

# THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND RECREATION AWARENESS LEVELS OF SPORTS SCIENCES STUDENTS: THE EXAMPLE OF THE MEDITERRANEAN REGION

## A RELAÇÃO ENTRE AS CONQUISTAS ACADÊMICAS E OS NÍVEIS DE CONSCIÊNCIA DE RECREAÇÃO DOS ESTUDANTES DE CIÊNCIAS DO ESPORTE: O EXEMPLO DA REGIÃO MEDITERRÂNEA\*

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**Abstract:** The aim of this study is to examine the relationship between the academic achievement of students studying in sports sciences and their recreation awareness levels. The sample group consisted of 308 randomly selected people from this universe. As data collection tools, the personal information form developed by the researchers and the recreation awareness scale were used. As a result, it has been observed that the academic achievement of the sports science students is average, and the recreation awareness level is above the average. A low level of positive correlation was found between the academic achievement of sports science students and the total recreational awareness. When the relationship between academic achievement and recreation awareness sub-dimensions was examined, no relationship was found between social-achievement, but a low-level positive and significant relationship was found between pleasure-entertainment and self-development. The fact that sports science students, constituting the sample of the study, had a resume of athletes; It is thought that reinforcing the skills they learned under the umbrella of sports sciences with extracurricular activities in the facilities and leisure time activities such as being with friends, communicating, and feeling excitement positively affect their recreational awareness.

**Keywords:** Sports Sciences. Academic Achievement. Recreation. Awareness.

**Resumo:** O objetivo deste estudo é examinar a relação entre a realização acadêmica dos estudantes que estudam em ciências do esporte e seus níveis de consciência recreativa. O grupo de amostra consistiu de 308 pessoas selecionadas aleatoriamente deste universo. Como ferramentas de coleta de dados, foi utilizado o formulário de informações pessoais desenvolvido pelos pesquisadores e a escala de conscientização recreativa. Como resultado, observou-se que a realização acadêmica dos estudantes de ciências do esporte é média, e o nível de conscientização recreativa está acima da média. Foi encontrado um baixo nível de correlação positiva entre o desempenho acadêmico dos

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estudantes de ciências do esporte e a conscientização recreativa total. Quando a relação entre o desempenho acadêmico e as sub-dimensões da consciência recreativa foi examinada, não foi encontrada nenhuma relação entre o desempenho social, mas foi encontrada uma relação positiva de baixo nível e significativa entre o prazer-entretenimento e o auto-desenvolvimento. O fato de que os estudantes de ciências do esporte, constituindo a amostra do estudo, tinham um currículo de atletas; pensa-se que o reforço das habilidades aprendidas sob o guarda-chuva das ciências do esporte com atividades extracurriculares nas instalações e atividades de lazer como estar com amigos, comunicar-se e sentir excitação afeta positivamente sua consciência recreativa.

**Palavras-chave:** Ciências do Esporte. Realização acadêmica. Recreação. Conscientização.

## 1. INTRODUCTION

It is known that the concept of achievement in education and training is explained by the grades appreciated by the teachers in school lessons, the skills determined and the academic achievement, which is the expression of the knowledge gained. Academic achievement; In general, it is expressed as cognitive behavior changes in all program areas, which are outside the affective and psychomotor development of students (Ahmann ve Glock, 1971; Erdoğan, 2006). Silah (2003) defines the concept of academic achievement as the level of students reaching the targeted behaviors in school life. With the use of the academic achievement of the students as a criterion in determining the desired level of behavioral gains; It is stated that future professional status is the most important determinant of income and welfare levels (Spinath, 2012). It is stated that it is one of the most important criteria of the education system to measure the academic achievement performance of the students and to direct the students to the fields where they will be achievementful according to their interests and abilities based on these measurements (Silah, 2003). It is known that there are many factors affecting academic achievement. Among these factors, students' mental capacity, affective characteristics, quality of training services and instructors, socio-economic status of students and participation in recreational activities can be listed (Can, 1992). In this context, in order to achieve academic achievement, students need to use time management and techniques effectively. It is stated that with the twentieth century, leisure has become an important focus in people's lives (Ağlönü ve Arıkan, 2021). It is stated that individuals living today are quite advantageous in terms of using their leisure (Hsieh ve., 2004). Today, the rapid developments in the field of communication and information technologies, the improvement in living conditions, the developments in the field of health, the high level of education, the reduction of time in business life and the desire for much more personal freedom have made the concept of

