

FARKLI BÖLÜMLERDE ÖĞRENİM GÖREN ÜNİVERSİTE ÖĞRENCİLERİNİN FİZİKSEL AKTİVİTE DÜZEYLERİNİN BAZI PARAMETRELERE GÖRE İNCELENMESİ¹

EXAMINATION OF PHYSICAL ACTIVITY LEVELS OF UNIVERSITY STUDENTS TAKING EDUCATION AT DIFFERENT DEPARTMENTS IN TERM OF SOME VARIABLES

Yılmaz YÜKSEL², Mesut HEKİM³

*e-mail: yilmazyukselanadolu.edu.tr

ÖZET

Bu arařtırmanın amacı, üniversitelerin farklı bölümlerinde öğrenim gören öğrencilerin fiziksel aktivite düzeylerini bazı değişkenlere göre incelemektir. Arařtırmaya Erzurum Teknik Üniversitesi ile Atatürk Üniversitesi'nin farklı bölümlerinde öğrenim görmekte olan 149 öğrenci katılmıştır. Öğrencilerin fiziksel aktivite düzeylerinin belirlenmesinde literatürdeki birçok arařtırmada kullanılmış olan Uluslararası Fiziksel Aktivite Anketi (Kısa Form) kullanılmıştır. Arařtırmada elde edilen verilerin istatistiksel analizlerinde SPSS 22.0 for Windows programında ki-kare ve frekans analizleri kullanılmıştır. Arařtırmanın sonunda öğrencilerin fiziksel aktivite düzeylerinin cinsiyete göre istatistiksel olarak anlamlı farklılık göstermediği tespit edilmiştir ($p>0.05$). Buna karşılık öğrencilerin fiziksel aktivite düzeylerinin ders dışı spor etkinliklerine katılma sıklıklarına göre istatistiksel olarak anlamlı farklılık gösterdiği belirlenmiştir ($p<0.05$). Öğrencilerin fiziksel aktivite düzeyinin çoğunlukla orta düzeyde bulunduğu belirlenmiştir.

Anahtar Kelimeler: Üniversite öğrencileri, spor, fiziksel aktivite düzeyi

ABSTRACT

The purpose of this study is to examine physical activity levels of university students taking education at different departments in term of some variables. 149 students taking education at different department of Erzurum Technical University and Atatürk University participated to research. International Physical Activity Questionnaire (IPAQ) Short Form, which was used in physical activity levels in a lot of literature research, was used in identification of physical activity levels. Chi-square and frequency analyses in SPSS 22.0 for Windows program were used in statistical analysis of data obtained from research. It was established that students' physical activity levels aren't shown significant differences statistically as gender ($p>0,05$). On the other hand, it was established that students' physical activity levels are shown significant differences significantly as participation frequencies to sport activities out of lesson ($p<0,05$). It was identified that students' physical activity levels are intermediate level.

Keywords: University students, sport, physical activity level

JEL CODE:L83

INTRODUCTION

Physical activity is defined as the body movements produced by the skeletal muscles and triggering for an increase in energy expenditure in addition to the energy consumed by the organism in the process of resting. As understood from the definition , the most fundamental feature of physical activity is the formation of energy in the organism with muscle contraction. In this context, not only exercise and sportive activities, but also energy activities resulting in energy activities, leisure time activities and daily life activities are included in the scope of physical activity (Taskinoz, 2011). As can be understood from the expressions of the concept of physical activity, physical activity refers to the production of movement with the skeletal muscles and the transition of the body from the resting to the active state. The concept of exercise constitutes a subclass of physical activity. Exercise is defined as a whole of

¹Yapılan bu arařtırma XIII. Uluslararası Spor Bilimleri Kongresinde poster sunum olarak sunulmuştur.

²Arş. Gör. Erzurum Teknik Üniversitesi, Spor Bilimleri Fakültesi, Erzurum, Türkiye

³Öğr. Gör. Mehmet Akif Ersoy Üniversitesi, Rektörlük Beden Eğitimi ve Spor Bölümü, Burdur, Türkiye

activities aiming planned, structured, physical suitability or improving other physical elements of the body (Ozer, 2006).

