

The effect of sport on perceived social support and future attitudes

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ABSTRACT

The purpose of the study is to determine the perceptions and future attitude levels of the students about the social support they receive from their friends, families and teachers according to the variables of gender and doing / not doing sports. The research group consists of a total of 332 students, including 152 male and 180 female volunteering in the 7th and 8th grades in Gaziantep in the 2019-2020 academic year. The data was collected by applying the Personal Information Form, Social Support Appraisals Scale for Children (APP) and Attitude Towards the Future Scale. SPSS 22.0 statistical program was used to analyze the data. As a result of the Kolmogorov-Smirnov normality test applied after the descriptive analyzes, the groups did not show normal distribution, Mann Whitney-U test and Spearman's Rho correlation test were used. As a result of the analysis of the data; Significant differences were found between the groups in terms of social support and sub-dimensions, and attitudes towards future and sub-dimension scores of male and female students who do sports, and students who do and do not do sports ($p < 0.05$). As a result of Spearman's Rho test, positive and negative relations were found between the sub-dimensions of social support and attitude towards the future ($p < 0.05 / p < 0.01$). Based on the findings of our research and our literature reviews, we can say that sports increase the social support perceptions that individuals receive from their friends, families and teachers, and their positive and planned attitude levels towards the future.

Keywords: Sport, social support, future, attitude.

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INTRODUCTION

If people cannot overcome the difficulties and difficulties they encounter throughout their lives individually, the material and moral assistance they want or expect from the people or groups they see reveals the concept of social support (Aksoy, Özcan and Çoknaz, 2018). Social support is one of the most important contributions of individuals to each other in mutual relations (Kapıkıran and Özgüngör, 2009).

Cobb (1976) social support; While defining it as "information that makes the individual believe that he/she is valued, loved, respected and is a member of the network of mutual obligations", Yıldırım (1998) defines it as any kind of social and psychological help that people receive from their environment.

When the literature is examined, we frequently come across perceived and provided social support concepts.

Believing that individuals have strong ties with people around them, their perceptions that they will receive support from them are perceived as social support, and the amount of support obtained from social support sources is defined as social support provided (Aricioğlu and Akdur, 2009).

Social support types are seen in four ways. Emotional support is about acceptance and appreciation of a person. Information support is the help of the individual in cases where he has problems in coping. Widespread support is called support for spending good time with others in leisure activities, and concrete support is called financial and financial support, and the provision of necessary materials and services (Cohen and Wills, 1985).

Individuals where the individual can seek help in case

of need and their satisfaction are the elements of social support (Türköz et al., 2017). These elements comprise the family, relatives, friends, teachers, neighbors, and various groups with which the individual is involved in the communication and interaction (Yıldırım, 1997).

Social support enables the sharing of interpersonal values, feelings, and fulfillment of social roles (Deveci and Ahmetoğlu, 2018), it positively affects the sense of belonging to a group in the child, self-esteem, and makes them feel successful and develop their talents (Akyol and Salı, 2013; Salı and Akyol, 2014). Therefore, it can be said that these positive developments can have positive effects on people's attitudes towards value judgments, decisions, goals and futures. Gjesme (1983) defined the attitude towards the future as a multi-faceted concept consisting of the positive, negative expectations, goals and beliefs of the individual about his future in relation to cognitive factors and motivation systems.

Seginer (2008), his future orientation, explains in the form of images about the future, which consists of areas that individuals consider important, where individuals are consciously represented, and that tells about personal subjective life stories as reported by them. The differences people have in terms of gender, social class, ethnicity and educational level affect their future orientation (Holopainen and Sulinto, 2005). Future expectations and trends that are affected by the life and relationships of adolescents are a psychological process that consists of motivation, planning and evaluation (Nurmi, 1991). The need to be successful is important for people to gain or refresh their self-confidence in the process of psycho-social development. One of the easiest ways to make a person successful is through sports. It should not be forgotten that sports have an important place in the psycho-social development of people, and the easiest way to activate people socially and psychologically is through sports (Küçük and Koç, 2004).

Young people who play sports in school or club teams can get various supports from their families, teachers, coaches, teammates and their surroundings. Thanks to these supports, young people can make plans for themselves and set goals by looking more positively towards the future.

