

# Examining of the attitude of students of Firat University, Faculty of Sports Sciences, Recreation Department towards folk dance

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## ABSTRACT

This study aimed to examine the attitudes of the students of Firat University, Faculty of Sport Sciences, Department of Recreation Education, towards folk dances. The universe of our research is composed of undergraduate students studying at the Faculty of Sport Sciences of Firat University, while the sample consists of 146 undergraduate students studying in the Department of Recreation Education. In our study, a personal information form (class, age, gender and branch type) and an attitude scale towards folk dances developed by Yoncalık (2007) were used to determine the personal information of the participants. SPSS 22 package program was used to calculate and interpret the data. First of all, the normality test was conducted to determine which tests will be applied to the data. As a result of normality tests, it is seen that Skewness, 091, and Kurtosis, 942 values show a normal distribution. Accordingly, t-test and analysis of variance (ANOVA) test were used due to parametric tests. It was determined that there was no statistically significant difference with the sub-dimensions of the attitude scores towards folk dances according to the variables of gender, class, and branch of the undergraduate students studying at the Department of Recreation Education at Firat University Faculty of Sport Sciences. According to the age variable, when the participants' attitude towards folk dance sub-dimension levels and the age variable was examined, it was found that the difference between students aged 20 and under and students aged 21-30 in the affective sub-dimension was statistically significant. According to the findings of our study, it was determined that the attitude scores of the students of the Recreation Education department towards folk dances were 3.17 in the Cognitive sub-dimension and 2.87 in the Affective sub-dimension, and their attitude scores towards folk dances were above the average.

**Keywords:** Folk dance, dance, attitude, recreation.

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## INTRODUCTION

The concept of folk dance has been formed with the existence of human beings. The existence of folk dances dates back to before civilizations. Throughout the history of humanity, folk dance has been narrated with thought, imagination, desire and legends. Human beings who do not know about life have tried to resemble nature by mimicking the sounds they hear and perceive from nature. As a result of all this, the word 'folk dance' appeared as it is today. In primitive tribes, when people were trying to revive what they had learned from nature, they gathered around the fire and imitated nature and

animals accompanied by fire. Performance, which is an element of contemporary folklore, emerged in this way (Ay, 1990).

Rıza Tefik Bölükbaşı is the first person to write about Turkish folk dances. He wrote this article in the 1900s. The first compilation work on folk dance was written by the Istanbul Municipality in 1926. Visually, short films were made about folk dance from Trabzon, Rize and Erzincan regions in 1929 (Demirci, 2013). The folk dance, reflecting the cultural values of the society to which it belongs, whose origins are linked to religion and magic,

the regular movements that express joy and sadness musically (without musical instruments or musical instruments) alone or in groups accompanied by a certain synchronization (Çine, 1991). According to another definition, folk dance is a collection of movements that describe people's feelings and experiences, accompanied by physical movements (Tan, 1985). The general purpose of folk dances is to explain the customs and traditions of the society we live in with various dance figures. It is one of the most basic objectives to bring the dance movements of the events experienced in the past and legendary by society from the past to the present. The dance Çaydaçıra, which belongs to the Elazığ region, depicts a wedding house in the past, according to legends (Polat, 2016).

Although courses for folk dances are organized in today's education system, rhythm education and courses such as dance, folk dances, and world dances are given to students as education at the university education level. The faculty that provides this education based on universities is the Faculty of Sports Sciences. Since it is considered that it is important to transfer the folk dance, which is indispensable in our culture, to future generations in a correct and legendary way, and to be able to know and convey both the history and figures of the folk dance, it was necessary to examine the attitudes of the students of the Department of Recreation Education of the Faculty of Sports Sciences towards the folk dance.

## MATERIALS AND METHODS

The universe of our research is composed of undergraduate students studying at the Faculty of Sport Sciences of Firat University. The sample of the study consists of 146 undergraduate students randomly selected studying in the Department of Recreation Education.