leisure very important (Hsieh et al., 2004; Önder et al. 2017). The concept of leisure time (Mgonja, 2020), which is expressed with different definitions in the literature, is defined with expressions such as time left over from compulsory work (Eravşar, 2020), optional time (Edginton ve Dieser, 2010) and time when the person is free (Ustalar et al., 2021; Flores ve Horner, 2010). Alancak et al., (2017) also express it as the time period remaining after the time spent for sleep, eating and drinking, working and other compulsory works.

It is stated that the concept of recreation is generally associated with leisure time. In addition, Stebbins (2016) defines recreation as “contextual framed, satisfying activities that people want to do and do by using their own skills and resources, which are done voluntarily in their spare time”. Recreational activities have a different meaning for each individual. Karakucuk (2005) defines recreational activities as activities that can be enjoyed by participating voluntarily, without expecting financial expectations, and that provide personal and social benefits without a business sense. Recreational activities are needed in all areas of life and in all age groups. In particular, they need to participate in recreation and recreational activities in order to motivate and make students feel good during their education. When the literature is examined, studies that examine the academic achievement levels of university students (Serdar ve ark., 2017; Baba Kaya ve ark., 2015; Tektaş ve Necla, 2010; Silah, 2003) and their participation and awareness in recreational activities (Baydar ve ark., 2020; Bosna ve ark., 2018; Uzun ve ark., 2017; Dalbudak ve ark, 2021) have been found. However, no study has been found that examines the academic achievement and recreation awareness of sports science students. It is thought that a study to be conducted in this sense will make a valuable contribution to the literature. Within this information, the aim of the research is to examine the relationship between academic achievement and recreation awareness levels of sports science students.

## **2. METHODOLOGY**

### ***Model of the Research***

In the study, a method for descriptive survey and relational survey aiming to reveal the current situation was used. Descriptive survey models are research approaches that aim to describe a past or present situation as it is. Relational screening models, on the other hand, are research models that aim to determine the existence and/or degree of covariance between two or more variables (Karasar, 2004).

### ***Formation of Volunteer Groups***

The population of the research consisted of students studying at faculties of sports sciences or physical education and sports colleges within state universities in the Mediterranean region.

In the literature, Şencan (2005) suggested that the sample should be 5-10 times the number of items in the scale application. Since there are 41 items in the recreation awareness scale, it was determined that the sample size should be at least 205 and at most 410. In line with this information, it has been seen that 308 sports science students constituting the sample group represent the universe.

**Table 1.** Descriptive Statistics of Participants

<b>Variables</b>	<b>Groups</b>	<b>N</b>	<b>%</b>
<b>Age</b>	18-20	80	26,0
	21-23	172	55,8
	24 years and older	56	18,2
<b>Gender</b>	Male	208	67,5
	Female	100	32,5
<b>Department of Education</b>	Physical Education and Sports Teaching	104	33,8
	Coaching Training	64	20,8
	Sports Management	55	17,5
	Recreation Expertise	66	21,4
	Sports Sciences	20	6,5
<b>Participation in Recreational Activities</b>	Yes	200	64,9
	No	108	35,1
<b>Total</b>		<b>308</b>	<b>100</b>

When Table 1 is examined, according to the age variable of the sports science students participating in the study, 26.0% were 18-20, 55.8% were 21-23 and 18.2% were 24 years and over; According to gender variable, 67.5% of them are male and 32.5% of them are female; According to the variable of education 33.8% of them are physical education and sports teacher, 20.8% of them are coaching education, 17.5% of them are sports management, 21.4% of them are recreational specialists and 6.5% of them are sports Sciences; according to their participation status to recreational activities, it was determined that 64.9% answered yes and 35.1% answered no.

