DETERMINING THE ATTITUDES OF UNIVERSITY STUDENTS WHO HAVE SPORTS EDUCATION TOWARDS PHYSICAL ACTIVITY GAMES (18-22 AGES)

DETERMINANDO AS ATITUDES DE ESTUDANTES UNIVERSITÁRIOS QUE TÊM EDUCAÇÃO ESPORTIVA EM RELAÇÃO A JOGOS DE ATIVIDADE FÍSICA (18-22 IDADES)

DETERMINACIÓN DE LAS ACTITUDES DE LOS UNIVERSITARIOS QUE TIENEN EDUCACIÓN DEPORTIVA HACIA LOS JUEGOS DE ACTIVIDAD FÍSICA (EDADES 18-22)

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ABSTRACT: The aim of this research is to determine the attitudes of university students who receive sports education towards playing games containing physical activity. The group of the research consists of 405 (183 Male, 222 Female) students studying at the university. The results show that the motivation level of the research group to play games containing physical activity is high, and the mean score of women is higher than men, that the groups with higher education levels had a more positive approach to games in terms of educational status, and that there were different sub-dimensions in terms of the number of siblings. In terms of parental education level, the desire for playfulness in the children of parents who have undergraduate and graduate education was found to be higher. It has been concluded that people living in the village and big city have a higher level of enjoyment from the game compared to those living in the district.

KEYWORDS: University student. Physical activity. Game.

RESUMO: *O objetivo desta pesquisa é determinar as atitudes de estudantes universitários que recebem educação esportiva em relação a jogos que contenham atividade física. O grupo da pesquisa é composto por 405 (183 homens, 222 mulheres) alunos. Os resultados mostram que o nível de motivação do grupo de pesquisa para jogar jogos que contenham atividade física é alto, e a pontuação média das mulheres é maior do que os homens, que os grupos com maior escolaridade tiveram uma abordagem mais positiva dos jogos em termos de escolaridade, e que havia diferentes subdimensões quanto ao número de irmãos. Em relação à escolaridade dos pais, o desejo pelo lúdico nos filhos de pais com graduação e pós-graduação foi maior. Concluiu-se que as pessoas que moram em vilas e na cidade grande têm um maior nível de aproveitamento do jogo em comparação com as que moram em distritos.*

PALAVRAS-CHAVE: *Estudante universitário. Atividade física. Jogo.*

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***RESUMEN**: El objetivo de esta investigación es determinar las actitudes de los estudiantes universitarios que reciben educación deportiva hacia los juegos que contienen actividad física. El grupo de investigación está compuesto por 405 (183 hombres, 222 mujeres) estudiantes. Los resultados muestran que el nivel de motivación del grupo de investigación para jugar juegos que contienen actividad física es alto, y el puntaje promedio de las mujeres es más alto que el de los hombres, que los grupos con mayor educación tuvieron un enfoque más positivo a los juegos en términos de escolaridad, y que existían diferentes subdimensiones en cuanto al número de hermanos. En cuanto a la educación de los padres, el deseo de actividades lúdicas en los hijos de padres con estudios de grado y posgrado fue mayor. Se concluyó que las personas que viven en los pueblos y en la gran ciudad tienen un mayor nivel de disfrute del juego en comparación con las que viven en los distritos.*

***PALABRAS CLAVE**: Estudiante universitario. Actividad física. Juego.*

Introduction

Although the origin of the concept of game is as old as the history of humanity, it has always been shaped according to the characteristics of people and has been defined as activities carried out within the framework of certain rules by passing through certain stages and gaining a new dimension (TDK, 2018). Play is the biggest activity in which individuals learn the rules of social interaction, regulate their behavior, solve emotional and developmental problems, expand the borders against their social responsibilities and prepare themselves for the world. It is an application that develops the bond between the real world and dreams (AYAN, 2016).

Play includes the energy that is released after the use of excess energy necessary for the organism to function. When the child can release this tension-creating energy, he or she will have a healthier balance. A child who plays a lot is a healthy child (ÖNCÜ; ÖZBAY, 2010). Hunting, fighting etc. in primitive communities. While the energy surplus can be disposed of by means of industrialization, activities where the accumulated energy can be thrown away with the decrease of the areas to act with industrialization are needed and it is argued that the excess energy accumulated through play can be thrown away (EVANS; PELLEGRINI, 1997).

Play has been an important need of children from the first period of their education. For the healthy development of children, the necessity of not limiting these needs emerges. Because many experiences necessary to prepare children for life are realized through games (YIKILMAZ; ALINCAK, 2022). According to many scientists, it is emphasized that play is the most effective way to get to know the child. It is an undeniable fact that play is also a good educational tool for children (AYAN; DÜNDAR, 2009). Every stage of the education process is very important in reintegrating children into society and preparing them for the future. This common task in all societies is considered as meeting the mental, emotional, social and

psychological needs of children as well as their physical needs such as nutrition, shelter and health (EKINCI; YALÇIN; AYHAN, 2019).

The first periods of human life are defined as critical periods by educators. The child's recognizing and making sense of the outside world usually starts in this period and the child harmonizes this process through play. Although the game is perceived differently by adults, according to the child, the game is his most important and most serious occupation. Therefore, it is necessary to create a comfortable and safe play environment for children's development (AYDIN, 2008; YIKILMAZ, 2018).

