# DEVELOPING SCALE FOR ATTITUDE TOWARDS SPORT HISTORY LESSON

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**Abstract:** The objective of this present study is to develop a scale to determine the attitudes towards sport history lesson of the students attenting at the School of Physical Education and Sports. The form which is consist of 47 items was carried out total of 253 students who attented at Physical Education and Sports Departments of Karadeniz Technical University, Kırıkkale University, Fırat University, Karamanoğlu Mehmet Bey University, Sakarya University, Çanakkale 18 Mart University and Mehmet Akif Ersoy University, and 177 of these questionnaire were assessed. At explanatory and confirmatory factor analysis which was made in order to test validity of the scale was conducted scale's three dimension and number of items also was determined as 20. The first of three factors which consisted of scale was described as emotion towards lesson, the second was acquisitions towards lesson and the other was activity dimension. Cronbach Alfa of scale was reported as 0.91. Item values were determined between 0,518 and 0,780. Acording to result of analysis was conducted to determine sample's acceptability attent to comprehansive of study, KMO value was determined as 0,87. Besides, RMSEA value was also found as 0.068. The fact that value's was found under 0.55 shows that scale is enough in terms of its structure. As a result, at studying reliability and validity of attitute scale conducting to determine the attitudes towards sport history lesson of the students attenting at the School of Physical Education and Sports was accepted as the scale is utilizable.

*Keywords:* Scale Development, Attitude, Sport History Lesson

## INTRODUCTION

We know that root of physical culture which is a life method is originated from romp-push of primitive humanitarian alives with each other. Movement is foremost tool of body education as one sign of vividness. Then, examining development of physical culture relating person life tightly by starting primitive man is one way to display physical education and sport history (URL 1).

Well and true knowing history is required to solve today problems and take a lesson intended future. It is carried weight to take true steps re-lated to future that especially reasons and results of events which were experienced in Turkey in the begining of 20.century are teached Turkish Young (Alkan, 2009:9).

Atatürk said that "as long as Turkish child re-cognizes own ancestor, will make bigger things". Considering that words, it can be said that biggest education to be given to students is recognition of their background and ancestor, and get excited of this (Arslan, 2005: 273).

Atatürk given importance "How will be Turkish Nation and State at future?" question. It is pos-

sible to answer "what will be a nation or state at future" question by looking what its history. Thereby, answer of this question is hidden at past. As to knowing what Türk nation at past and how they lived is possible with learning Turkish nation history i.e national history (Dönmez, 1998: 2). Similarly one way to display evaluation which is from sport' beginning point to arrived place is possible to know sport history. A lot of factor such as branches' creation, records, competition rules were determined at which conditions can be learnt with sport history.

Sport history is teached as obligatory or selective lesson at some deperments of Physical Education and Sport High Schools. It is engrossing that highly important a lesson, which is evidence to creation of sport basis, is taken part at curriculums of only some Physical Education and Sport High Schools. Sport history lesson should be mandatory not to seperate physical education teaching, sport management, coaching and recreation departments which is based on sport. Because success in a branch is materialized by knowing that branch proceed stage. So, factors affecting academic achievement aren't regarded.

Another factor which influences academic success is the attitude towards that lesson. A positive or negative attitude regarding a certain lesson influences the academic success regarding that lesson (Erden, 1995: 99., Kan, 2005:228., Aydoslu, 2005: 19., Canakay, 2006: 299).

Attitude is a conceptual variable which is determined through some compound, directly unobservable, observable behavioral indicators like many other variables (intelligence, motive etc.). (Erkuş, 2003: 151 akt.: Canakay, 2006).

Despite being directly observable features, they are hypotheses which are made indirectly from the observable behaviours of the person (Arkonaç, 1998). This is why behaviourists, psychologists, sociologists and even politicians tempted to feature the items in relation to their field in their definitions of attitude (İnceoğlu, 2010). Attitudes and their formation, change or being changed and being measured are among the significant topics of psychology in general terms and social psychology in specific terms (quote from Erkuş, 2003: 151.: Canakay, 2006).