#### ***Data Collection Tools***

As data collection tools, the personal information form developed by the researchers and the recreation awareness scale were used.

#### ***Personal Information Form***

"Personal Information Form" developed by the researcher was used to collect data about the independent variables of the study. This form consists of five questions: age, gender, department of education, participation in recreational activities, and overall academic grade point average.

#### ***General Academic Achievement***

In the literature, it has been determined that studies based on GPA determine the academic achievement levels of various participant groups (Sıgırnı ve Gürbüz, 2011; Demirtaş ve Özer, 2007; Yeşil ve ark., 2009; Tektaş ve Tektaş, 2010; Çimen ve Pepe, 2022). Based on these studies, objective (numerical) data were used to determine the academic achievement levels of sports science students and the general academic grade point averages obtained in the academic periods before the research period were taken as basis.

#### ***Recreation Awareness Scale***

The recreational awareness scale developed by Ekinici and Özdilek (2019) to measure the recreational awareness of university students consists of 41 items and 3 dimensions. The factor design and model structure of the recreational awareness scale were verified and proved to be a valid and reliable assessment tool for university students in Turkey. The total internal consistency reliability of the scale was 94, and the consistency reliability of its sub-dimensions was presented as 88 for pleasure / entertainment, 90 for social / achievement and 88 for self-development (Ekinici & Özdilek, 2019).

#### ***Statistical Analysis of Data***

Data analysis was done in computer environment. It has been determined that the distribution of the scores obtained from the questionnaire of the sports science students participating in the study is not parametric. The arithmetic mean and standard deviation of the scores of sports science students from the academic achievement and recreation awareness scale are presented as  $X \pm Sd$ . Spearman correlation analysis was applied to reveal the relationship between continuous variables in the study.

### **3. RESULTS**

In this section, the results obtained as a result of the analysis of the data collected through the scales of the participants participating in the research for the solution of the research problem are given.

**Table 2.** Descriptive statistics of the scores of the participants from the academic achievement and recreation awareness scale

Scale	n	Min	Max	X±Sd
Academic success	308	1,80	3,75	2,87±,36
Pleasure- Fun	308	13,00	50,00	41,86±7,89
Social-Achievement	308	19,00	90,00	74,12±14,06
Self Development	308	13,00	65,00	54,03±10,58
Recreation Awareness Total	308	48,00	205,00	170,02±31,08

When Table 2 is examined, it has been determined that the academic achievement of the sports science students participating in the study is at the level of  $2,873 \pm 0,362$ . When the recreation awareness sub-dimensions and total scores were examined, it was found that the pleasure-entertainment sub-dimension was  $41,864 \pm 7,899$ , the social-success sub-dimension was  $74,123 \pm 14,067$ , the self-development sub-dimension was  $54,039 \pm 10,582$ , and the total score of recreation awareness was  $170,026 \pm 31,087$ .

**Table 3.** The relationship between participants' academic achievement and recreation awareness levels

		Pleasure-Fun	Social-Achievement	Self Development	Recreation Awareness Total
Academic Achievement	r	,221	,087	,160	,156
	p	,000	,129	,005	,006
	n	308	308	308	308

When Table 3 is examined, a low level of positive correlation was found between the academic achievement of sports science students and total recreation awareness ( $r=.0156$ ,  $p=.006$ ). When the relationship between academic achievement and recreational awareness sub-dimensions is examined, there is no relationship between social-Achievement ( $r=.087$ ,  $p=.129$ ) but there is a low-level positive significant relationship between pleasure-entertainment ( $r=.221$ ,  $p=.000$ ) and self-development ( $r=.160$ ,  $p=.006$ ).

#### 4. DISCUSSION AND CONCLUSION

Today, high academic achievement is the most desired outcome of education. A high level of importance is attached to academic success, both socially and individually. In this context, academic achievements can affect students' life satisfaction and psychosocial development. Studies indicate that low academic achievement is a risk factor for problems such as depression, dropping out of school, and substance use. This situation allows for studies aiming to increase academic achievement and to determine the factors affecting the success of students. In this sense, one of the factors that researchers focus on the most is the participation of students in recreational and sports activities during the education period.