Now that health is accepted as the fundamental condition of quality life, reducing the daily activity intensity by technological developments, no matter how it facilitates life, increases the number of inactive individuals in the long term and adversely affects the health. Inactivity, in other words life without action, is one of the most important problems for the modern society, which makes even the daily shopping from the virtual markets on the computer (Bozkuş et al., 2013). Participation in physical activity is known to play an important role in minimizing the health problems caused by the sedentary lifestyle. Research findings in the literature also support this view. Studies performed shows that participation in exercise has positive effects on health (Sritara et al., 2015; Shedd et al., 2007; Heideman et al., 2013; Penedo & Dahn, 2005; Eraslan, 2014; Eraslan, 2015; Eraslan, 2016; Eraslan et al., 2013; Eraslan & Aydoğan, 2016; Eraslan & Çalışkan, 2014).

In Turkey, studies encouraging to achieve physical activity habits of young people reflecting a large portion of the young population of university students is a major issue in terms of creation a healthy life model and leading the future generations. As well as these elements, studies on encouraging healthy lifestyle programs and measures to be taken are required in order to achieve healthy life behaviors at a young age in terms of preventive health services, (Tekkanat, 2008). In this study, it was aimed to investigate the physical activity levels of university students studying in different departments according to some parameters.

MATERIAL AND METHOD

Research Group

A total of 149 students from different departments of Erzurum Technical University and Atatürk University in the 2014- 2015 academic year participated in the study.

Data Collection

The International Physical Activity Questionnaire (Short Form) was performed to determine the physical activity levels of the participants. This questionnaire evaluates the physical activity levels of individuals over the last seven days in four sections such as severe activities, moderate level activities, walking and sitting. When calculating the total score, weekly MET-min scores are obtained by multiplying the metabolic equation (MET) values given to the activities are (severe activity = 8 MET, moderate activity = 4 MET, walking = 3.3 MET) and the duration of activities (min.) "and frequency of activities (number of days). According to the scores gathered, the physical activity levels of the individuals are divided into three categories as "inactive", "minimal", "active" and "very active" (Orhan et al., 2015).

Statistical analysis

In the statistical analysis of the data obtained in the study, SPSS 22.0 for Windows program was performed for chi-square and frequency analysis. Significance level was accepted as 0.05.

FINDINGS

Table 1. General physical activity levels of participants

Physical Activity Levels	N	%
Inactive	40	26,8
Moderate level active	76	51,0
High level active	33	22,1
Total	149	100,0

It was determined that the majority of the students who participated in the study (51%) were physically active at moderate level, 26.8% of those with physical activity level were inactive and 22.1% of those who were highly active.

Table 2. Comparison of the physical activity levels of the participants according to their age

Age	Physical Activity Level			x ²	p
	Inactive	Moderate Level Active	High Level Active		
16	0	1	0		
17	5	2	2		
18	2	11	5		
19	8	13	6		
20	11	31	8		
21	7	13	6	26,249	,883
22	4	1	3		
23	2	2	1		
24	0	0	1		
27	0	1	0		
Total	39	75	32		

It was determined that the physical activity levels of the students participating in the study showed some differences according to their age groups, but the differences between the age groups were not statistically significant ($p > 0.05$).

Table 3. Comparison of physical activity levels of participants according to their gender

Gender	Physical Activity Level			x ²	p
	Inactive	Moderate Level Active	High Level Active		
Female	27	42	13		
Male	12	34	19	8,310	,081
Total	39	76	32		

It was determined that there were some differences between the physical activity levels of the male and female students, but these differences were not statistically significant.

It was found that the physical activity levels of the students who participated in the study did not show statistically significant difference according to their economic income ($p > 0.05$).