Attitude is also defined as a preliminary way of thinking in which the individual perceives an image, an object, a person or the world with its good or bad, useful or harmful aspects based on the values system he has (İsen and Batmaz, 2006). When all these definitions are examined, it is seen that attitudes are replaceable. When we consider the fact that attitudes form a basis for thoughts and behaviours, the necessity for the individual to develop a positive attitude in being oriented to success draws the attention (Canakay, 2006: 299).

## METHOD

In this study, we scanned literature in relation to the topic in order to determine the attitude of the students about the sports history lesson, and developed a data collection tool in the light of the information obtained.

## STUDY GROUP

The study was applied on total 253 students who study in Physical Training and Sports Department of Black Sea Technical University, Kırıkkale University, Fırat University, Karamanoğlu Mehmet Bey University, Sakarya University, Mehmet Akif

Ersoy University and 18 Mart University within the Academic Year of 2012-2013. 177 of the surveys obtained were subjected to assessment. 30.064% of the study group consisted of female students while 69.936% consisted of male ones. In the development process of the sports history lesson attitude scale, studies such as the preparation of the scale items, determination of the scope validity, and determination of the structure validity and reliability were performed.

## RESOLUTION of the DATE

Within the scope of the validity and reliability analyses of the scale, primarily explanatory factor analysis and material analyses studies; and finally confirmatory factor analysis studies were performed. While the explanatory factor analysis and material analysis studies of the research were performed through SPSS package program, confirmatory factor analysis studies were performed through Lisrel 8.80 (Linear Structural Relation Statistics Package Program) software. The significance level was considered as 0.05 in all statistical processes which are used within the scope of the research and all results obtained were tested as duplex.

## DEVELOPING the SCALE

A 55-question, 5 point likert type scale was prepared by exploiting specialists' opinions and the related literature in order to determine the attitudes of the students regarding the sports history lesson. The 5 point rating was determined as Strongly Agree (5), Agree (4), Neutral (3), Don't Agree (2) and Strongly Disagree (1). In the first phase of the validity and reliability studies, explanatory factor analysis studies were performed in order to determine the validity of the scale. Within

the context of the scope validity of the scale, primarily the specialists' opinions in the field of Sports History, Measurement and Assessment, Psychological Consulting and Guidance, Turkish Language and Literature were asked and the acceptability/validity levels of the items in the scale were determined. Specialists' consensus at the rate of 90-100% in terms of each item was considered measurement and the items which do not suit these criteria were extracted from the scale. As a result, 8 items were extracted from the scale and the scale with 47 items was given the final condition before application. 13 of these items were written to cover cognitive expressions, 23 of them affective expressions and 11 of them behavioural expressions. 24 of the scale items were written as positive while 23 of them were written as negative and listed based on casualness.

Factor analysis was applied in order to determine the structure validity of the scale and Varimax Rotation method was used. No limitation was brought for the number of factors and the factors whose eigen value is higher than 1.00 were taken into the scale. It is stated that the factor loads which vary between 0.30 and 0.40 can be taken as lower cutting point in the formation of the factor pattern in literature (Büyüköztürk, 2002: 127). 0.30 was accepted as the lower cutting point in this study.

After making factor analysis, item analysis phase started for the remaining items. Item analysis processes were performed separately with respect to the whole scale. The items with lower reliability were extracted from the scale. Before the confirmatory factor analysis works, Cronbach Alfa reliability analysis was performed in order

to determine the internal consistency coefficients of the scale. Confirmatory factor analysis studies were performed at the final phase of validity and reliability studies.

