

# Investigation of the attitude of Firat University Faculty of Sports Sciences physical education teachers' attitudes to folk dance courses

**Kubilay Şenbakar**

Firat University, Turkey.

Accepted 20 January, 2021

---

## ABSTRACT

This research was conducted to determine the direction, violence and opinions of female and male candidates studying in the field of Physical Education Teaching at Firat University, Faculty of Sport Sciences, towards folk dance lessons. The universe of this research consists of the students of the Physical Education Department of the Faculty of Sport Sciences of Firat University. A total of 150 students, female (n = 45) and male (n = 105), consisting of 2nd, 3rd, and 4th year students who have taken courses in the Department of Physical Education participated in the sampling. In order to determine the attitudes of the Physical Education teacher candidates towards the folk dance courses, the scale, which was developed by Turan (2015) and whose validity and reliability studies were repeated, was used in the study. General Scanning Model was used in the study. In the analysis of the scores given to the scale, the SPSS 22 package program was used to analyze the data obtained in the study. Significance was evaluated as  $P < 0.05$ . As a result; In the findings of the research and discussion results, Physical Education Teacher Candidates' attitudes towards folk dances in cognitive, affective and psychomotor areas was found to be positive, but not significant, regardless of gender, age and classes of study. In line with these results, it is necessary to carry out more comprehensive studies with larger samples across the country in support of this study conducted in order to create a wider literature on folk dances.

**Keywords:** Attitude, physical education teacher, folk dance.

---

E-mail: bahaecelik23@gmail.com.

---

## INTRODUCTION

Attitudes are a concept of social psychology that has always remained popular. The reason for this popularity is the assumption that attitudes influence the behavior that will emerge. Goal knowing attitudes becomes important when it is possible to predict behaviors (Arkonaç, 2001). Many definitions of the attitude, which has an important place in learning, have been made in the literature. According to Senemoğlu (2001), attitude can be defined as any group of things, individuals, events, and as an acquired internal state, which affects the choice of individual activities versus situations. Koballa and Crawley (1985), on the other hand, defines it as "someone's disposition against an idea and for some it is a demonstration of their positive or negative feelings towards objects". Tezbaşaran (1997), on the other hand,

stated that attitude is shown towards a particular object, situation, institution, concept or other people. He defined the tendency to react positively or negatively as an attitude.

Without forming an attitude towards events, facts, people and situations; events, situations and facts cannot be answered. People react to events, facts and situations according to their previously developed feelings and beliefs (Özyürek, 2013).

Behavior is the state that can be observed and measured by the organism. This is because each behavior has its own beginning, continuation and then ending (Fidan, 2012). On the whole, attitude is a prominent key concept of behavioral science. Considering that there is questioning of human and

human behaviors at the starting point of behavioral science, the importance of the concept of attitude here will be understood better (İnceoğlu, 2010).

Attitudes are one of the processes individuals are in. Attitudes have always attracted the attention of social psychologists in terms of change in resource and time, as well as effect thereof on behavior. For this reason, it is seen that many studies have been conducted on attitude (Cüceloğlu, 2010).

According to Demirtaş (2012), "Attitude is the sum of the thoughts and feelings about a certain attitude object that lead the individual to behavior and can be addressed in three dimensions".

**Cognitive:** Includes the thoughts about the attitude object.

**Affective:** Consists of feelings regarding the attitude object.

**Psychomotor:** Describes the tendency towards the attitude object (Demirtaş, 2012).

According to the attitude definitions above, attitude consists of three elements.

**Cognitive element:** The beliefs, thoughts and information schemes of the individual's attitude object.

**Affective element:** It is the expression of emotional reactions such as dislike, aversion, etc. The dominance of the affective element in attitude makes it very difficult to change.

**Psychomotor element:** The information obtained about an attitude object first affects the emotion and then the behavior. Therefore, the first stage that forms the attitude can be assumed (Canakay, 2006).

Folk dances are a whole rhythmic movements that contain certain messages, which people have performed with the intention of reflecting character, emotion, thought and spiritual values, describing the events encountered and influenced in daily life, increasing the level of physical activity and achieving a healthy life since the existence of people (Altuğ, 1991).

According to Ünveren (2006), dance, which is continuous with many movement combinations accompanied by music, and consists of rhythmic exercises, is today considered identical to sports. Folk dances on the other hand are included in national and local folklore under the general form of dance. In addition to their common features, many different forms of rhythm, music and movement are found in different types of folk dances. Therefore, it is certain that the regular folk dances of different types will have different effects on the organism in direct proportion to the planned working hours". The physical skill of the dancer is very important in dance, which is the art of expressing oneself and culture. For this reason, dance is considered as a combination of dance art and movement science.