Table 4. Comparison of physical activity levels of participants according to their sporting status in extracurricular time

Sporting status in extracurricular time	Physical Activity Level			x ²	p
	Inactive	Moderate Level Active	High Level Active		
I generally do	6	11	10	17,092	,029
I occasionally do	15	46	18		
I never do	18	19	4		
Total	39	76	32		

It was determined that the physical activity levels of the students who participated in the study showed a significant difference according to their sporting status in the extracurricular time ($p < 0.05$). According to the findings, it was found that the physical activity levels of the students who do occasional sports in the extracurricular time were statistically higher than the other students ($p < 0.05$).

DISCUSSION AND CONCLUSION

As a result of the study, it was determined that most of the university students were physically active at medium level. On the basis of this result, it can be considered that the students spend most of their days in the class.

It was concluded that the physical activity levels of the students participating in the study did not show a significant difference according to the variable of gender. It was found that the students who have the habit of doing sports are more physically active according to variable of the sporting status. In common studies in the literature, it was stated that many socio-demographic characteristics do not affect the level of physical activity (Bayrakdar, 2010). In this context, it is possible to say that this study is in parallel with the literature. In a similar study by Aksoydan & Çakır (2011), it was found that 79% of young people did not regularly exercise sports and had an inactive lifestyle. In the same study, only 6.6% of participants were identified as physically active individuals who do sports. In another study conducted by Akman et al. (2012), 49.7% of the students were found to do sports regularly. In the same study, it was concluded that the students did sports two days a week on a regular basis. In a similar study conducted by Şimşek et al. (2005) on secondary school students, it was found that students' levels of physical activity and sport participation were low. In the same study, it was stated that there might be a significant correlation between the low level of sports participation of secondary school students and the frequency of obesity among students. It was found that the physical activity levels of the students participating in the study showed a significant difference according to their sporting status and findings in the study stated that the physical activity levels of the students who did occasional sports in the extracurricular time were significantly higher than the other students. Considering that participation in sport positively affects many aspects of health, especially physical health (Wong et al., 2008; Ağca and Koçoğlu, 2010), it is possible to say that the participation of the students in sports in the extracurricular time will make important contributions to the health of university students.

REFERENCES

Ağca, Ö. ve Koçoğlu, G. (2010). Fazla kilolu ve obez kızlarda düzenli egzersizin vücut bileşimine etkileri. *Dirim Tıp Gazetesi*, 85(1), 17-23.