## FINDINGS and COMMENT

## EXPLANATORY FACTOR ANALYSIS STUDIES

Based on the factor analysis studies that are applied in the study; Kaiser Meyer Olkin (KMO) value was found as 0.876 in Principal Components Analysis. KMO test tests if the distribution is sufficient for factor analysis and the range 0.80–0.90 is assessed as very good (Akgül & Osman Çevik,

2003). Therefore, we can say that the KMO value in this study is in a very good level. Barlett test result was determined as 1660,431 (p<0.05). In this study, no restriction was brought for the number of factors and the factors whose eigen value is higher than 1.00 were not taken to the scale. The factors whose eigen value is 1 or more than 1 are considered as important factors in factor analysis (Büyüköztürk, 2002). Eigen value was taken as 1.00 and 3 factors were determined in this study. Table 1 gives the Eigen values of the sub dimensions which are obtained as a result of the factory analysis and the variance amounts explained by them.

**Table 1. Attitude Scale Regarding Sports History Lesson' Variance Ratios Explained Whereby Subdimensions**

| | Subdimensions | Eigen | Variance Percent | Total Variance Percent |
|---|---|---|---|---|
| 1. | Dimension | 7.768 | 38.842 | 38.842 |
| 2. | Dimension | 1.957 | 9.784 | 48.626 |
| 3. | Dimension | 1.201 | 6.004 | 54.630 |

As is seen in Table 1, the variance rate explained by the first factor whose eigen value is 7.768 is 38.482% while the variance rate of the second factor whose eigen value is 1.957 is 9.784%. The total variance amount explained is established as 54.630%. When it is considered that the variance rates which vary between 40% and 60% are

accepted as ideal in the factor analysis (quote from Scherer,1988; Erdoğan,2007), it can be said that the variance amount which is obtained in this study is in the sufficient amount. The below table presents the common factor variances and factor loads regarding the items of Attitude Scale Regarding Sports History Lesson (ASSHL).

**Table 2. Factor Weights Regarding ASSHL' Subdimensions**

| ITEMS | COMPONENTS | | | | | |
|---|---|---|---|---|---|---|
| | 1. | FACTOR | 2. | FACTOR | 3. | FACTOR |
| I39 | | 0.780 | | | | |
| I34 | | 0.765 | | | | |
| I2 | | 0.743 | | | | |
| I15 | | 0.729 | | | | |
| I24 | | 0.715 | | | | |
| I18 | | 0.675 | | | | |
| I33 | | 0.672 | | | | |
| I16 | | 0.655 | | | | |
| I30 | | 0.654 | | | | |
| I25 | | 0.650 | | | | |
| I47 | | 0.619 | | | | |
| I32 | | 0.607 | | | | |
| I17 | | 0.518 | | | | |
| I12 | | | | 0.755 | | |
| I44 | | | | 0.708 | | |
| I36 | | | | 0.699 | | |
| I42 | | | | 0.653 | | |
| I40 | | | | | | 0.733 |
| I26 | | | | | | 0.712 |
| I44 | | | | | | 0.679 |

Factor load value is a coefficient which explains the relationship between the items and the sub dimensions. It is stated that the factor loads which vary between 0.30 and 0.40 can be taken as lower cutting point in the formation of the factor pattern in literature. The lower cutting point was accepted as 0.30 in this study. When we examined the first results of the factor analysis, it was observed that some items' factor load value remained below 0.30 or had higher load values in both factors. In line with these criteria, 27 items were extracted from the scale and the factor analysis was repeated. As a result of the analysis, Attitude Scale Regarding Sports History Lesson (ASSHL) which consists of THREE dimensions and 20 items took its final condition. During factor rotation, the scale regarding sports history was gathered under three sub dimensions. The first sub dimension of the scale consists of 13 items (2, 7, 15, 16, 18, 24, 25, 30, 32, 33, 34, 39, 47 and 43) which contain feelings regarding the sports history lesson, the second sub dimension consists of 4 items (12, 36, 42, 44) which contain gains regarding the sports history lesson and the third sub dimension consists of 3 items (26, 40, 41) which contain activity features.

As is seen in Table 2, the factor loads of the items in the first dimension is between 0.765 and 0.518, the factor loads of the items in the second dimension is between 0.755 and 0.653 and the loads of the factors in the third dimension is between 0.733 and 0.679. The Attitude Scale regarding the Sports History Lesson Developed and the items in the factors regarding this scale was shown in Table 3.