Personal information form (class, age, gender and branch type) and an attitude scale towards folk dances developed by Yoncalık (2007) were used to determine the personal information of the participants. The scale consists of 12 substances and 2 subdimensions. The scale consists of 5 Likert types. The first factor (cognitive dimension) consisted of substances numbered "1, 3, 4, 5, 6, 8, 10" and the second factor (affective dimension) consisted of substances numbered "2, 7, 9, 11, 12". The number of items selected in the scale is '12'. Therefore, the highest score to be obtained from a five-degree scale is 60 points, and the lowest score is '12'. As such, the total score taken from the scale can be divided by the number of substances (12) and a judgment can be made about the attitudes of individuals regarding folk dances according to the average item scores they obtain. The Cronbach alpha reliability coefficient of the entire scale consisting of 12 substances and 2 factors is .81. The

internal coefficient of consistency of the 7 substances in the so-called "cognitive" factor is .81, and the Cronbach Alpha internal consistency coefficient of the 5 substances in the so-called "Affective" factor is .82.

## Analysis of data

SPSS 22 package program was used in the calculation and interpretation of data in our study. First of all, a normality test was performed to determine which tests would be performed on the data. Since the study is a study in the social field, Tabachnick et al. (2007) examined the value of pressure and distortion, and as a result of the examination; Skewness was determined at 0.91, and Kurtosis was determined at 0.92 and showed normal distribution. T-test and analysis of variance (ANOVA) test were used due to parametric tests. The error level in the study was taken as  $p < 0.05$ .

## FINDINGS

In this part of our study, the distribution of university students according to their characteristics is determined and their score averages against their attitudes towards folk dances are interpreted as tables.

When the demographic distribution of the students was examined in Table 1, it was determined that 74.7% (n=109) were in the 21-30 age range and 25.3% (n=37) were 20 years of age or under when the distribution of the participants was examined according to the age variable. Considering the distribution of the participants according to the class variable, 30.8% (n = 45) of the first grade students, 17.8% (n = 26) of the second grade students, 18.5% of the third grade students (n = 27), and 4th grade students participated with 32.9% (n = 48). When we look at the gender distribution of the participants in the study, it is seen that 76.7% (n = 112) are male and 23.3% (n = 34) are female. When the distribution for the branch type, which is the last variable of the study, is examined, it is seen that team sports and individual sports have equal participation with 50% (n = 73).

When Table 2 was examined, it was determined that the difference between students aged 20 and under and students aged 21-30 years was statistically significant when the sub-dimension levels and age variable of the participants towards folk dances were examined ( $p < 0.05$ ). No statistically significant difference was found between cognitive sub-dimension and age variable ( $p > 0.05$ ).

When Table 3 was examined, it was determined that there was no statistically significant difference between the sub-dimension levels and the class variable of the participants' attitudes towards folk dances ( $p > 0.05$ ).

When Table 4 was examined, it was determined that there was no statistically significant difference between

**Table 1.** Distribution table of demographic characteristics.

Variables		N	%
Age	20 Years and Under	37	25.3
	21-30 Years	109	74.7
	Total	146	100.0
Class	1st	45	30.8
	2nd	26	17.8
	3rd	27	18.5
	4th	48	32.9
	Total	146	100.0
Gender	Female	34	23.3
	Male	112	76.7
	Total	146	100.0
Branch type	Individual Sports	73	50.0
	Team Sports	73	50.0
	Total	146	100.0

**Table 2.** T-test results according to the age distribution of the participants in the study.

	Age	N	X	Ss	t	p
Cognitive sub-dimension	20 years and under	37	3.1699	.43882	-.106	.916
	21-30 years	109	3.1822	.65635		
Affective sub-dimension	20 years and under	37	2.6324	.56865	-2.457	<b>.015</b>
	21-30 years	109	2.9541	.72349		

**Table 3.** ANOVA test results according to the class distribution of the participants participating in the study.

	Class	N	X	Ss	F	p
Cognitive sub-dimension	1st	45	3.1683	.41009	1.873	.137
	2nd	26	2.9670	.48874		
	3rd	27	3.1640	.73348		
	4th	48	3.3125	.71560		
	Total	146	3.1791	.60721		
Affective sub-dimension	1st	45	2.6933	.63475	2.260	.084
	2nd	26	2.9231	.49985		
	3rd	27	2.8000	.68613		
	4th	48	3.0542	.81969		
	Total	146	2.8726	.69990		

