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## THE RELATIONSHIP BETWEEN TABLE TENNIS ATHLETES' ATTITUDES TOWARDS SPORTS AND ACADEMIC ACHIEVEMENT

**Tuğba MUTLU BOZKURT**

Doç. Dr., Bitlis Eren University, Bitlis, Türkiye, [tmutlubozkurt@gmail.com](mailto:tmutlubozkurt@gmail.com)

ORCID: 0000-0001-8663-2188

**Eylem BOZKURT**

Master's Student Bitlis Eren University, Bitlis, Türkiye, [eylem.bozkurt.207@gmail.com](mailto:eylem.bozkurt.207@gmail.com)

ORCID: 0009-0002-0828-0011

**Uğur OLGUN**

Master's Student Bitlis Eren University, Bitlis, Türkiye, [ugurolgun\\_@hotmail.com](mailto:ugurolgun_@hotmail.com)

ORCID: 0009-0009-8928-4970

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### ABSTRACT

In this study, it was aimed to examine the relationship between the attitudes of racquet players in Bitlis and Malatya towards sports and their psycho-social, physical and mental development levels and academic success. The study group consists of students from Saadetin Aka Secondary School (29), Hüseyin Çelik Anatolian High School (48) and İnönü University (20) students in the province of Bitlis in the 2022-2023 academic year. It consists of a total of 97 students, 45 (46.4%) female and 52 (53.6%) male, who participated in the research voluntarily. Relational screening model was used in the research. Personal Information Form and Attitude towards Sports Scale were used as data collection tools in the study. The analysis of the data in the research was made with the SPSS 22 statistical package program. The findings obtained from the research were analyzed according to the variables of gender, education level, perceived economic status, regular sports, sports year and academic achievement level. In conclusion; While no significant difference was found between the students' Attitude towards Sports Scale mean scores and the variables of gender, perceived economic status; A statistically significant difference was found in the variables of education level, regular sports and years of doing sports. In addition, as a result of the correlation analysis between the Attitudes towards Sports Scale and the psycho-social, physical and mental development sub-dimensions and the level of academic achievement, a high level of positive correlation was found ( $p < 0.05$ ).

**Keywords:** Sports, racquet sports, attitude towards sports, academic success.

## INTRODUCTION

Sports today; It has different meanings for each individual. It is known that the word sport is defined by some as a leisure time activity, which is distributed according to sports branches, individually or as a team, and by others, sport is defined as a profession (Atasoy et al., 2015).

Sports, which are a source of entertainment for one person, may represent a professional career for another person, while for another person it may mean earning income through sports. Individuals can get away from the stress and fatigue of their daily lives through sports and become mentally and physically fitter. In terms of entertainment, it can be said that sports offer a visual feast, as well as providing athletes and spectators with the excitement of competition, as one of its distinguishing features. From another perspective, it can also be used as an indicator reflecting the society's ability to employ people. Thus, it is possible to direct society through sports and to direct and place individuals towards social goals (Akça & Sunay, 2019). In the light of this information, it is thought that individuals' sports attitudes play an important role in ensuring that sports have a place at every stage of life.

Attitude concept, plays a critical role in determining people's behavior. Individuals generally shape their behavior based on their own thoughts and attitudes. Attitudes are considered an important factor that determines an individual's behavioral direction towards an event. The basis of an individual's behaviors are his emotions, thoughts and reactions. There are a number of factors that affect attitudes, among which many factors such as the cultural values dominant in the society in which the individual lives, the communication he establishes with the people around him and the guidance of the people around him determine the direction of the individual's attitude (İnceoğlu, 2010). It is also thought that the direction of the individual's attitude is important on factors such as skill level and learning level. It is observed that when an individual has talent in a certain field or sport, he tends to develop a more positive attitude towards that subject, while he tends to avoid areas in which he feels incompetent (Alp & Süngü, 2016).