In the light of this information; The main purpose of this study is to reveal the social support perception levels, attitudes towards the future and whether there are differences between groups of students who do sports and do not do sports from friends, family and teachers.

METHOD

Research model

In order to determine the social support perception levels of the students who do and do not do sports, their attitude

levels towards the future and whether there is a difference between the groups, the general screening method was applied. Karasar (2018) stated the general screening model: "In a universe consisting of many elements, the screening arrangements made on the entire universe or a group, sample or sample to be taken from it in order to make a general judgment about the universe." expresses the form.

Research group

The research population is composed of students who do sports and not studying in the 7th and 8th grades in Gaziantep in the 2019-2020 academic year. 332 students, of which 89 active men, 88 women and 66 men do not do 154 sports, 180 women and 152 men. In determining the research group, the convenient sampling technique, which was expressed by Avcı and Yıldırım (2014) as the sampling type in which the participants were chosen because they were willing to work and suitable, was preferred.

Data collection tool

In our study, the Social Support Appraisals Scale for Children (APP) conducted by Gökler (2007), with a personal information form and an adaptation of the Turkish form and Attitudes Toward the Future Scale (ATFS) developed by Güler (2004) were applied.

APP is a 5-point Likert-type scale consisting of 3 sub-dimensions and 41 items: support from friends (19 items), support from family (12 items) and support from teachers (10 items). Items 3, 4, 10, 12, 13, 16, 18, 19, 22, 24, 26, 27, 31, 33, 34, 37, 39, 41 of the scale were reversed and analyzed (Gökler, 2007).

It is a 5-point Likert-type scale consisting of 3 sub-dimensions and 40 items: Attitudes Toward the Future Scale (ATFS), positive, fearful and planned orientation. In our study, as a result of factor analysis of the scale, positive orientation with values between 0.43 and 0.94 (13 items (4, 8, 9, 13, 18, 23, 24, 29, 30, 31, 32, 35, 36), fearful orientation 8 item (6, 10, 11, 21, 22, 28, 38, 39) and planned item size 5 items (5, 7, 14, 16, 20) were used. The 7th, 20th and 22nd items of the scale were reversed and analyzed (Güler, 2004).

Data analysis

SPSS 22.0 statistics program was used in the analysis of the data. As a result of Cronbach's Alpha test performed according to the total scores of APP items, the reliability coefficient was found to be 0.928 and 0.710 according to the total scores of ATFS items. After the descriptive analyzes were made on the data, as a result of the

Kolmogorov – Simirnov normality test performed by comparing the scores of the participants, the difference between the groups was examined by applying the Mann Whitney-U test, which is one of the non-parametric tests according to the variables of gender and sports and not doing. The relationship between the APP and sub-dimensions of ATFS was examined by using Spearman's Rho moment product correlation coefficient. The positive (+) sign of the correlation coefficient indicates a positive correlation between the two variables, and the negative (-) sign indicates a negative correlation. Values between -1 and +1 also show the strength of the

relationship (Pallant, 2017). According to the limit values of the correlation coefficients in general; It is interpreted as 0.00-0.19 Very Weak Relationship, 0.20-0.39 Weak Relationship, 0.40-0.69 Moderate Relationship, 0.70-0.89 High Relationship, 0.90-1.00 Very High Relationship (Taşpınar, 2017).

Analysis results are handled at 95% confidence level, $p < 0.05$ values are considered statistically significant.

FINDINGS

As a result of the Mann Whitney-U Test

conducted according to the gender variable of sports students, a significant difference was found between the groups in terms of total social support scores, social support sub-dimensions received from friends, family, and teachers and their attitude levels towards the future ($p < 0.05$) (Table 1).

As a result of the Mann Whitney-U Test conducted according to the gender variable of non-sports students, no significant difference was found between the groups in terms of total social support scores, social support sub-dimensions, and their attitudes towards the future and sub-dimensions ($p > 0.05$) (Table 2).

Table 1. Mann Whitney-U test results of sports students.