The Folk Dance course in the curriculum of the Physical Education and Sports Teaching departments also qualifies as a dance education. Dance education is

one of the useful solutions to make the individual socially harmonious. Dance education should not be thought of as just a physical act. In addition, it provides benefits in terms of aesthetics and cognition.

According to Kağıtçıbaşı (2006), attitude is not a directly observable characteristic, but a tendency attributed to that individual by inferring from the observable behavior of the individual. In other words, attitude is not a behavior that can be observed and manifested, but a preparatory tendency for behavior. A person's tendency to show positive or negative behavior towards any event, thing or people is called attitude. The minimum requirement for a tendency to be considered as an attitude is a mental assessment, but most of the established attitudes that people develop over time include emotional and behavioral elements. In other words, attitudes cannot be observed directly, but are revealed by the individual's other behaviors".

While dealing with attitude, it is necessary to pay attention to 3 elements:

1. Cognitive element
2. Affective element
3. Psychomotor element

In terms of its historical development, folk dances are a powerful tool in displaying the consciousness of cohesion by revealing the feelings and thoughts of individuals through certain movements, as well as being a social entity (Ünveren, 2006). "Folk dances are one of the types of games that reflect the relation of play with aesthetics in the best way. The beauty of the human body in enthusiasm and movement finds its best expression in folk dances and It is full of melodies and rhythms, which are important elements of aesthetic thought" (Sümbül, 1997).

### History of folk dances in Turkey

The article by Rıza Tevfik (Bölükbaşı) titled Raks (Dance), published in the Medical annual called "Nevsâl-i Afîyet Salname-i" is accepted as the first article about folk dances written in Turkey and it is accepted as the beginning of folk dance studies in the country (Eroğlu, 1999). However, the first important studies on folk dances started in the Republic period.

As well as folk dances, Atatürk was closely interested in other cultural products found in the sub-branches of folklore. In a speech he made in Adana in 1923, Atatürk said "some foundations are needed to create a nation and you know that one of the most important of these foundations is art. Without art, one of the lifeblood of a nation will be cut off" (Ekmeçioğlu et al., 2001). In 1926, the Istanbul Municipality Conservatory included folk dances in "folk music collection tours". In the first music research and compilation tour team around Trabzon, Rize and Erzincan, a film operator was also assigned to

identify folk dances by filming. In this way, some folk dance in the region was identified by filming (Baykurt, 1995). The identifying of folk dances by filming was realized for the first time in Turkey during this trip (Özcan, 2005).

The institution that enabled the first regular collections to be made in Turkey, thus making traditional materials available on a large scale, is the People's Houses established in 1932 (Koçak, 1990).

The biggest activity regarding folk dances started to be seen in the People's Houses, which were established and opened at the request of Atatürk in 1932.

The Turkish Music State Conservatory, which was established in Istanbul in 1976, has an important place in terms of giving an academic identity to the studies on folklore in our country. After being affiliated to the Istanbul Technical University Rectorate with a later YOK law, the Turkish Folk Dance Department was established within the conservatory in 1984. After Istanbul, Turkish Folk Dances departments of Gaziantep University in 1988 and Ege University Turkish Music State Conservatories started serving in 1989 (Ekmekçioğlu et al., 2001).

## METHOD

### Purpose of the research

It was aimed to determine the Attitudes of Physical Education and Sports Teaching Candidates towards Folk Dance Lesson. 150 students selected randomly participated in this research.

### Universe and sampling

This research was carried out in order to determine the direction, severity, and views of female and male candidates studying in the field of Firat University Sport Sciences Faculty Physical Education Teaching, towards folk dance courses.

The universe of this research consists of the students of the Physical Education Department of the Faculty of Sport Sciences of Firat University. A total of 150 students, women (n = 45) and men (n = 105), consisting of 2nd, 3rd, and 4th year students who have taken courses in the Department of Physical Education participated in the sampling.

In order to determine the attitudes of the Physical Education teacher candidates towards the Folk Dance courses, validity and reliability studies and the scale which was developed by Turan (2015) was used in the study.

### Data collection tool

This study aimed to define/describe the opinions of

Physical Education Teacher Candidates about Folk Dance Courses, was carried out with "Folk Dance Courses Attitude Scale for Physical Education Teacher Candidates" developed by Turan (2015).