It is stated that recreational activities are important for individuals of all age groups to rest and be happy, as well as the behaviors gained through recreational activities during the university period are very important for individuals (Uzun ve ark., 2017). In this study, it was aimed to investigate the relationship between the participation of sports science students in recreational activities and the academic success of this participation.

It has been observed that the academic achievement scores of sports science students are at a moderate level. Recreation awareness total score and sub-dimensions were found to be above the medium level. In the literature review, studies were found that presented the findings that the academic achievement levels of various participant groups were average (Süt ve ark, 2019; Elkin, 2017), above average (Çimen ve Pepe, 2022; Saygılı ve ark., 2015), and high (Mücevher ve ark., 2016; Antaramian, 2017; Dalli, 2014). It can be said that this situation is due to the fact that the students who choose sports sciences faculties, have a medium level of basic proficiency test (BPT) score averages in higher education exams (HEE) and carry out performance-oriented sports activities.

In the literature, studies have been found that found the recreational awareness levels of various study groups (Kılıçman, 2020; Ekinci, 2017; Chin-Tsai, 2013; Yue, 2012) to be above the average. This information in the literature supports the findings presented in our study. It is thought that this situation arises from the fact that the students studying at the sports science faculties of the state universities in the Mediterranean region are individuals who have grown up with similar cultural phenomena and socio-economic levels during the universal education process.



In the study, a low level of positive correlation was found between the academic achievement of sports science students and total recreation awareness. When the relationship between academic achievement and recreation awareness sub-dimensions was examined, no relationship was found between social and achievement, but a low-level positive and significant relationship was found between pleasure-entertainment and self-development.

In literature; Studies reporting a low level of positive correlation between Academic success and academic self (Kenç ve Oktay; 2002), emotional intelligence (Erdoğdu, 2008), school climate (Bahçetepe ve Giorgetti, 2015), and time management skills (Tektaş ve Tektaş, 2010) were found. Again in the literature; Studies reporting a positive relationship between recreational awareness and commitment to life (Koç et al, 2022), social media engagement, and life satisfaction (Kılıçman, 2020) were found. It can be said that the fact that students studying at faculties of sports sciences and colleges have a sports background compared to other students, increasing their social integration levels and gaining them self-confidence.

Academic achievement, which is one of the two main concepts of the study, needs to be determined by preparing an effective program in order to use the concept of time effectively. In other words, individuals who can use time management effectively can achieve success comfortably. Wolman (1973) expresses the concept of success as a progress towards reaching the targeted goal. Individuals/students with high academic achievement need to use their spare time effectively and efficiently in order to socialize, increase their cultural level, be psychologically well and be healthy in sportive sense.

Başkan (2016) states that one of the most important activities of recreation is exercising. There are studies stating that exercise activities have benefits for individuals in terms of psychology (Aylaz ve ark., 2011; Alpaslan, 2012; Esen, 2016) as well as benefits for the organism (Ergen, 2011; Sevim, 2010). In addition to this information, when the literature is examined, there are studies that show that participation in recreational activities positively affects academic achievement (Er, 2010; Singh ve ark., 2012; Ağlönü ve Arıkan, 2021; Saygılı et al., 2015; Tosun et al., 2015; Yaşartürk ve ark., 2018). Tosun et al., (2015) stated that as a result of the relationship between recreational activities and the success and motivation of university students, the academic success levels of students who participate in recreational activities are higher. Again, Mansuroğlu (2002) in his work with undergraduate students emphasizes that the rate of participation in recreational activities



increases as a result of factors such as the improvement in education and income levels, the prolongation of their life span, the increase in the free time of individuals with the developing technology.

As a result; University students are required to integrate the knowledge and skills they will gain from the theoretical and practical courses they take in the universal education, into their future professional lives. The fact that sports science students', constituting the sample of the study, had a resume of athletes; It is thought that reinforcing the skills they learned under the umbrella of sports sciences with extracurricular activities in the facilities and leisure time activities such as being with friends, communicating, and feeling excitement positively affect their recreational awareness.

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