	Sub-dimensions	Gender	N	$\bar{X} \pm SS$	Min- Max X	Median	z	p
Social support	Friend support	Female	92	78.93 \pm 10.81	48-95	82 (71-87)	-2.789*	.005
		Male	86	73.73 \pm 12.65	48-95	75 (64.5-84.5)		
	Family support	Female	92	54.01 \pm 7.45	28-60	57 (52-59.75)	-2.016*	.044
		Male	86	51.41 \pm 8.68	32-60	55 (45-58.25)		
	Teacher support	Female	92	40.38 \pm 7.90	10-50	42 (36.25-46)	-2.179*	.029
		Male	86	37.90 \pm 8.05	22-50	39 (30-45.25)		
Social support total	Female	92	173.32 \pm 19.43	122-203	177 (162-188.75)	-2.678*	.007	
	Male	86	163.05 \pm 24.99	115-203	166 (141-183)			
Attitudes toward the future	Positive orientation	Female	92	54.35 \pm 7.81	25-65	55.50 (50-60)	-.825	.409
		Male	86	53.88 \pm 10.95	21-65	57 (51.5-62)		
	Planned orientation	Female	92	19.11 \pm 3.71	8-25	19 (16.25-22)	-.967	.334
		Male	86	19.54 \pm 4.00	8-25	20 (17-23)		

Table 1. Continues.

Fearful orientation	Female	92	20.30 ±6.57	8-36	19 (16-24)	-.925	.355
	Male	86	20.94 ±6.16	8-36	21 (16-25)		
Attitudes toward the future total	Female	92	93.78 ±9.33	57-117	94 (89-100.75)	-	.049
	Male	86	94.37 ±13.58	53-118	98 (91-103)		

*p < 0.05.

Table 2. Mann Whitney-U test results of non-sports students.

	Sub-dimensions	Gender	N	$\bar{X} \pm SS$	Min - Max \bar{X}	Median	z	*p
Social support	Friend support	Female	88	73.98 ± 13.19	36-95	76 (63.25-84.75)	-1.202	.229
		Male	66	70.42 ±15.95	25-91	76.50 (57.00-82.50)		
	Family support	Female	88	51.61 ± 9.81	13-60	54 (48-59)	-1.127	.260
		Male	66	50.89 ± 8.60	30-60	53.50 (44.75-58.00)		
	Teacher support	Female	88	37.11 ± 7.70	16-50	38 (31.50-42.75)	-.069	.945
		Male	66	37.50 ± 6.82	19-49	38 (30.75-44.00)		
Social support total	Female	88	162.71 ± 25.99	80-199	166.50 (144.75-185.00)	-.931	.352	
	Male	66	158.81 ± 26.57	104-197	167 (132-182)			
Attitudes toward the future	Positive orientation	Female	88	51.57 ± 9.14	22-65	52 (46.25-59.00)	-.689	.491
		Male	66	52.28 ± 9.55	32-65	53 (46-61)		
	Planned orientation	Female	88	19.31 ± 3.39	7-25	20 (17-22)	-1.923	.054
		Male	66	18.19 ± 3.59	9-25	18 (16-21)		
	Fearful orientation	Female	88	21.06 ± 6.31	8-36	21 (17.00-24.75)	-1.176	.240
		Male	66	20.15 ± 6.86	9-38	18.50 (15.75-24.00)		
	Attitudes toward the future total	Female	88	91.96 ± 9.81	60-118	92 (86.25-99.00)	-.574	.566
		Male	66	90.63 ±10.51	63-111	92.50 (83-98)		

As a result of the Mann Whitney-U Test conducted according to the variable of doing sports, not doing women, a significant difference was found among the groups in the positive orientation sub-dimension of the attitude towards the future with the social support and total social support scores received from the friend and the teacher ($p < 0.05$) (Table 3).

As a result of the Mann Whitney-U Test

performed according to male students' sporting / not doing variables, a significant difference was found between the groups in the sub-dimension of attitude towards future and planned orientation ($p < 0.05$) (Table 4).

According to the results of the relationship between the females who do sports and the males who do sports, the sub-dimensions of the APP and ATFS; there was a relationship between

friend support and family support, teacher support and fearful orientation, family support and teacher support, positive orientation and fearful orientation, teacher support and positive, planned and fearful orientation, positive orientation and planned orientation between fearful orientation and planned orientation and fearful orientation ($p < 0.05$ to $p < 0.01$) (Table 5).