**Table 3. Sub Scale Items in relation to Attitude Scale Regarding Sports History Lesson ASSHL**

| FACTOR | ITEM | EXPRESSIONS REGARDING THE FEATURE |
|---|---|---|
| FACTOR 1 | 2 | I think I do not learn anything in the Sports History lesson. |
| | 7 | Sports History lesson is a rote-learning lesson. |
| | 15 | Time hangs heavy on my hands in the Sports History lesson. |
| | 16 | I'm happy when the teacher does not arrive in the Sports History lesson. |
| | 18 | I'm dealing with other things in the Sports History lesson. |
| | 24 | I become uneasy while coming to the Sports History lesson. |
| | 25 | Sports History lesson should be an elective lesson. |
| | 30 | I study Sports History lesson only for passing the class. |
| | 32 | Sports History lesson is a lesson which should be studied at all departments of B.E.S.Y.O. |
| | 33 | I do not understand the topics of the Sports History lesson. |
| | 34 | Sports History lesson is an unnecessary lesson. |
| | 39 | I think I learn unnecessary things in the Sports History lesson. |
| | 47 | Sports History lesson is not interesting enough. |
| FACTOR 2 | 12 | I learn better about the sports branches thanks to the Sports History lesson. |
| | 36 | Sports History lesson influences my perspective of sports in a positive way. |
| | 42 | I like talking and discussing topics about the Sports History lesson. |
| | 44 | Sports History lesson increases intraclass interaction. |
| FACTOR 3 | 26 | I visit sports history museums so that I can better understand the Sports History lesson. |
| | 40 | I watch documentaries in order to be successful in the Sports History lesson. |
| | 41 | Historical documents on the Sports History help me comprehend the topics. |

For the reliability analysis of the scale, Correlations Among Attitute Scale' Subdimensions were calculated respectively through SPSS package program. Data regarding these dates are given in Table 4.

**Tablo 4. Correlations Among Attitute Scale' Subdimensions**

|  | F1 | F2 | F3 |
|---|---|---|---|
| F1 | 0.86 | 0.44 | 0.22 |
| F2 | -0,45 | 0.50 | 0.73 |
| F3 | 0.21 | -0.73 | 0.64 |

The correlations between the scores obtained from the attitude scale and the scores regarding the sub factors vary between 0.44 and 0.86 and these correlation coefficients were found significant at a level of 0,01. High and significant correlations indicate that these three sub factors are the component of the attitude regarding the sports lesson.