Attitude towards sports is of great importance for the individual as well as for the society in general. Through sports, an individual can both protect his mental and physical health and have the opportunity to learn values such as solidarity and cooperation in society. Human beings are naturally interacting with society, and sports are a tool that can further deepen this interaction. By bringing individuals together in a discipline, sports offer the opportunity to live together, develop leadership skills among people, increase communication skills and learn teamwork by establishing social relationships. From this perspective, sports and participation in sports are a critical factor that can make significant contributions to the physical, spiritual and social development of individuals, especially in childhood and youth (Göksel et al. 2018).

One of the sports branches; Racquet Sports; It is defined as sporting activities performed by players hitting balls or similar objects with a racket or racquets. It is thought that factors such as agility, flexibility, strength and speed are effective on racquet sports performance (Sevim, 2007). Tennis and table tennis, which are among the most

popular racquet sports, are among the sports branches that are rapidly developing and making rapid progress in becoming popular today. Racquet sports, which are branches that tire individuals physically and mentally and challenge their abilities, are among the branches that make positive contributions to physical and psychological development when done regularly in accordance with the rules (Adsız, 2010). In line with this information, the attitudes of racket athletes who continue their education towards sports; It was aimed to examine the relationship between psycho-social, physical and mental development levels and academic success.

## METHOD

### Research Model

Relational screening model was used in this study, which was conducted to determine the relationship between the Attitudes Towards Sports and academic success of athletes who play racquet sports in primary school, high school and university. According to Karasar (2007), the relational screening model is defined as "a research model that aims to determine the existence and/or degree of co-variation between two or more variables."

### Working Group

The working group consists of volunteers (20 people) studying at İnönü University; It consists of Hüseyin Çelik Anatolian High School (48 people) and Saadetin Aka Secondary School (29 people) located in Bitlis province. The athletes who play racquet sports in primary school, high school and university consist of a total of 97 students, 45 of whom are female (46.4%) and 52 of whom are male (53.6%). Information on the demographic variables of the students is given in Table 1. It was deemed appropriate by the decision of Bitlis Eren University Ethical Principles and Ethics Committee numbered 2023/07-16 and E.3852.

**Table 1.** Frequency Table of Participants Regarding Demographic Variables

| Variable                     |                   | f  | %     |
|------------------------------|-------------------|----|-------|
| Gender                       | Male              | 52 | 53,6  |
|                              | Female            | 45 | 46,4  |
| Regular exercise status      | Yes               | 65 | 67,0  |
|                              | No                | 32 | 33,0  |
| Education Level              | Primary Education | 29 | 29,9  |
|                              | High school       | 48 | 49,5  |
|                              | Univercity        | 20 | 20,6  |
| Perceived economic situation | Low               | 11 | 11,3  |
|                              | Middle            | 49 | 50,5  |
|                              | Good              | 37 | 38,1  |
| Year of sports               | 0-1 year          | 28 | 28,9  |
|                              | 2-3 years         | 23 | 23,7  |
|                              | 4 years and more  | 46 | 47,4  |
| Total                        |                   | 97 | 100,0 |

When Table 1 is examined, 53.6% of the students participating in the research are male and 46.4% are female; 67.0% do sports regularly, 33.0% do not do sports regularly; 29.9% were primary school students, 49.5% were high school students, and 20.6% were university students; In terms of perceived economic status, 11.3% were

low income, 50.5% were medium, and 38.1% were high income; It is seen that 28.9% of them have been doing sports for 1 year, 23.7% for 2-4 years, and 47.4% for 4 years or more.

### Data Collection Tools

The data collection form used within the scope of the research consists of two parts. The first part is the Personal Information Form prepared by the researcher; The second part consists of the Attitude Towards Sports scale, whose validity and reliability have been established. The reliability coefficients of the scales are given in Table 2.

#### Personal Information Form

It was created by the researcher to determine the demographic characteristics of primary school, secondary school and university racquet athlete students such as gender, regular sports, education level, perceived economic status, sports year, age, height-weight and grade point average variables.

