

ORTAÖĞRETİM ÖĞRENCİLERİNİN PROBLEM ÇÖZME BECERİLERİNİN SPOR YAPMA DURUMLARINA GÖRE KARŞILAŞTIRILMASI

COMPARISON OF PROBLEM SOLVING SKILLS OF SECONDARY STUDENTS ACCORDING TO STATUS OF DOING SPORTS

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ÖZET

Yapılan bu arařtırmada spor yapan ve yapmayan ortaöğretim öğrencilerinin problem çözme becerilerinin karşılaştırılması amaçlanmıştır. Arařtırmaya düzenli olarak spor yapma alışkanlığı bulunan 100 öğrenci ile düzenli olarak spor yapma alışkanlığı bulunmayan 100 öğrenci olmak üzere toplam 200 ortaöğretim öğrencisi dâhil edilmiştir. Arařtırmanın veri toplama sürecinde "Problem Çözme Envanteri" kullanılmıştır. Elde edilen verilerin analizinde SPSS 22.0 programında frekans ve independent t test analizlerinden yararlanılmıştır. Arařtırmanın sonunda düzenli olarak spor yapma alışkanlığı bulunan öğrencilerin problem çözme becerilerinin spor yapma alışkanlığı bulunmayan öğrencilerden anlamlı düzeyde daha yüksek olduğu tespit edilmiştir (p<0.05). Sonuç olarak ortaöğretim öğrencilerinde spora katılımın problem çözme becerisini olumlu yönde etkilediği söylenebilir.

Anahtar Kelimeler: Spor, ortaöğretim öğrencileri, problem çözme becerisi

ABSTRACT

The current study aimed to compare the problem solving skills of the students according to status of doing sports or not. A total of 200 secondary school students, 100 of which have the habit of doing sports and 100 of which have no habit of doing sports, participated in the study. A total of 200 secondary school students, 100 of which have the habit of doing sports regularly and 100 of which have no habit of doing sports regularly, participated in the study. "Problem Solving Inventory" was used in the data collection process of the study. In the analysis of the data collected, frequency and independent t test analysis in SPSS 22.0 program was used. At the end of the study, it was found that the problem solving skills of the students who have the habit of doing sports regularly were significantly higher than the students who do not have the habit of doing sports (p <0.05). As a result, it can be mentioned that the participation in sports in secondary school students affects positively the problem solving skills.

Keywords: Sports, secondary school students, problem solving skills

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INTRODUCTION

The concept of the problem is defined in different ways in the literature. Kalaycı (2001) defined as the state of tension, imbalance, dissonance, uncertainty. In TDK(Turkish Language Institution) defined the concept of the problem as a situation or matter is required to be investigated, learned, thought, resolved, expressed and reached a result. To explain what the problem is in a broader sense; The problem is physiological, sociological, psychological, economic, real or imaginary difficulties that restrict, prevent the organism from reaching the goal. The problem is the difficulty that can cause uncertainty that confuses the human mind, required to be solved, and the complication or difficulty that disturbs the individual (Duman, 2009). The individual's ability to solve the problem successfully depends on the individual prerequisites and the characteristics of the society he is in; both individual prerequisites and social factors are of great importance especially in the solution of interpersonal problems (Ağır, 2007).

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Participation in sports activities is known to have many benefits in individual and social aspects. Studies conducted on participation in sports show various benefits in both physical (Hekim, 2014a; Hekim & Tokgöz, 2016; Hekim, 2015a; Hekim, 2015b; Hekim, 2015c; Hekim, 2015d; Hekim, 2015e; Hekim & Hekim, 2015; Hekim, 2016; Yiğit & Hekim, 2017) and social aspects (Eraslan & Hekim, 2015a; Eraslan & Hekim, 2015b; Eraslan & Hekim, 2015c; Hekim, 2014b).