The structural equality model, which explains the sub factors of the feature and the relationship between these factors and the feature as well as the relationship of the sub factors with each other, has been formed as follows in this study.
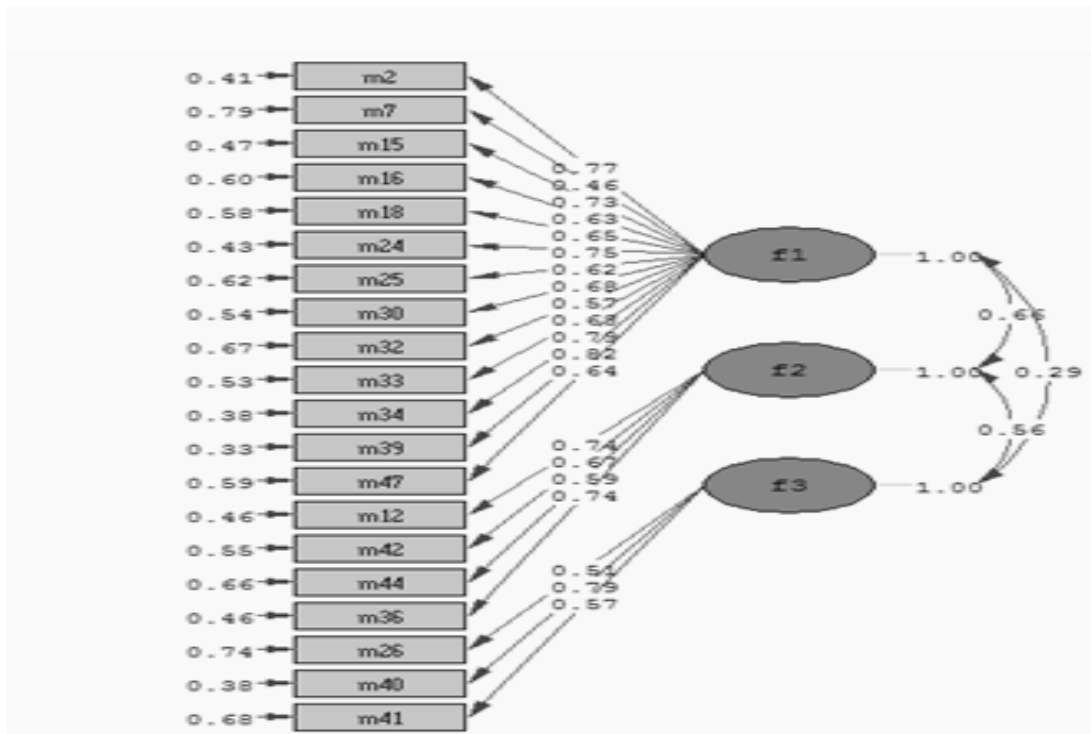


**Figure 1. Structural Model of the Attitude Scale Regarding Sports History Lesson**

Based on the data obtained in Figure 1; it was found that RMSEA value was 0.068, Chi-square value was 303.15, df value was 167 and P-value was 0.00.

**CONCLUSION**

This study is a scale which was developed to determine the attitudes of the students who study at Physical Training and Sports Department of the universities and Physical Training and Sports High Schools regarding the sports history lesson. Due

to taking the opinions of the related specialists of the field from the scale which consists of 55 items, some items' factor load values' being under 0.30 and the items' giving load to more than one factor at the beginning of the study; a scale form which consists of 20 items was obtained after extracting the necessary items. As a result of the rotated principal components analyses made, these factors reached a structure which consists of 3 sub dimensions which are namely firstly "Feeling regarding the Lesson," secondly "Gain regarding the Lesson", thirdly "Activity Dimension" by the researchers with respect to the sports history lesson. The factor load values of the first sub dimension which consists of 13 items vary between 0.46 and 0. 82 and explain 38.8% of the total variance. The factor load values of the second dimension which consists of 4 items vary between 0.59 and 0.74 and explain 9.78 % of the total variance. The factor load values of the last dimension of the scale which consists of 3 items are between 0.51 and 0.79 and explain 54.6% of the total variance. And Cronbach Alpha coefficient which is calculated for the whole scale is 0.91. This rate shows that the reliability coefficient of the scale is high.

The findings regarding the validity and reliability of the scale indicate that they can be used to determine the attitudes of the students who study in the physical training departments of the universities about the sports history lesson.