#### Attitude Scale Towards Sports

This scale, which aims to evaluate Attitude Towards Sports, was developed by Koçak (2014). This scale consists of 22 items as well as 3 different sub-dimensions. The Psychosocial Development sub-dimension consists of 12 items, while the Physical Development sub-dimension comprises 6 items, and the Mental Development sub-dimension includes 4 items. The scale, as a scoring system; It was calculated as "completely agree" with 5 points, "agree" with 4 points, "moderately agree" with 3 points, "somewhat agree" with 2 points, and "strongly disagree" with 1 point. According to this scoring system, the highest score that can be obtained from the scale is 110 and the lowest score is 22. The internal consistency reliability of the scale was evaluated using the Cronbach Alpha statistic, and this value was determined as 0.89 throughout the scale. Additionally, it was found to be 0.86 for the Psychosocial Development sub-dimension, 0.77 for the Physical Development sub-dimension and 0.76 for the Mental Development sub-dimension (Koçak, 2014). In this study, the Cronbach Alpha internal consistency coefficient of the scale was determined as ( $\alpha=0.90$ ); 0.88 for the Psychosocial Development subscale; 0.72 for the Physical Development subscale; It was calculated as 0.83 for the Mental Development subscale.

**Table 2.** Reliability Coefficients of Scales

| Scales                              | Chronbach's Alpha ( $\alpha$ ) | Number of Items |
|-------------------------------------|--------------------------------|-----------------|
| Psychosocial Development            | .67                            | 12              |
| Physical Development                | .76                            | 6               |
| Mental Development                  | .83                            | 4               |
| Attitude Scale Towards Sports Total | .80                            | 22              |

Reliability values determined by Özdamar in the literature;  $0.00 < \alpha < 0.40$  is given as "not reliable",  $0.41 < \alpha < 0.60$  is given as "low reliability",  $0.61 < \alpha < 0.80$  is given as "medium level of reliability",  $0.81 < \alpha < 1.00$  is given as "high

level of reliability" (Özdamar, 1999). When Table 3 is examined, it is seen that Chronbach's Alpha ( $\alpha$ ) values are moderately sufficient for reliability.

### Data Collection and Analysis

Before starting the analysis phase of the research, the researcher went to the schools, obtained the necessary permissions, explained the purpose of the research to the participants and ensured voluntary participation. In addition, information is presented on whether statistical assumptions such as normality, homogeneity, linearity and constant variance are met in order to apply the analyses. In addition to this information, it is also explained which statistical analyzes are preferred. Before starting the analysis, skewness and kurtosis values were examined to decide on the tests to be used in the analysis of the data. Since the skewness and kurtosis values presented in Table 3 are between -1 and +1, which are the limits recommended by Tabachnick & Fidel (2013), it was concluded that the data set showed a normal distribution and therefore parametric tests were used. First, descriptive statistics were applied to determine the demographic characteristics of the participants. Then, "Independent Samples T-Test" was used for comparisons with two groups, "One-Way Analysis of Variance ANOVA" was used for comparisons with more than two groups, and "Tukey HSD" multiple comparison test was used to determine the source of the difference. "Pearson Correlation" test was applied to determine the relationship between the athletes' height, weight, age, Attitudes Towards Sports and academic success.

**Table 3.** Descriptive Analysis of Scales

| Sub Dimension                 | n  | Min.  | Max.  | $\bar{X}$ | s    | Median | Skewness | Kurtosis |
|-------------------------------|----|-------|-------|-----------|------|--------|----------|----------|
| Psychosocial Development      | 97 | 27.00 | 60.00 | 47.9      | 7.29 | 48.0   | -.282    | .261     |
| Physical Development          | 97 | 8.00  | 30.00 | 22.4      | 4.88 | 23.0   | -.543    | .053     |
| Mental Development            | 97 | 6.00  | 20.00 | 16.0      | 3.31 | 17.0   | -.702    | -.124    |
| Attitude Scale Towards Sports | 97 | 60.00 | 110.0 | 86.4      | 12.1 | 86.0   | -.015    | -.627    |

When the averages obtained from the sub-dimensions of the Attitude Scale Towards Sports are examined, it is seen that the highest average value is in the "Psychosocial Development" sub-dimension ( $\bar{X}=47.9\pm 7.29$ ) and the lowest average value is in the "Mental Development" sub-dimension ( $\bar{X}=16.0\pm 3.31$ ).