Descriptive - Constative design means describing, constating and clarifying what a situation, condition, human, relationship is. Descriptive analysis is concerned with the properties of the phenomenon (thing, person, institution). It gives information about the nature of variables, makes groupings (factor and/or variable groupings) according to similar properties. Thus, it provides basic information about the properties of certain variables (Erdoğan, 2007).

### Folk dance courses attitude scale for physical education teacher candidates

The data of this study were collected by "Folk Dance Courses Attitude Scale for Physical Education Teacher Candidates" developed by Turan (2015). Before analyzing the collected data, the scale data were re-subjected to factor analysis according to demographic variables.

### Analysis of data

After obtaining the research data, SPSS 22.0 statistics package program was used. Frequency%, Independent Samples T Test and One Way Anova Tests were used to evaluate the data of the study. The significance level was determined as  $P < 0.05$  in the analyses.

## RESULTS

In this part of the research, interpretation has been made from the findings obtained as a result of the analysis of the quantitative data gathered through the Folk Dance Courses Attitude Scale at the end of the application.

As shown in Table 1, 70% of the students participating in the study are male and 30% are female. 77.8% of them are between 18-23 years old and 22.8% are between 24-28 years old. 34% are 2nd year students, 32% are 3rd year and 34% are 4th year students.

When Table 2 is examined, it is seen that female participants have a lower attitude in affective field score, cognitive field score and total attitude scores. In the psychomotor field score, it is seen that male participants have a higher attitude. However, it is observed that the affective field, cognitive field, psychomotor field and total attitude levels of the participants do not differ significantly according to gender thereof ( $p > 0.05$ ).

When Table 3 is examined, participants aged 24-28 have the highest attitude in the psychomotor and affective sub-dimensions. Participants aged 18-23 had the highest attitude in the cognitive subscale. Thus, it is

seen that the affective field, cognitive field, psychomotor field and total attitude levels do not differ significantly ( $p > 0.05$ ).

When Table 4 is examined, the highest attitude in psychomotor cognitive and affective subtitles is seen in 2nd year students. Those who were educated in the 4th year had the lowest attitude in the psychomotor and affective subtitles and those who were educated in the 3rd year had the lowest attitude in the cognitive sub-dimension. Thus, it is seen that the affective field, cognitive field, psychomotor field and total attitude levels do not differ significantly ( $p > 0.05$ ).

**Table 1.** Descriptive statistics of the participants.

| Variables |                      | F   | %    |
|-----------|----------------------|-----|------|
| Gender    | Male                 | 105 | 70   |
|           | Female               | 45  | 30   |
| Age       | 18-23                | 116 | 77.2 |
|           | 24-28                | 34  | 22.8 |
| Year      | 2 <sup>nd</sup> Year | 51  | 34   |
|           | 3 <sup>rd</sup> Year | 48  | 32   |
|           | 4 <sup>th</sup> Year | 51  | 34   |

**Table 2.** Comparison of participants' attitudes towards folk dances courses according to their gender.

| Variable    | Gender | N   | X      | Ss   | t    | P    |
|-------------|--------|-----|--------|------|------|------|
| Psychomotor | Male   | 105 | 118.14 | 3.87 | 0.61 | 0.54 |
|             | Female | 45  | 117.68 | 4.46 |      |      |
| Cognitive   | Male   | 105 | 114.53 | 3.17 | 0.44 | 0.65 |
|             | Female | 45  | 114.26 | 3.67 |      |      |
| Affective   | Male   | 105 | 114.02 | 3.59 | 0.06 | 0.94 |
|             | Female | 45  | 113.97 | 3.84 |      |      |

**Table 3.** Comparison of participants' attitudes towards folk dance courses according to age groups.

| Variable    | Your age | N   | X      | Ss   | t    | P    |
|-------------|----------|-----|--------|------|------|------|
| Psychomotor | 18-23    | 116 | 117.96 | 4.05 | 0.18 | 0.85 |
|             | 24-28    | 34  | 118.15 | 4.23 |      |      |
| Cognitive   | 18-23    | 116 | 114.46 | 3.40 | 0.14 | 0.88 |
|             | 24-28    | 34  | 114.35 | 2.99 |      |      |
| Affective   | 18-23    | 116 | 113.93 | 3.59 | 0.58 | 0.56 |
|             | 24-28    | 34  | 114.45 | 4.12 |      |      |