Table 3. Female students Mann Whitney-U test results.

	Sub-dimensions	Variable (female)	N	$\bar{X} \pm SS$	Min- Max X	Median	z	p
Social support	Friend support	Doing sports	92	78.93 \pm 10.81	48-95	82 (71-87)	-2.527*	.012
		Not doing sports	88	73.98 \pm 13.19	36-95	76 (63.25-84.75)		
	Family support	Doing sports	92	54.01 \pm 7.45	28-60	57 (52-59.75)	-1.638	.101
		Not doing sports	88	51.61 \pm 9.81	13-60	54 (48-59)		
	Teacher support	Doing sports	92	40.38 \pm 7.90	10-50	42 (36.25-46)	-3.069*	.002
		Not doing sports	88	37.11 \pm 7.70	16-50	38 (31.50-42.75)		
Social support total	Doing sports	92	173.32 \pm 19.43	122-203	177 (162-188.75)	-2.602*	.009	
	Not doing sports	88	162.71 \pm 25.99	80-199	166.50 (144.75-185.00)			
Attitudes toward the future	Positive orientation	Doing sports	92	54.35 \pm 7.81	25-65	55.50 (50-60)	-2.032*	.042
		Not doing sports	88	51.57 \pm 9.14	22-65	52 (46.25-59.00)		
	Planned orientation	Doing sports	92	19.11 \pm 3.71	8-25	19 (16.25-22)	-.378	.705
		Not doing sports	88	19.31 \pm 3.39	7-25	20 (17-22)		
	Fearful orientation	Doing sports	92	20.30 \pm 6.57	8-36	19 (16-24)	-.980	.327
		Not doing sports	88	21.06 \pm 6.31	8-36	21 (17.00-24.75)		
	Attitudes toward the future total	Doing sports	92	93.78 \pm 9.33	57-117	94 (89-100.75)	-1.352	.176
		Not doing sports	88	91.96 \pm 9.81	60-118	92 (86.25-99.00)		

* $p < 0.05$.

Table 4. Male students Mann Whitney-U test results.

	Sub-dimensions	Variable (male)	N	X± SS	Min - Max X	Median	z	p
Social support	Friend support	Doing sports	86	73.73 ±12.65	48-95	75 (64.5-84.5)	-.867	.386
		Not doing sports	66	70.42 ±15.95	25-91	76.50 (57.00-82.50)		
	Family support	Doing sports	86	51.41 ±8.68	32-60	55 (45-58.25)	-.627	.531
		Not doing sports	66	50.89 ±8.60	30-60	53.50 (44.75-58.00)		
Teacher support	Doing sports	86	37.90 ±8.05	22-50	39 (30-45.25)	-.542	.588	
	Not doing sports	66	37.50 ±6.82	19-49	38 (30.75-44.00)			
Social support total	Doing sports	86	163.05 ±24.99	115-203	166 (141-183)	-.926	.355	
	Not doing sports	66	158.81 ±26.57	104-197	167 (132-182)			
Positive orientation	Doing sports	86	53.88 ±10.95	21-65	57 (51.5-62)	-1.513	.130	
	Not doing sports	66	52.28 ±9.55	32-65	53 (46-61)			
Attitudes toward the future	Planned orientation	Doing sports	86	19.54 ±4.00	8-25	20 (17-23)	-2.337*	.019
		Not doing sports	66	18.19 ±3.59	9-25	18 (16-21)		
Fearful orientation	Doing sports	86	20.94 ±6.16	8-36	21 (16-25)	-1.080	.280	
	Not doing sports	66	20.15 ±6.86	9-38	18.50 (15.75-24.00)			
Attitudes toward the future total	Doing sports	86	94.37 ±13.58	53-118	98 (91-103)	-3.052*	.002	
	Not doing sports	66	90.63 ±10.51	63-111	92.50 (83-98)			

*p < 0.05.

Table 5. Spearman's Rho test results according to social support and future attitude sub-dimensions of sports students.