### FINDINGS

The results of the research, which was conducted to examine the relationship between university and high school students' attitudes towards sports and their psycho-social, physical and mental development levels through some variables, were presented and explained in the form of tables.

**Table 4.** T-test Analysis on Gender Variable

| Scale                               | Gender | n  | $\bar{X}$ | s     | sd   | t     | p   |
|-------------------------------------|--------|----|-----------|-------|------|-------|-----|
| Psychosocial Development            | Male   | 52 | 43.54     | 7.14  | ,99  | -,704 | .48 |
|                                     | Female | 45 | 44.53     | 6.73  | 1.00 |       |     |
| Physical Development                | Male   | 52 | 19.73     | 4.45  | ,61  | ,232  | .81 |
|                                     | Female | 45 | 19.52     | 4.35  | ,64  |       |     |
| Mental Development                  | Male   | 52 | 12.75     | 2.91  | ,40  | -,513 | .60 |
|                                     | Female | 45 | 13.05     | 2.71  | ,40  |       |     |
| Attitude Scale Towards Sports Total | Male   | 52 | 85.69     | 13.19 | 1,82 | -,698 | .48 |
|                                     | Female | 45 | 87.42     | 10.87 | 1,62 |       |     |

According to the analysis results given in Table 4, no statistically significant difference was detected between the students' gender and the average score they received from the Attitude Towards Sports scale ( $p>0.05$ ).

**Table 5.** T-test Analysis of Regular Exercise Variable

| Scale                               | Regular exercise status | n  | $\bar{X}$ | s     | sd    | t    | p   |
|-------------------------------------|-------------------------|----|-----------|-------|-------|------|-----|
| Psychosocial Development            | Yes                     | 65 | 44.79     | 6.82  | ,84   | 1.60 | .11 |
|                                     | No                      | 32 | 42.40     | 7.00  | 1,23  |      |     |
| Physical Development                | Yes                     | 65 | 19.76     | 4.55  | ,56   | ,415 | .67 |
|                                     | No                      | 32 | 19.36     | 4.06  | ,71   |      |     |
| Mental Development                  | Yes                     | 65 | 13.04     | 3.06  | ,38   | ,749 | .45 |
|                                     | No                      | 32 | 12.58     | 2.24  | ,39   |      |     |
| Attitude Scale Towards Sports Total | Yes                     | 65 | 87.84     | 11.92 | 11,92 | 1.57 | .11 |
|                                     | No                      | 32 | 83.75     | 12.31 | 12,31 |      |     |

When Table 5 is examined, according to the T-test results between the athletes' regular sports performance variable and the scores obtained from the Attitude Towards Sports scale sub-dimensions, no significant difference was detected in the "Psychosocial Development", "Physical Development" and "Mental Development" sub-dimensions ( $p>0.05$ ).

**Table 6.** ANOVA Analysis Regarding the Education Level Variable

| Scale                               | Education Level   | n  | $\bar{X}$ | s    | f    | p            | Tukey         |
|-------------------------------------|-------------------|----|-----------|------|------|--------------|---------------|
| Psychosocial Development            | Primary Education | 29 | 44.6      | 8.3  | 2.02 | .138         |               |
|                                     | High school       | 48 | 42.7      | 6.1  | ,633 | .428         |               |
|                                     | Univercity        | 20 | 46.2      | 6.2  | ,300 | .585         |               |
| Physical Development                | Primary Education | 29 | 19.8      | 5.0  | ,197 | .822         |               |
|                                     | High school       | 48 | 19.3      | 4.0  | ,004 | .951         |               |
|                                     | Univercity        | 20 | 19.9      | 4.4  | ,000 | .984         |               |
| Mental Development                  | Primary Education | 29 | 13.8      | 3.1  | 3.26 | <b>.042*</b> | <b>1&gt;2</b> |
|                                     | High school       | 48 | 12.1      | 2.7  | ,497 | .482         |               |
|                                     | Univercity        | 20 | 13.2      | 1.9  | 1.03 | .311         |               |
| Attitude Scale Towards Sports Total | Primary Education | 29 | 88.6      | 14.0 | 2.34 | .101         |               |
|                                     | High school       | 48 | 83.8      | 10.6 | ,076 | .783         |               |
|                                     | Univercity        | 20 | 89.6      | 11.8 | ,000 | .995         |               |