**Table 4.** Comparison of participants' attitudes towards folk dances courses according to the university they study.

| Variable    |       | N   | X      | Ss   | f    | P    |
|-------------|-------|-----|--------|------|------|------|
| Psychomotor | 2.00  | 51  | 118.43 | 4.96 | 0.82 | 0.44 |
|             | 3.00  | 48  | 118.15 | 3.65 |      |      |
|             | 4.00  | 51  | 117.37 | 3.38 |      |      |
|             | Total | 150 | 117.99 | 4.06 |      |      |
| Cognitive   | 2.00  | 51  | 114.80 | 4.12 | 0.59 | 0.55 |
|             | 3.00  | 48  | 114.48 | 2.54 |      |      |
|             | 4.00  | 51  | 114.04 | 3.16 |      |      |
|             | Total | 150 | 114.44 | 3.33 |      |      |
| Affective   | 2.00  | 51  | 14.60  | 3.97 | 1.05 | 0.35 |
|             | 3.00  | 48  | 13.88  | 3.50 |      |      |
|             | 4.00  | 51  | 13.51  | 3.48 |      |      |
|             | Total | 150 | 14.00  | 3.66 |      |      |

## DISCUSSION

Based on the research findings, it can be said that the attitudes of the students who take the folk dances courses towards the folk dance courses are above average. 45 of the students participating in the study are female and 105 are male students. In our study, it was found that there was no significant difference between female candidates and male candidates. It has been determined that the averages of males are higher than the averages of females. According to the findings obtained in terms of gender in the study of Turan (2017), there is no statistically significant difference in the attitudes of female and male physical education and sports teacher candidates to folk dance courses in cognitive, affective and psychomotor sub-dimensions. He concluded that both groups' attitudes towards the folk dance courses were positive, supporting our study. Daşdan (2013) concluded in his study that the total score of the participants did not differ in terms of gender and educational status variables. He also concluded that the participants' scores on the PSDQ subscales were positively correlated in terms of age and duration of participation in dance. In his study on the attitudes of Physical Education teacher candidates towards folk dance courses, Animasaun and Abegunrin, in their 2017 study on mathematics students, found that they had almost equal learning strategies among male and female students (Animasaun and Abegunrin 2017). In the study conducted by Sezer et al. (2017), they found that men engage in sports more in the study called the study of recreation department students' participation in leisure time and sports in leisure time activities. Our study supports this issue. Turan (2015) concluded that there was no significant difference according to the gender variable. These results are similar to the results we obtained in our study. When Table 2 is examined, participants aged 24-28 have the highest attitude in the Affective subscale. Participants aged 18-23 have the lowest attitude. In the cognitive sub-dimension, participants aged 18-23 have the highest attitude; while participants aged 24-28 have the lowest attitude. In the psychomotor sub-dimension, the participants between the ages of 24-28 have the highest attitude, while the participants between the ages of 18-23 have the lowest attitude. Generally, the attitude level of the participants in the 24-28 age group is higher than in the 18-23 age group. When Table 4 is examined, the highest attitude in psychomotor cognitive and affective subtitles is seen in 2nd year students. 4th year students had the lowest attitude in the psychomotor and affective subtitles. 3rd year students had the lowest attitude in the cognitive sub-dimension. Thus, it is seen that the attitude scores do not significantly differ statistically. When we look at the variables of age and class, there was no statistically significant difference between the groups. According to Karakaş's (2018) study, comparing the views of the university students participating in the study according to

their classes, it was concluded that there was no difference of opinion between the 1st year and the 2nd year, between the 2nd year and the 4th year, and between the 3rd year and the 4th year. However, it was concluded that there is a significant difference of opinion between the 1st year, 3rd year and 4th year. It is seen that 3rd year and 4th year students have a more positive and dominant view than 1st year students while 3rd year students have a more positive and dominant view than the 2nd year students. These results differ to the results we obtained in our study. Folk dance education has an important place in the cognitive, affective and psychomotor development of individuals. Through folk dances, the individual recognizes his body and improves his abilities. He/she learns to use the body in the most appropriate way. The learning, management and expression of this power gives the individual the ability to control his/her arms and legs in accordance with the performing arts, apart from daily life (Biber, 1995). As can be seen in all areas of sports, it is possible to prepare the body's readiness for activities in folk dance practices with an education program that will be planned under the guidance of the principles of modern training science (Gerek, 2007). In his study comparing public actors with university students studying sports, Gerek (2007) pointed out that folk dances have a sportive side because they have some movement features that are specific to exercise. He also stated that during the folk dance education, folk dances have a positive physical and physiological contribution to the person. In addition, he concluded that some of the physical fitness characteristics of university students who are studying folk dances and university students who are studying sports are close.

As a result, it was determined that there was no significant difference in the examination of physical education teacher students' attitudes towards folk dance courses. In line with these results, it is necessary to carry out more comprehensive studies with larger samples across the country in support of this study conducted in order to create a wider literature on folk dances.