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# SPOR TARİHİ DERSİNE YÖNELİK TUTUM ÖLÇEĞİ GELİŞTİRME ÇALIŞMASI

**Özet:** Spor tarihi, ders olarak üniversitelerin Beden eğitimi ve spor yüksekokullarının bazı bölümlerin de seçmeli veya zorunlu olarak okutulmaktadır. Sporun temelini oluşturan bu ders; sportif faaliyetlerin özümsenmesi ve ulusal ve uluslararası müsabakalarda çok büyük başarılara imza atarak isimlerini tarihe altın harflerle yazdıran değerli spor kahramanlarımızın gelecek nesillere tanıtılması ve gelecek nesillere esin kaynağı olması açısından spor tarihinin önemi azımsanmamalıdır. Atatürk, "Türk çocuğu ecdadını tanıdıkça daha büyük işler yapmak için kendinde kuvvet bulacaktır." demiştir. Bu sözden hareketle denilebilir ki, öğrencilere verilecek en büyük eğitim onların geçmişlerini, ecdatlarını tanımaları ve bunun heyecanını duymalarıdır (Arslan, 2005: 273). Spor Tarihi dersi alan öğrencilerin bu derse yönelik tutumlarının olumlu olması, onların derste daha başarılı olmalarına ve dersten elde edilen kazanımlar sayesinde ufuklarını genişletmeye ve sporun hangi evrelerden geçip, bulunduğu konuma geldiğini kavramak ve özümsemek açısından önem arz etmektedir. Bunun için tutumları etkileyen etkenlerin belirlenmesi ve dersin içeriğinin bu etkenler dikkate alarak düzenlenmesi öğrencilerin derse yönelik olumlu tutum geliştirmeleri açısından önemlidir. Bu çalışmanın amacı; Beden Eğitimi ve Spor Yüksekokulu'nda öğrenim gören öğrencilerin "Spor Tarihi Dersi"ne yönelik tutumlarını tespit etmeye dönük ölçme aracı geliştirmektir. Çalışmaya Beden Eğitimi ve Spor Yüksekokulları ve Beden Eğitimi ve Spor Bölümleri'nde öğrenim gören 253 öğrenci katılmıştır. Çalışma grubunun %30.064 ünü kızlar, %69.936 sını de erkekler oluşturmuştur. Ölçme aracının geliştirilmesi süresinde, konuyla ilgili literatür taraması yapılmış ve çalışma alanındaki Beden Eğitimi ve Spor Yüksek Okullarından tesadüfi olarak seçilen bazı öğrencilerle karşılıklı görüşülüp, elde edilen veriler içerik analizine tabi tutularak konuyla ilgili olarak 53 maddelik bir ölçek formu oluşturulmuştur. Elde edilen bu maddeler Spor Tarihi ve Ölçme ve Değerlendirme alanında uzman kişilerin görüşlerine ve değerlendirilmelerine sunulmuştur. Ölçekteki maddelerin anlam bakımından açık ve anlaşılır olup olmadığını test etmek ve dil bilgisi kuralları bakımından ise doğru olup olmadığını tespit etmek için Türkçe alanında uzman öğretim elemanlarının görüşleri alınarak, bu görüşler çerçevesinde konuyla ilgisiz olduğu düşünülen ve anlaşılır olmayan 7 madde ölçekten çıkartılarak uygulama öncesi 47 maddeden oluşan bir ölçek elde edilmiştir. Çalışmanın özelliğini oluşturan ve literatürde üç alt boyuttan oluştuğu kabul edilen tutum, bu çalışmada 13 tanesi bilişsel, 23 tanesi duyuşsal ve 11 tanesi de davranışsal boyutta ele alınmıştır. Spor tarihi dersinin verildiği üniversitelerden rastgele olarak örneklem seçilmiştir. Bu üniversiteler; Karadeniz Teknik Üniversitesi, Kırıkkale Üniversitesi, Fırat Üniversitesi, Karamanoğlu Mehmet Bey Üniversitesi, Sakarya Üniversitesi, Çanakkale 18 Mart Üniversitesi ve Mehmet Akif Ersoy Üniversite'si olup, Beden Eğitimi ve Spor Bölümlerinde okuyan toplam 253 öğrenci üzerinde bu ölçek uygulanmıştır. Bu anketlerden eksik olan ve düzgün doldurulmayan 76 tanesi değerlendirme dışı tutulmuş ve geriye kalan 177 tanesi değerlendirilmeye tabi tutulmuştur. Öğrencilerden elde edilen veriler SPSS paket programıyla gerçekleştirilirken; doğrulayıcı faktör analizi çalışmaları ise Lisrel 8.80 paket programı ile gerçekleştirilmiştir. Araştırma kapsamında kullanılan tüm istatistiksel işlemlerde anlamlılık düzeyi 0.05 olarak kabul edilmiş ve elde edilen tüm sonuçlar çift yönlü olarak sınanmıştır. Araştırma sonucunda ölçeğin geçerliliğini test etmek amacıyla yapılan açımlayıcı ve doğrulayıcı faktör analizi yapılmıştır. Faktör analizi sırasında birden fazla faktöre yük veren maddeler ölçekten çıkartılmış ve aradaki farkın anlamlı olmasına dikkat edilmiştir. Tutum ölçeğinde bulunan 47 maddeye yönelik ilk faktör analizi sonucunda ölçeğin 7 alt faktörlü olduğu tespit edilmiştir. Faktör sayısını belirleyen ( Scree pilot) grafikten faktör sayısının üç olduğu tespit edilmiştir. Yapılan döndürülmüş temel bileşenler analizi sonucunda ölçeğin üç faktöre indirgenmiş ve madde sayısı da 47'den 20'e düşmüştür. Özdeğeri 1'in üzerinde olan faktörler değerlendirilmeye alınmıştır. Tutum ölçeğinden elde edilen puanlarla alt faktörlere ait puanlar arasındaki korelasyonlar 0.44 ile 0.86 arasında değişmektedir ve bu korelasyon katsayıları 0,01 düzeyinde manidar bulunmuştur. Korelasyonların yüksek ve anlamlı olması bu üç alt faktörün spor tarihi dersine yönelik tutumun bileşeni olduğunu göstermektedir. Madde yük değerleri ise 0,518-0,780 arasında dağılım göstermiştir. Bu maddelerin 12 tanesi olumlu ve 8 tanesi olumsuz olup, ölçeği oluşturan üç faktörden birincisi, "Derse yönelik duygu", ikincisi "Derse Yönelik Kazanım", üçüncüsü ise