\*( $p<0.05$ )

When Table 6 is examined, a significant difference was detected according to the ANOVA analysis results between the education level variable and the scores obtained from the Attitude Towards Sports scale and its sub-dimensions ( $p < 0.05$ ). According to the results of the TUKEY test conducted to determine which group the difference originates from; it was determined that the average scores of primary school athletes in the Mental Development sub-dimension were higher than the average scores of high school athletes.

**Table 7.** ANOVA Analysis on Perceived Economic Status Variable

| Scale                               | Perceived economic situation | n  | $\bar{X}$ | s    | f    | p   |
|-------------------------------------|------------------------------|----|-----------|------|------|-----|
| Psychosocial Development            | Low                          | 11 | 43.8      | 4.8  | ,295 | .74 |
|                                     | Middle                       | 49 | 43.5      | 7.5  | ,122 | .72 |
|                                     | Good                         | 37 | 44.6      | 6.6  | ,363 | .54 |
| Physical Development                | Low                          | 11 | 20.5      | 3.2  | 1,15 | .32 |
|                                     | Middle                       | 49 | 18.9      | 4.7  | ,026 | .87 |
|                                     | Good                         | 37 | 20.2      | 4.1  | ,232 | .63 |
| Mental Development                  | Low                          | 11 | 13.4      | 2.2  | ,563 | .57 |
|                                     | Middle                       | 49 | 12.6      | 2.8  | ,161 | .68 |
|                                     | Good                         | 37 | 13.0      | 2.9  | ,002 | .96 |
| Attitude Scale Towards Sports Total | Low                          | 11 | 7.7       | 7.7  | 1,11 | .33 |
|                                     | Middle                       | 49 | 13.2      | 13.2 | ,001 | .97 |
|                                     | Good                         | 37 | 11.4      | 12.1 | ,353 | .55 |

When Table 7 is examined, according to the ANOVA analysis results between the perceived economic status variable and the scores obtained from the sub-dimensions of the Attitude Towards Sports scale, no significant difference was detected in the "Psychosocial Development", "Physical Development" and "Mental Development" sub-dimensions ( $p > 0.05$ ).

**Table 8.** ANOVA Analysis for Years of Playing Sports

| Scale                               | Spor yapma yılı  | n  | $\bar{X}$ | s    | f    | p            | Tukey         |
|-------------------------------------|------------------|----|-----------|------|------|--------------|---------------|
| Psychosocial Development            | 0-1 year         | 28 | 42.8      | 7.17 | 1.82 | .167         |               |
|                                     | 2-3 years        | 23 | 42.5      | 7.84 | 2.34 | .129         |               |
|                                     | 4 years and more | 46 | 45.4      | 6.16 | 2.75 | .100         |               |
| Physical Development                | 0-1 year         | 28 | 18.3      | 5.42 | 1.59 | .208         |               |
|                                     | 2-3 years        | 23 | 20.1      | 4.34 | 2.74 | .101         |               |
|                                     | 4 years and more | 46 | 20.1      | 3.57 | 2.44 | .121         |               |
| Mental Development                  | 0-1 year         | 28 | 12.4      | 3.26 | 1.52 | .224         |               |
|                                     | 2-3 years        | 23 | 12.3      | 2.93 | 1.99 | .161         |               |
|                                     | 4 years and more | 46 | 13.4      | 2.40 | 2.33 | .130         |               |
| Attitude Scale Towards Sports Total | 0-1 year         | 28 | 83.2      | 12.3 | 2.38 | .098         |               |
|                                     | 2-3 years        | 23 | 85.0      | 14.0 | 4.34 | <b>.040*</b> | <b>2&lt;3</b> |
|                                     | 4 years and more | 46 | 89.1      | 10.5 | 4.61 | <b>.034*</b> |               |

\*( $p < 0.05$ )

When Table 8 is examined, a significant difference was detected according to the ANOVA analysis results between the variable of years of doing sports and the Attitude Towards Sports scale and its sub-dimensions ( $p < 0.05$ ). According to the results of the TUKEY test conducted to determine which group the difference originates from; It has been determined that the average scores of the athletes who have been doing sports for 2-3 years in the total score of the Attitude Towards Sports scale are lower than the average scores of the athletes who have been doing sports for 4 years or more.

