.8	65	26.1	60	24.1
7	I consider physical education lesson as a lesson to be discharged.	40	16.1	43	17.3	45	18.1	84	33.7	37	14.9
8	Physical education lesson is effective in forming my discipline and my order behaviours.	41	16.5	57	22.9	31	12.4	63	25.3	57	22.9
9	I am inquisitive.	67	26.9	68	27.3	30	12	66	26.5	18	7.2
10	I imitate some of my friends.	11	4.4	11	4.4	8	3.2	110	44.2	109	43.8
11	There are some harmful habits that I keep away from by means of PE lesson.	38	15.3	30	12	19	7.6	70	28.1	92	36.9
12	I think that physical education lesson is sufficient to tend towards positive behaviours.	41	16.5	39	15.7	27	10.8	73	29.3	69	27.7
13	I think that more useful lesson should be scheduled instead of PE lesson.	44	17.7	22	8.8	14	5.6	42	16.9	127	51
14	In my opinion propensity to harmful habits starts in school period.	54	21.7	71	28.5	45	18.1	48	19.3	31	12.4
15	I smoke, I drink alcohol etc...	30	12	9	3.6	16	6.4	27	10.8	167	67.1
16	I think that a circle of friends is effective in starting to some addictions such as cigarette, alcohol, drugs etc...	113	45.4	59	23.7	20	8	28	11.2	29	11.6
17	Playing sport is the best way for abstinence from harmful habits.	80	32.1	55	22.1	40	16.1	48	19.3	26	10.4
18	I see that my self- confidence increases with physical education lesson.	45	18.1	47	18.9	39	15.7	62	24.9	56	22.5
19	In my opinion physical education lesson is for using free time.	58	23.3	39	15.7	33	13.3	65	26.1	54	21.7
20	I specify some targets by means of physical education lesson.	26	10.4	27	10.8	16	6.4	56	22.5	124	49.8
21	I think that physical education lesson will contribute for me to be in a good position in the future.	27	10.8	31	12.4	26	10.4	75	30.1	90	36.1
22	I think that my interest in sport increases by means of physical education lesson.	72	28.9	39	15.7	36	14.5	55	22.1	47	18.9
23	I realize gaining deservingly by means of sport.	76	30.5	44	17.7	31	12.4	51	20.5	47	18.9
24	I approve the word as alcohol kills, gamble destroys, sport amuses.	149	59.8	29	11.6	18	7.2	27	10.8	26	10.4

It was stated that the items that response as “never” was given were “I smoke, I drink alcohol etc...” (N=167; 67.1%), and “I think that more useful lesson should be scheduled instead of physical education lesson” (N=127; 51%) and “I specify some targets by means of physical education lesson” (N=124; 49.8%). The item that response as “never” was given at the least was “I play sport” (N=17; 6.8%) (Table 1).

Table 2. Arithmetic means related to the opinions of high school students about the role of physical education in abstinence from harmful habits

SURVEY QUESTIONS		N	M	SD
1	I play sports.	249	3.148	1.319
2	I like physical education lesson.	249	3.550	1.453
3	I think that physical education lesson is beneficial for my health.	249	3.887	1.403
4	Physical education lesson is one of the best timeframe that I pass with my friends.	249	3.381	1.386
5	I think that physical education lesson is relaxing and detractive from boredom.	249	3.449	1.466
6	I forget my problems during physical education lesson.	249	2.927	1.543
7	I consider physical education lesson as a lesson to be discharged.	249	2.859	1.316
8	Physical education lesson is effective in forming my discipline and my order behaviours.	249	2.847	1.428
9	I am inquisitive.	249	3.401	1.322
10	I imitate some of my friends.	249	1.815	1.007
11	There are some harmful habits that I keep away from by means of physical education lesson.	249	2.405	1.464
12	I think that physical education lesson is sufficient to tend towards positive behaviours.	249	2.638	1.447
13	I think that more useful lesson should be scheduled instead of physical education lesson.	249	2.253	1.567
14	In my opinion propensity to harmful habits starts in school period.	249	3.277	1.331
15	I smoke, I drink alcohol etc...	249	1.827	1.393
16	I think that a circle of friends is effective in starting to some addictions such as cigarette, alcohol, drugs etc...	249	3.799	1.414
17	Playing sport is the best way for abstinence from harmful habits.	249	3.461	1.382
18	I see that my self- confidence increases with physical education lesson.	249	2.851	1.430
19	In my opinion physical education lesson is for using free time.	249	2.927	1.490
20	I specify some targets by means of physical education lesson.	249	2.096	1.390
21	I think that physical education lesson will contribute for me to be in a good position in the future.	249	2.317	1.358
22	I think that my interest in sport increases by means of physical education lesson.	249	3.136	1.509
23	I realize gaining deservedly by means of sport.	249	3.204	1.524
24	I approve the word as alcohol kills, gamble destroys, sport amuses.	249	3.996	1.432