	Social support			Attitudes toward the future		
	Friend support	Family support	Teacher support	Positive orientation	Planned orientation	Fearful orientation
Friend support	1.000	.449**	.506**	.142	.101	-.320**
Family support		1.000	.530**	.174*	.133	-.410**
Teacher support			1.000	.302**	.281**	-.359**
Positive orientation				1.000	.476**	-.313**
Planned orientation					1.000	-.431**
Fearful orientation						1.000

*p < 0.05 / **p < 0.01.

DISCUSSION AND CONCLUSION

A significant difference was found between the groups in terms of the social support total scores of female and male student groups according to the gender variable of the students doing sports, and the social support sub-dimensions received from friends, family, and teachers ($p < 0.05$). It has been determined that the support and total social support levels of female students doing sports from friends, family, teachers are higher than male students doing sports, and the future attitudes of male students doing sports are higher than female students doing sports. In the attitude towards future sub-dimensions, although no significant difference was found between the student groups, it was found that female students who do sports have higher positive attitudes towards the future and lower levels of planned and fearful orientation than male students who do sports (Table 1).

Yaşın et al. (2019a) found that there was a significant difference in favor of female students in terms of their social support perception levels received from the teacher in their study on 7th and 8th grade students who do and do not do sports. They concluded that the support and total social support levels of female students doing sports from friends, family, teachers are higher than male students doing sports.

In another study by Yaşın et al. (2019b), no significant difference was found between the 7th and 8th grade women and boys doing sports at the level of attitudes and sub-dimensions towards the future. They found that the positive attitude levels of female students doing sports were higher than that of men, while the fearful attitude levels of men doing sports were higher than that of women. Our study is similar to the literature.

There was no significant difference between the groups in terms of social support and future attitudes of non-sports students according to gender variable ($p > 0.05$). It was found that female students who do not do sports support from friends, family, and total social support levels, attitude towards future, planned orientation, fearful orientation levels are higher than male students who do not do sports, and support and future orientation levels are lower (Table 2).

In the study conducted by Şimşek (2010) on the regional boarding primary school (RBPS) and the eighth grade students who stayed with their family, they did not find a statistically significant difference between the perceived social support levels of the students and the social support sub-dimensions perceived from their families and friends. Özcan (2018) found that there was no significant difference between their social support levels in their study on divorced and non-divorced parents. Davulcu (2018) in his study on children between the ages of 8-19 who were under protection, found that there was no statistically significant difference between the support subscale mean scores received from friends and teachers by gender. Our study is in line with the

literature.

Yaşın et al. (2019a) in favor of female students in the 7th and 8th grade students who do not do sports and in the study of 3-8 grade students by Gökler (2007) in favor of female students in the social support total scores and support received from friends in favor of female students in the sub-dimensions of support received from friends and teachers, in the 10th and 11th grade students of Demirdüzen (2013), in favor of female students in terms of support perceptions received from friends and from teachers, Akyol et al. (2013) 6. 7 and 8. grades boarding-day school students in favor of female students in all sub-dimensions of social supports, in the study they made on Salı and Akyol (2014) students studying and working in a job in 1-6 grades of vocational education centers and students studying in general high school 1-3 classes and not working in any job, social support according to gender variable in favor of women in terms of teacher support according to gender variable, they found statistically significant differences in favor of female students in the sub-dimensions of friend support and teacher support.

In studies using ATFS; Yaşın et al. (2019b) 7th and 8th grade female and male students who did not do sports, Koçyiğit (2014) and Büyüktopçu (2017) found that there was no significant difference between the groups according to gender. Our study is similar to the literature. In another study that is similar to our research results, it was found that adult women exhibit a more anxious attitude towards the future than men (Edwards, 2008).

İmamoğlu and Edwards (2007) found a difference in favor of female students in the fear of attitudes towards future in the students of Altınay (2018) 6th, 7th, 8th grade students. Maraş (2018), on the other hand, found that there is a statistically significant difference between the positive orientation and anxious orientation subscale scores of university students towards their future attitude levels according to gender.