**Table 9.** Pearson Correlation Analysis for Academic Success Variable

| Pearson Korelasyon                  |   | Academic success | Psychosocial Development | Physical Development | Mental Development | Attitude Scale Towards Sports Total |
|-------------------------------------|---|------------------|--------------------------|----------------------|--------------------|-------------------------------------|
| Academic success                    | r | 1                | .243*                    | .224*                | .268*              | .303**                              |
|                                     | p |                  | .016                     | .027                 | .003               | .003                                |
|                                     | N | 97               | 97                       | 97                   | 97                 | 97                                  |
| Psychosocial Development            | r | .243*            | 1                        | .440**               | .294**             | .872**                              |
|                                     | p | .016             |                          | .000                 | .003               | .000                                |
|                                     | N | 97               | 97                       | 97                   | 97                 | 97                                  |
| Physical Development                | r | .224*            | .440**                   | 1                    | .255*              | .744**                              |
|                                     | p | .027             | .000                     |                      | .012               | .000                                |
|                                     | N | 97               | 97                       | 97                   | 97                 | 97                                  |
| Mental Development                  | r | .268**           | .294**                   | .255*                | 1                  | .558**                              |
|                                     | p | .008             | .003                     | .012                 |                    | .000                                |
|                                     | N | 97               | 97                       | 97                   | 97                 | 97                                  |
| Attitude Scale Towards Sports Total | r | .303**           | .872**                   | .744**               | .558**             | 1                                   |
|                                     | p | .003             | .000                     | .000                 | .000               |                                     |
|                                     | N | 97               | 97                       | 97                   | 97                 | 97                                  |

\*\*Correlation  $p < 0.01$  / \*Correlation  $p < 0.05$

When Table 9 is examined, according to the analysis results given, according to the correlation results between the scores obtained from the Attitude Towards Sports scale and its sub-dimensions, it has been determined that there is a positive relationship between the Attitude Towards Sports scale and all sub-dimensions ( $p < 0.01$ ).

**Table 10.** Regression Analysis Regarding the Academic Success Variable

| Independent Variable | Dependent Variable            | B    | Std. Error | $\beta$ | t    | p    | R    | R <sup>2</sup> | F    | P            |
|----------------------|-------------------------------|------|------------|---------|------|------|------|----------------|------|--------------|
| Academic success     | Psychosocial Development      | ,174 | 0,71       | ,243    | 2,44 | 0,01 | ,243 | ,059           | 5,98 | <b>0,01*</b> |
|                      | Physical Development          | ,101 | 0,45       | ,224    | 2,24 | 0,02 | ,224 | ,050           | 5,02 | <b>0,02*</b> |
|                      | Mental Development            | ,078 | ,029       | ,268    | 2,71 | 0,00 | ,268 | ,072           | 7,36 | <b>0,00*</b> |
|                      | Attitude Scale Towards Sports | ,380 | ,122       | ,303    | 3,09 | 0,00 | ,303 | ,092           | 9,60 | <b>0,00*</b> |

\* $p < 0.05$



When the linear regression analysis results are examined in Table 10, the predictive variable is academic success; The predictive variables were determined as the Attitude Towards Sports scale and its sub-dimensions. In addition, it was determined that there was a positive and low-level significant prediction between the athletes' Attitude Towards Sports scale and its sub-dimensions and the academic achievement variable ( $p < 0.05$ ).

## **CONCLUSION and DISCUSSION**

The research group is athletes engaged in racquet sports in Malatya and Bitlis provinces; It consists of a total of 97 students, 52 of whom are male (53.6%) and 45 of whom are female (46.4%). In this research, it was aimed to examine the relationship between academic success levels and attitudes towards sports by analyzing racquet athletes according to their gender, regular sports, education level, perceived economic status, years of sports, age, height-weight and grade point average.