- Akman, M., Tüzün, S., ve Ünalın, P.C. (2012). Adolesanlarda sağlıklı beslenme ve fiziksel aktivite durumu. *Nobel Med.*, 8(1), 24-29.
- Aksoydan, E., ve Çakır, N. (2011). Adölesanların beslenme alışkanlıkları, fiziksel aktivite düzeyleri ve vücut kitle indekslerinin değerlendirilmesi. *Gülhane Tıp Dergisi*, 53, 264-270.
- Bayrakdar, A. (2010). *Çocuklarda fiziksel aktivite düzeyleri ve beden kitle indeksinin değerlendirilmesi*. Yüksek Lisans Tezi. Muğla Üniversitesi Sosyal Bilimler Enstitüsü. Muğla.
- Bozkuş, T., Türkmen, M., Kul, M., Özkan, A., Öz, Ü., & Cengiz, C. (2013). Beden eğitimi ve spor yüksekokulu'nda öğrenim gören öğrencilerin fiziksel aktivite düzeyleri ile sağlıklı yaşam biçimi davranışlarının belirlenmesi ve ilişkilendirilmesi. *International Journal of Science Culture and Sport*, 1(3), 49-65.
- Çalışkan, G., ve Eraslan, M. (2014). "The analysis of the features of success motivation peculiar to sports ice-hockey players". *Europen Scientific Journal*, 10 (12), 134-142.
- Eraslan, M. (2014). The Analysis of The Thinking Styles and Creativity of The Sports Students. *Studying in The Different Fields of University. Educational Research and Reviews*, 9(20), 886-871
- Eraslan, M. (2015). Spor bölümlerinde öğrenim gören üniversite öğrencilerinin kişilik özelliklerini ve stresle başa çıkma stillerini çeşitli değişkenlere göre incelenmesi. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(12), 65-82.
- Eraslan, M. (2016). Ortaöğretim öğrencilerinin duygusal zekâ ve empatik eğilim düzeylerinin yaş, cinsiyet ve spor yapma değişkenlerine göre incelenmesi. *Kastamonu Eğitim Dergisi*, 24(4), 1839-1852.
- Eraslan, M., Atay, E., & Yüksel, Y. (2013). examine relationship among self-esteem with obesity, physical fitness level and participation situation to sport. *Turkish. Journal of Sport and Exercise*, 15(3), 75-78.
- Eraslan, M., & Aydoğan, H. (2016). "Vücut geliştirme ve fitness merkezinde spor yapan bireylerin beden bölgelerinden hoşnut olma düzeylerinin yaş ve cinsiyet değişkenlerine göre incelenmesi". *CBU Journal of Physical Education and Sport Sciences*, 11(2), 50-57.
- Eraslan, M., & Çalışkan, G. (2014). The study of decision making style of university students who do sports. *Europen Scientific Journal*, 10(8), 15-23.
- Heidemann, M., Molgaard, C., Husby, S., Schou, A. J., Klakk, H., Møller, N. C., et al. (2013). The intensity of physical activity influences bone mineral accrual in childhood: the childhood health, activity and motor performance school (the CHAMPS) study, Denmark. *BMC pediatrics*, 13(1), 32.
- Orhan, C., Akbayrak, T., Kaya, S., Kav, T., & Kerem Güne, M. (2015). Fiziksel aktivite seviyesi ile konstipasyon şiddeti arasındaki ilişkinin incelenmesi. *Journal of Exercise Therapy and Rehabilitation*, 2(2), 66-73.
- Özer, K. (2001). *Fiziksel uygunluk*. Nobel Yayın Dağıtım.
- Penedo, F. J., & Dahn, J. R. (2005). Exercise and well-being: a review of mental and physical health benefits associated with physical activity. *Current opinion in psychiatry*, 18(2), 189-193.
- Shedd, K. M., Hanson, K. B., Alekel, D. L., Schiferl, D. J., Hanson, L. N., & Van Loan, M. D. (2007). Quantifying leisure physical activity and its relation to bone density and strength. *Medicine and science in sports and exercise*, 39(12), 2189.

- Sritara, C., Thakkinstian, A., Ongphiphadhanakul, B., Pornsuriyasak, P., Warodomwichit, D., Akrawichien, T., & Sritara, P. (2015). Work-and travel-related physical activity and alcohol consumption: relationship with bone mineral density and calcaneal quantitative ultrasonometry. *Journal of Clinical Densitometry*, 18(1), 37-43.
- Şimşek, F., Ulukol, B., Berberoğlu, M., Gülnar, S. B., Adıyaman, P., & Öcal, G. (2005). Ankara'da bir ilköğretim okulu ve lisede obezite sıklığı. *Ankara Üniversitesi Tıp Fakültesi Mecmuası*, 58(4), 163-166.
- Taşkınöz, C. (2011). *9-11 Yaş ilköğretim öğrencilerinin fiziksel aktivite düzeyinin yaşa ve cinsiyete göre araştırılması*. Yayımlanmamış Yüksek Lisans Tezi, Muğla Üniversitesi Sosyal Bilimler Enstitüsü, Muğla.
- Tekkanat, Ç. (2008). *Öğretmenlik bölümünde okuyan öğrencilerde yaşam kalitesi ve fiziksel aktivite düzeyleri*. Yüksek Lisans Tezi, Pamukkale Üniversitesi Sağlık Bilimleri Enstitüsü, Denizli.
- Wong, P. C., Chia, M., Tsou, I. Y., Wansaicheong, G. K., Tan, B., Wang, J. C. K., Tan, J., Kim, C.G., Boh, G., & Lim, D. (2008). Effects of a 12-week exercise training programme on aerobic fitness, body composition, blood lipids and c-reactive protein in adolescents with obesity. *Annals Academy of Medicine*, 37(4), 286-293.