In our study, a significant difference was found in favor of female students doing sports among groups in terms of total social support scores, social support sub-dimensions received from friends and teachers, and positive orientation towards the future according to the variable of doing and not doing sports ($p < 0.05$). It was determined that the level of attitude and positive attitude towards the future of women who do sports, their support perceptions from friends, family and teachers, and those who do not do sports are higher than those who do not do sports (Table 3).

In the study conducted by Yaşın et al. (2019a), no significant difference was found between the support and social support perception levels of female students who did and did not do sports, from friends, family, teachers. The fact that female students who do sports are higher from their friends, family, teachers, and social support perception levels compared to women who do not do sports, is in line with our study.

In their study, Yaşın et al. (2019b) found a significant

difference between the positive, planned and fearful future orientation levels of female students who do sports or not. While positive and planned attitude levels of female students who do sports are higher than female students who do not do sports, it is determined that attitude levels towards fearful future are lower than female students who do not do sports.

In our study, a significant difference was found in favor of male students doing sports between groups in terms of attitudes towards future and planned orientation according to the variable of doing sports, not doing sports ($p < 0.05$). It was determined that the support and social support perception levels of male students doing sports from friends, family, teachers, and attitudes towards future, positive orientation, planned orientation and fearful orientation levels were higher than male students who did not do sports (Table 4).

In their study, Yaşın et al. (2019a) found a significant difference between the groups of perceived support and social support perception of male students who do sports and do not. The fact that the support and social support perception levels of male students who do sports from friends, family and teachers are higher than male students who do not do sports are similar to our study. In another study conducted by Yaşın et al. (2019b), the positive, planned and fearful attitude levels of male students who do sports are higher among male students who do not do sports compared to male students who do not do sports.

Vatansever (2017) found a difference in favor of those who do licensed sports in perceived social support and support sub-dimensions received from friends, family and teachers in their study conducted on adolescents aged 14-18 who do sports and do not do sports. Aksoy et al. (2018) found a significant difference between the perceived social support scores of female and male students who do sports according to gender variable in their study on secondary school students who participated in school sports. Although the scales containing the perception of social support are different from our study, the findings of the studies are similar to those of the students doing sports in our research.

In our study, according to the results of the relationship between the male and female students doing sports, the sub-dimensions of APP and ATFS; moderately positive relationship between support from friends and support from family ($r = .45, p < 0.01$) and support from teacher ($r = .51, p < 0.01$), a weak negative relationship between friend support and fearful orientation to the future ($r = -.32, p < 0.01$), a moderately positive relationship between support from the family and support from the teacher ($r = .53, p < 0.01$), a very weak positive relationship between family support and positive orientation ($r = .17, p < 0.05$), a moderately negative relationship between family support and fearful orientation weak relationship ($r = -.41, p < 0.01$), support from the teacher and positive orientation ($r = .30, p < 0.01$) and planned orientation

($r = .28, p < 0.01$) positive relationship, a weak negative relationship between teacher support and fearful orientation ($r = -.36, p < 0.01$), positive orientation to the future and planned orientation a moderately positive relationship ($r = .48, p < 0.01$), a weak negative relationship between positive orientation to the future and fearful orientation ($r = -.31, p < 0.01$) and planned orientation to the future and fearful orientation There was a moderate negative relationship ($r = -.43, p < 0.01$) between (Table 5). Based on the data, we can say that the fearful trends towards the future decrease as the perceptions of support and positive and planned orientation towards the future increase, as perceived support from the friends, family, and teachers of women and men who do and do not do sports. In addition to their academic life, students who do sports can get intense support from their families and their athletes who train together and participate in the competitions, from their families who participate in sports activities inside and outside the school, and who train together and participate in competitions. Therefore, while the help and support they receive increase their social support perceptions of their sports students, they can develop positive and planned thoughts and goals for the future through these supports. In their study, Konate and Ergin (2018) stated that students care about the efforts and support from their families and friends about their future.

In conclusion, based on the findings of the studies carried out using the same and similar scales and our literature reviews, we can say that the sport increases the perception of social support that individuals receive from their families, friends and teachers and positive and planned attitude levels towards the future. In this situation, social and psychological aspects of sports effective communication, cooperation, solidarity, goal setting, etc. It can be emphasized that it can bring positive attitudes and behaviors.

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