Sport also contributes to psychological characteristics and personality development. (Eraslan & Hekim, 2015d). Besides, it is stated that personality characteristics and psychological structures develop in various ways according to the sports branches of the people are interested in. It is stated that individuals who are interested in team sports especially have different emotional development characteristics than individuals doing individual sports. It is stated that the sports branch develops the psychological characteristics in different directions and some characteristic features of sports branch come from the sports interested. (Salar et al., 2012). In contrast, studies in the literature about effect of participation in sports on the problem solving skills are observed to be limited. The current study aimed to compare the problem solving skills of secondary school students with habit of doing sports and lack in the habit of doing sports.

MATERIAL AND METHOD

Research Group

A total of 200 students, 100 of whom were Isparta Anatolian Sports High Schools who have the habit of doing sports regularly and 100 of whom were students at various Anatolian High Schools in Isparta who have no habit of doing sports regularly participated in the study.

Data Collection

Problem Solving Inventory was performed to determine the students' problem solving skills. Solving Inventory consists of 35 items. For each item, people are asked how often they behave as in the scale items. The options are " I always behave like this ", 'mostly behave like this', 'often behave like this', " I occasionally behave like this ", " I rarely behave like this " and " I never behave like this". The answers responded are scored ranging from 1 to 6. During the scoring, items 9, 22 and 29 are excluded from scoring. Items of 1, 2, 3, 4, 11, 13, 14, 15, 17, 21, 25, 26, 30 and 34 are scored in reverse. It is assumed that these items represent adequate problem solving skills. The score range is 32-192. The high total scores gathered from the scale indicate that the individual perceives himself as insufficient for problem solving skills. The problem solving inventory was taken into consideration by Heppner & Peterson (1982) by taking into consideration the problem solving stages such as "general tendency," "definition of problem ", " alternative production ", "decision making" and "evaluation" which have emerged as a result of various studies; besides, how individual perceives himself in terms of the ability to solve problems, it was developed to determine the dimensions of the problem solving method (Aksoy, 2004). Turkish adaptation of the scale was done by Güçlü (2003).

Statistical Analysis

Independent t test analysis in SPSS 22.0 program was performed in the statistical analysis of the data collected in the study.

FINDINGS

Table 1. Average scores of students on problem solving scale

N	The lowest score	The highest score	X	Sd
200	53	136	82,33	15,142

As seen in Table 1, the mean score of the students participating in the study from the problem solving skills inventory was $82,33 \pm 15,142$.

Table 2. Comparison of problem solving skills of students according to their status of doing sports

Status of doing sports	n	X	Sd	t	p
Yes	100	83,41	17,044	-2,446	,012
No	100	96,12	17,952		

As seen in Table 2, the problem solving skills of the students who have the habit of doing sports are significantly higher than the students who do not have the habit of doing sports ($p < 0.05$).

DISCUSSION AND CONCLUSION

It was reported in studies performed that there were many parameters (gender, grade, educational level and profession of the father, routine for studying the course, status of evaluating school success, parental attitude, feeling alone, self-reliance and cases of smoking-alcohol use) that affect the problem solving skills of secondary school students. (Yıldırım et al., 2011). On the other hand, in the literature, studies on the effect of participation in sport on problem solving skills in secondary education students are more limited. In the study, it was found that the problem solving skills of the students who have the habit of doing sports regularly are considered to be significantly higher than the students who do not have the habit of doing sports. Study findings in the literature also support the view that participation in sport positively affects problem solving skills. (Canan & Ataoğlu, 2010).

Canan & Ataoğlu (2010) reported that doing sports on a regular basis decreases anxiety and increases problem-solving skills. In the study, it was determined that participation in individual sports did not affect the problem solving skills, whereas the participation in team sports positively affected the problem solving skills, and the individuals participating in team sports preferred the self-confidence approach in the problem solving process. In the light of the findings gathered in the study, it was emphasized that participation in sports holds an important place in improving spiritual health.

As a result, although the studies that focus on the effects of sports on problem solving skills in secondary education students are limited, when the results of similar studies in the literature are evaluated, it is possible to say that participation in sports has a positive effect on problem solving skills.

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