According to gender variable analysis results; No statistically significant difference was detected between the average score of the attitude towards sports scale and its sub-dimensions. In line with this information, the gender variable is considered to be a neutral variable that does not have a positive or negative effect on the attitude towards sports. As a result of the literature study, there are studies that reach different and similar results than our research result. In the research conducted by Kaya (2019), no statistically significant difference was found between the gender variable of the athletes involved in Racquet Sports. Şişko and Demirhan (2002), in their study to determine attitudes towards sports, did not find a significant difference between the gender variable and attitude. Unlike the research results; In the study conducted by Tükel (2018), evaluating the attitudes of athletes towards sports according to gender status, it was found that male students had higher average scores of attitudes towards sports than female students. In their study, Smoll and Schutz (1980) concluded that male students' attitudes towards sports were generally more positive than female students'.

When the variable of doing regular sports was examined, according to the analysis results between the scores obtained from the sub-dimensions of the athletes' regular sports-doing variable and the Attitude Towards Sports scale, no significant difference was detected in the "Psychosocial Development", "Physical Development" and "Mental Development" sub-dimensions. If we define the concept of attitude as the set of emotions, thoughts and behaviors we have developed in the face of a situation; While doing sports is a different situation, doing sports regularly can be interpreted differently. Because it is thought that there are different factors in the hustle and bustle of life in addition to the above-mentioned characteristics of attitude in order to do regular sports. The fact that the study group is a student and that they have different responsibilities can be interpreted as the reason why we reached this result. Researchers such as Koçak (2014) and Varol et al., (2017) concluded in their studies that the attitudes of students who are involved in sports are more positive than those of students who do not do sports. In their study, Türkmen et al. (2016) concluded that students who do sports regularly have higher attitudes than other students.

When the education level variable was examined, a significant difference was found between it and the mean score obtained from the Mental Development sub-dimension of the Attitude Towards Sports scale. It has been determined that the average scores of athletes at the primary school level are higher than the average scores of athletes at the high school level. The fact that the education level is not yet advanced and that they are not present during the course, school success and vital examination periods such as Higher Education Entrance Exam (YKS) can be explained as the reason for the positive effect on the attitudes of the athletes at the primary education level. As a result of the literature study; As a result of the research conducted by Yüksel (2014), in the relationship between education level and sports, the meaning of sports varies according to education level. In the research conducted by Amman (2005) on "women and sports", it was found that women with higher education levels do more sports. In other words, it seems that the study reached different conclusions with the idea that the rate of doing sports increases as the level of education increases. In a study conducted by Çağlayan and Yılmaz (2012), it was found that the education level of those who do sports is higher than those who do not do sports. Şişko and Demirhan (2002) could not detect a significant difference between students' attitudes in the findings of their study to determine their attitudes towards sports.

No significant difference was detected between the perceived economic status of the family variable and the scores obtained from the sub-dimensions of the Attitude Towards Sports scale. Although it is known that the economic status of the family is important in many professional sports branches, it can be interpreted that it is not a factor in terms of liking sports, turning sports into a behavior and doing sports within accessible opportunities. As a result of the literature study, similar results were reached; In their study by Türkmen et al. (2016), no significant difference was found in their attitudes towards sports according to the results of the income status variable. Unlike the research findings; In a study conducted by Brustad (1993); It has been stated that children of families with high socio-economic levels have more attitudes towards sports. In a similar study conducted by Brustad (1996), it was concluded that there was a significant and negative difference between the sports-related attitudes of families with low socio-economic levels and their guidance of their children to participate in physical activities.