**Table 4.** T-test results according to the gender distribution of the participants in the study.

	Gender	N	X	Ss	t	p
Cognitive sub-dimension	Female	34	3.3361	.62901	1.734	.085
	Male	112	3.1314	.59511		
Affective sub-dimension	Female	34	2.7647	.83190	-1.026	.306
	Male	112	2.9054	.65538		

the sub-dimension levels of the participants' attitudes towards folk dances and the gender variable ( $p > 0.05$ ).

When Table 5 was examined, it was determined that

there was no statistically significant difference between the sub-dimension levels of the participants and the branch type variable ( $p > 0.05$ ).

**Table 5.** T-test results according to the distribution of sports branch type of the participants participating in the research.

	Branch type	N	X	Ss	t	p
Cognitive sub-dimension	Individual Sports	73	3.1800	.67345	.019	.985
	Team Sports	73	3.1781	.53758		
Affective sub-dimension	Individual Sports	73	2.9315	.81119	1.017	.311
	Team Sports	73	2.8137	.56699		

## DISCUSSION AND CONCLUSION

When the demographic distribution table of the students was examined, it was determined that 74.7% ( $n = 109$ ) were between the ages of 21-30 and 25.3% ( $n = 37$ ) were 20 years of age or under. Considering the distribution of the participants according to the class variable, 30.8% ( $n = 45$ ) of the first grade students, 17.8% ( $n = 26$ ) of the second grade students, 18.5% of the third grade students ( $n = 27$ ), and 4th grade students participated with 32.9% ( $n = 48$ ). When we look at the gender distribution of the participants in the study, it is seen that 76.7% ( $n = 112$ ) are male and 23.3% ( $n = 34$ ) are female. When the distribution for the branch type, which is the last variable of the study, is examined, it is seen that team sports and individual sports have equal participation with 50% ( $n = 73$ ).

It was found that the difference between students aged 20 and under and students aged 21-30 in the affective sub-dimension was found to be statistically significant when the sub-dimension levels and age variables of the participants in the study were examined. There was no statistically significant difference between the cognitive sub-dimension and the age variable Hoşver et al. (2020) in their study titled Examining the Attitudes of Physical Education and Sports Teacher Candidates towards the Folk dance Course, found that there was no statistically significant difference in the attitude levels of the participants according to their age groups.

It was determined that there was no statistically significant difference between the sub-dimension levels and the class variable of the participants in our study Looking at the literature, Karakaş (2018) obtained similar results with our study in the graduate study titled Views of Students in The Faculty of Sports Sciences about Turkish Folk Dances The folk dances course, which is a course taken by the students within the scope of the course, can be said as the reason for the high average score of attitudes towards folk dances.

It was determined that there was no statistically significant difference between the sub-dimension levels and gender variability of the participants in our study.

When looking at other studies in the literature that are similar to our study, Yoncalık (2007) stated in his study on 121 female and 120 male students that female students' attitude scores towards folk dances were statistically significant compared to male students' attitude scores.

According to the branch type variable, which is another variable of our study, it was determined that there was no statistically significant difference between the participants' attitude towards folk dances sub-dimension levels and the branch type variable. Since there is no study on this variable in the literature, it cannot be discussed. It is thought that it will contribute to the literature with this aspect.

As a result, it was determined that undergraduate students studying in the Department of Recreation Education at Firat University Faculty of Sports Sciences had no statistically significant differences with their sub-dimensions of attitude scores for folk dances according to gender, class, and branch variables. According to the age variable, when the participants' attitude towards folk dance on sub-dimension levels and the age variable was examined, it was found that the difference between students aged 20 and under and students aged 21-30 in the affective sub-dimension was found to be statistically significant. According to the findings of our study, it was determined that the attitude scores of the students of the Recreation Education department for folk dances were above average with an average of 3.17 in cognitive sub-dimension and 2.87 in affective sub-dimension.

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