"Faaliyet Boyutu" olarak tanımlanmıştır. Birinci alt faktör 13, ikinci alt faktör 4 ve üçüncü alt faktör ise 3 maddeden oluşmuştur. 13 maddeden oluşan birinci alt boyutun faktör yük değerleri 0.46 ile 0. 82 arasında değişmekte olup toplam varyansın %38.8 ini açıklamaktadır.  4 maddeden oluşan ikinci boyutun faktör yükleri 0.59 ile 0.74 arasında değişmekte olup toplam varyansın %9.78 ini açıklamaktadır. 3 maddeden oluşan ölçeğin son boyutunun faktör yük değerleri 0.51 ile 0.79 arasında olup, toplam varyansın %54.6 sını açıklamaktadır.  Ölçeğin güvenirliğini ve homojenliğini test etmek için Cronbach Alfa güvenirlik katsayısına bakılmış ve bu değer 0.91 olarak bulunmuştur. Hesaplanan güvenirlik katsayısının 0.70 ve daha yüksek olması test puanlarının güvenirliği için genel olarak yeterli görülmektedir (Büyüköztürk, 2004; Carter, 1997).  Çalışma kapsamına alınan örneklem yeterliliğini belirlemek amacıyla KMO (Kaiser-Mayer Olkin Measure of Sampling Adeguance) testi yapılmıştır. KMO değeri 1'e yaklaştıkça verilerin analize uygun olduğu, 1 olmasında ise mükemmel bir uyum olduğu anlamına gelir (Kan, 2005).  Yapılan analiz sonucunda KMO değeri 0.87 olarak bulunmuştur.  RMSEA değeri ise 0.068 olarak bulunmuştur. Bu değerin 0.55 altında olması ölçeğin yapı olarak iyi olduğunu gösterir. Sonuç olarak; Beden Eğitimi ve Spor Yüksekokulu'nda öğrenim gören öğrencilerin spor tarihi dersine yönelik tutumlarını ölçmek amacıyla yapılan tutum ölçeğinin geçerlik ve güvenirlik çalışması sonucunda kullanılabilir bir ölçüm aracı olduğu tespit edilmiştir.

*Anahtar Kelimeler:* Ölçek Geliştirme, Tutum, Spor Tarihi Dersi