## REFERENCES

- Altuğ, N. (1991). The place, importance and ways of using music in teaching folk dances. Problems encountered in teaching Turkish folk dances symposium papers (6-8 March 1990 Istanbul). Ministry of Culture Publications, Ankara.
- Animasaun I. L., and Abegunrin, O. A. (2017). Gender difference, self-efficacy, active learning strategies and Discussion academic achievement of undergraduate students in the Department of Mathematical Sciences, Federal University of Technology, Akure, Nigeria. *International Journal Teaching and Case Studies*, 8(4): 255-280.
- Arkonaç, S. A. (2001). *Social Psychology*. Istanbul: Alfa Publishing Distribution Ltd. Şti. 2nd Edition
- Baykurt, Ş. (1995). *Anatolian cultures and Turkish folk dances*. Ankara: Yeni Doğuş Printing House.
- Biber, K. (1995). The quality of learning and the use of teaching methods in teaching folk dances. *Motif Folk Dance Education Journal*. Number: 40

- Canakay, E. U. (2006).** Developing an attitude scale for the music theory course. National Music Education Symposium. 26-28 April 2006. Pamukkale University Training. Fak. Denizli.
- Cüceloğlu, D. (2010).** Man and his behavior (19th Edition). Istanbul: Remzi Bookstore.
- Daşdan, G. (2013).** The effect of physical self-perception on body language and self-efficacy against dance. Mersin University Institute of Educational Sciences: Master Thesis.
- Demirtaş, A. M. (2012).** Attitude, attitude change and persuasion. Ankara: Nobel Academic Publishing.
- Ekmekçioğlu, İ., Bekar, C., and Kaplan, M. (2001).** Turkish folk dances. Istanbul: Esin Publishing House.
- Erdoğan, İ. (2007).** Positivist methodology. 2nd Edition. Ankara: Erk Publications.
- Eroğlu, T. (1999).** Folk dance handbook. Istanbul: Mars Printing House.
- Fidan, N. (2012).** Learning and teaching at school. (3rd Edition). Ankara: Pegem publishing.
- Gerek, Z. (2007).** Comparison of the physical fitness of university students receiving folk dances and sports training with Eurofit. Gazi University: Institute of Health Sciences, PhD Thesis.
- İnceoğlu, M. (2010).** Attitude perception communication (5th Edition). Istanbul: Beykent University Publications. No: 69
- Kağıtçıbaşı, Ç. (2006).** New people and people. 10. Edition. Istanbul: Evrim Publishing House.
- Koballa, J. R., and Crawley, F. E. (1985).** The influence of attitude on science teaching and learning. School Science and Teaching.
- Özcan, D. (2005).** Analytical bibliography of scientific studies on Turkish folk dances. Ege University Institute of Social Sciences: Master Thesis.
- Özyürek, M. (2013).** Replacement of tufts for the disabled. Ankara: Blind Publishing.
- Senemoğlu, N. (2001).** Development, Learning and Teaching: From Theory to Practice. Ankara: Gazi Publishing House.
- Turan, Z. (2015).** Development of folk dance lesson attitude scale for physical education teacher candidates. YYÜ Faculty of Education Journal, 12(1): 202-222.
- Ünveren, A. (2006).** Effects of regular folk dance practices on some physical and physiological parameters. Atatürk University Journal of Physical Education and Sport Sciences.
- Sezer, S. Y., Çelikel, B. E., Savucu, Y., Karadağ, M., and Yücel, A. S. (2017).** Investigation of the leisure activities of recreation department students in terms of leisure activities and sports (Sample of Firat University). International Refereed Academic Journal of Sports, Health and Medical Sciences, Issue 27.
- Sümbül, M. (1997).** Functions of folk dances. Folklore and Literature Ethnology Folklore Anthropology journal. Issue: 11.
- Sümbül, M. (1997).** Structural dynamics of Turkish folk dances. V. International Turkish Folk Culture Congress. Folk Music, Play, Theater, Entertainment Section Proceedings. Ministry of Culture Publications: 1872 Seminar Congress Proceedings Series: 55. Ankara.
- Tezbaşaran, A. (1997).** Likert Type Scale Development Guide. Ankara: Turkish Psychological Association, Second Edition.

---

**Citation:** Şenbakar, K. (2021). Investigation of the attitude of Firat University Faculty of Sports Sciences physical education teachers' attitudes to folk dance courses. African Educational Research Journal, 9(1): 106-111.

---