When the arithmetic means related to the responses (Table 2) were analysed, it was stated that the items such as “I approve the word as alcohol kills, gamble destroys, sport amuses”, ($M=3.996$, $SD=1.432$), “I think that physical education lesson is beneficial for my health” ($M=3.887$, $SD=1.403$), “I think that a circle of friends is effective in starting to some addictions such as cigarette, alcohol, drugs etc...” ($M=3.779$, $SD=1.414$) and “I like physical education lesson” ($M=3.550$, $SD=1.453$) carried the highest values. When the lowest values in the items were analysed, it was seen that statements such as “I imitate some of my friends” ($M=1.815$, $SD=1.007$), “I smoke, I drink alcohol etc...” ($M=1.827$, $SD=1.393$) and “I specify some targets by means of physical education lesson” ($M= 2.096$, $SD=1.390$) had the lowest means.

4. Discussion and Conclusion

In the research, survey questions became more of an issue and it was seen that in accordance with the responses of the students, some items came into prominence more than the others. Among these items, the item as “I approve the word as alcohol kills, gamble destroys, sport amuses” took place on the top of arithmetic means. It was thought that students had knowledge about the damages of harmful habits and they considered sport activities as an event against them. The results of many researches which state that sport activities and participation into these activities provide positive gain are such as to support this result (Çolakoğlu, 2005; Dervent et al., 2010; Donaldson and Ronan, 2006; Jogunica, Neljak and Curkovic, 2013; Sallis et al., 1999). At the same time, the items such as “I like physical education lesson” and “I think that physical education lesson is beneficial form y health” may be commented as the indicator that students’ opinions about physical education lesson and the content of the lesson are positive. Physical education and sport activities have an effect on psycho-social dimensions (Pate et al., 2000), such as self-respect (Korkmaz, 2007) and education of values (Kuter and Kuter, 2012) in addition it is thought that they have an effect on these results. In addition the item that has the second highest arithmetic means as “I think that a circle of friends is effective in starting to some addictions such as cigarette, alcohol, drugs etc...” is commented as that research group establish a mutual relation between a circle of friends and habits gained. A lot of researches made (Özmen and Kubanç, 2013; Taşcı et al., 2005; Tuncay, 2000) show that the most effective factor in gaining habits of students is the circle of friends.

Among the responses, although the item “I imitate some of my friends” that has the lowest arithmetic means looks like that it shows common trait with the item as “I think that a circle of friends is effective in starting to some addictions such as cigarette, alcohol, drugs etc...” that has high arithmetic means, in the direction of the responses it is thought that research group may understand the difference between friend wannabe and a circle of friends. When a circle of friends is considered as a social structure, its effect on gaining habits may be more effective as an expected situation (Siyez and Aysan, 2007). When person doesn’t behave and exhibit attitude toward only a friend and doesn’t have a wannabe, these behaviours aren’t perceived as a surprising result (Taşcı et al., 2005).

The item as “I smoke, I drink alcohol, etc...” that takes place among the responses of research group and that has a low means shows that a big percentage of the students (67%) don’t have harmful habits. At the same time, because of the fact that the items as “I approve the word as alcohol kills, gamble destroys, sport amuses” , “I think that physical education lesson is beneficial for my health” and “I like physical education

lesson” had high arithmetic means, it is seen that research group comment physical education and sport activities as an obstacle in front of harmful habits.

It is an unexpected result that arithmetic means of the students’ responses for the item as “I specify some targets by means of physical education lesson” is low. This situation causes a formation of an idea that in physical education lessons, it is provided not only education, but also a teaching environment for students. Yet leadership phenomenon that has an important place among the behaviours expected from physical education teachers and positive behaviours that will be gained in physical education lessons (Kuter and Kuter, 2012; Ünlü, 2008) show that physical education is a lesson that aims not only teaching but also education.

In the direction of these findings it is concluded that students in research group are aware of misbehaviours and harmful habits, they have positive opinions about physical education and sport, a circle of friends devoted to physical education and sport may gain positive habits and they have more expectations from physical education lesson and physical education teachers in the period of specifying targets for the future.

It is thought that if researches should include more than one academic year, it will be more useful so that it will contribute more for the studies that will be made in the future. In addition, it is thought that making a more comprehensive research with enlarging of research group, when dealing with the item about a circle of friends at the same time dealing with the circle of friends that physical education and sport activities and harmful habits constitute separately will gain more favour for the field of physical education and sport.

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