A significant difference was found between the variable related to the years of doing sports and the Attitude Towards Sports scale and its sub-dimensions. It has been determined that the average scores of the athletes who have been doing sports for 2-3 years in the total score of the Attitude Towards Sports scale are lower than the average scores of the athletes who have been doing sports for 4 years or more. It is thought that increasing the time devoted to sports has a positive effect on the attitude towards sports. In Çiçek's (2019) study, a significant difference was detected when the attitude scores towards sports and the variable of years of doing sports were examined. In his research, Kaya (2019) found that there was a significant relationship between the number of years the participants had been active athletes and their attitude towards sports. In their study, İlhan et al. (2021) concluded that as tennis players' years of doing sports increased, their attitudes towards sports increased positively. Additionally, as a result of the literature review, there are studies that support the conclusion of the study (Öztürk & Türkmen, 2018; İmamlı & Ünver, 2018; Demir, 2022).

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A positive, low-level relationship was detected between the Pearson Correlation Analysis regarding the academic success variable and the athletes' Attitude Towards Sports scale and all sub-dimensions. In this context, if we consider the relationship between the Attitudes of Table Tennis Athletes, one of the Racquet Sports, towards Sports and academic success, it can be interpreted that the low level of positive relationship will increase the level of attitude towards sports as the level of academic success increases. It can also be stated that the athlete's level of academic success will increase, and his/her Psychosocial, Physical and Mental development level will also increase. In other words, our research finding is "A healthy mind resides in a healthy body; working iron shines, etc." It should be noted that his aphorisms are also supportive. In Gürkan's (2018) study, the SES achievement level values of the participants who were athletes were found to be statistically significantly higher compared to participants who were not athletes. Sports, together with intelligence, can make positive contributions to a student's academic success. Emphasizing this important issue, Acar (2008) states that the high academic success of individuals who develop physically, mentally and emotionally in a healthy way is an expected result. Additionally, based on the test results of Şenses' (2009) research, an evaluation was made to examine the effect of doing sports on course grades. Additionally, it has been observed that students who do not do sports have higher grades in the second semester of the Turkish course. It has been observed that doing sports in other courses has no effect on the grades of these courses.

According to the correlation and regression results between academic success and the scores obtained from the Attitudes Towards Sports Scale sub-dimensions, a low level positive relationship was detected between the Attitudes Towards Sports Scale and the Psychosocial, Physical and Mental Development sub-dimensions. In light of these data, it can be stated that sports have positive effects on the psycho-social, physical and mental development of students. It can be interpreted that this positive effect of sports increases the academic success of athletes. While the presence of sports in an individual's social life contributes to the acceleration of this process by supporting their psycho-social development, it can also help physically develop basic motor skills (endurance, strength, condition, speed, flexibility) and increase movement coordination. In addition, it may contribute to increased selectivity in mental perception and increase and stability in academic success levels. It may also contribute to increased selectivity in mental perception. From a mental perspective, it can be interpreted that the dopamine and increased blood pressure produced by our body during sports can contribute to the improvement of our memory, increase our creativity and strengthen our critical thinking ability. Mutlu Bozkurt (2024) Studies conducted on various sample groups show a positive attitude towards sports. The reason for this result is that it was done especially on young age groups, which also shows that young people have sports awareness. However, the high participation in exercise, sports activities and physical education classes at schools can be explained by the high student interest. Studies conducted on different sample groups show that a positive attitude towards sports is widespread. The reason for these results may be that focusing especially on young age groups shows that young people are conscious about sports. In addition, it can be associated with intense participation and high student interest in exercises, sporting events and physical education classes organized in

schools. As a result, it has been seen that factors such as age, sports habits, income levels and sports playing time are important factors affecting students' attitudes towards sports.

## RECOMMENDATIONS

This research examined the attitudes and academic achievements of table tennis athletes, one of the racquet sports, towards sports. Based on the study group, it has been observed that factors such as age, sports habits, income levels and sports playing time are important factors affecting students' attitudes towards sports. However, it can be suggested that it is possible to reach different results in different sample groups and different sports branches.

## ETHICAL TEXT

"In this article, journal writing rules, publishing principles, research and publication ethics rules, journal ethics rules complied with. Responsibility for any violations that may arise regarding the article belongs to the author(s). Ethics committee of the article permission Bitlis Eren University Ethical Principles and Ethics Committee numbered 16.07.2023 and was taken with the decision numbered E.3852."

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