Huizinga (1995) states that children's chances of playing games are decreasing day by day in today's conditions. The game, which is based on fun, has become a trade day by day and has become a competition. Most of the children's outdoor plays are performed in a "private" space, while they should be held in a "public" space. For this reason, most of the children do not have the chance to know and benefit from the external environment without parental supervision (VALENTINE; MCKENDRICK, 1997). As a universal concept, play is of great importance for the physical, social, cognitive and psychological development of our children. The rapid change in the social and technological field brings with it some problems as well as all its positive effects, and unfortunately, these negative factors are rapidly affecting our children. The easiest way to save the child from these negative effects is to play, which is his most important occupation. While the child thinks that he is just having fun through play, he makes great contributions to his development and learning, finds the opportunity to try social roles and increases his equipment against the outside world that awaits him. Children are the guarantee of the future of societies, and societies can only survive with healthy growing generations (YIKILMAZ; ALINCAK, 2022).

Games are activities that contribute significantly to the development of all age groups and especially children. Games contribute to the development of children, making the learning environment richer (GÖKÇEARSLAN; DURAKOĞLU, 2014). Regular physical activity and play are an effective tool in the healthy growth and development of children, in the improvement of sports performance, in the prevention of obesity, in getting rid of unwanted bad habits, and in socialization (ALINCAK, 2017; BILGIÇ *et al.*, 2016; PANCAR *et al.*, 2017). From the existence of humanity to this day, the concept of game is one of the most satisfying resources, which continues by undergoing some changes and developing (TUĞRUL, 2010).

Playing is an important tool for the child to regulate his emotions. This regulation significantly affects the relationship between parent and child through social play behavior from infancy (AKSOY; DERE-ÇIFTÇI, 2014). Many emotional reactions such as love, being loved,

happiness, pain, fear, joy, friendship, enmity, trust, independence can be taught through play (PEHLIVAN, 2012). Children may unintentionally reflect a situation that they are uncomfortable with in real life or their feelings that they cannot share with anyone and express it as a game. This gives us the chance to observe the child during the game and have information about the child. The child can reflect the negative examples, fears, and problems he/she has in communicating in the play. He can find a solution on his own and thus get rid of his worries and delusions (ÖZTÜRK, 2007).

The concept of physical activity is defined as the expenditure of available energy for weight control and energy balance. Regular physical activity can also be expressed as exercise (BALTACI; DUZGUN, 2008). Physical activity is one of the most important values of being a happy and healthy person, although it is possible for many people to make it a habit throughout their lives if it is started and liked in childhood. Regular physical activity contributes to the healthy development and growth of children and young people and is a factor of great importance for the prevention of many chronic diseases and some bad habits (HALLAL *et al.* 2012; BIZE *et al.* 2007).

Physical activity is a process that starts from birth and continues until the end of life. Physical activity has many effects on the regular and positive functioning of the functions in the body (MEB, 2013). It is stated that people who regularly participate in physical activity reach a healthy structure, provide morale and motivation, as well as create psychological relief in people (KARASÜLEYMANOĞLU, 1995).

The increase in the sedentary lifestyle of people in recent years, and the increase in various health problems in parallel with this (İLHAN, 2018), make participation in physical activity important. Physical activity refers to many physical activities (stair climbing, running, walking, desk exercises) that individuals perform in daily life. Sports, on the other hand, consist of physical activities performed within the framework of certain rules (YÜKSEL; HEKIM; GÜRKAN, 2014).

In addition, it is stated that as a result of regular physical activity, people's motivation level increases and they achieve a happier life (İLHAN, 2010).

Barnett and Storm (1981) state that the game is beneficial for the development of people in many respects. The game gives the individual the ability to manage and control the moment of stress and crisis, consciously or unconsciously. The game maximizes the motivation of the people who play (NIKFARJAM, 2012).

Tekkurşun Demir and Cicioğlu (2018), physical activity, which is very effective for people to achieve a healthy life, is decreasing day by day due to a number of reasons. While

excessive work intensity in humans increases fatigue, it also distracts people from participating in physical activities. Especially as a result of the progress and development of technology in every field, it is seen that people abandon games that include physical activity.

Based on the studies conducted in the field, it can be said that games containing physical activity have important contributions to the social development of individuals in addition to their physical and spiritual development. In this study, it was aimed to determine the attitudes of university students receiving sports education towards games containing physical activity. For this purpose, it has been tried to determine whether there are differences in the attitudes of university students receiving sports education towards the sub-dimensions of gender, grade level, number of siblings, mother's education level, father's education level, place of residence and playfulness.

Method

In this study, the "quantitative method" was used, and the relational survey type was preferred as the research design. Karasar (2009) expressed the relational screening model as a research model that aims to determine the existence and degree of change between two or more variables (YAVUZ; KARAKAYA; KARADEMIR, 2018). In this research, it was aimed to determine the Attitudes of Physical Education and Sports School Students of Bitlis Eren University, Iğdir University and Mardin Artuklu Universities Towards Physical Activity Games, and in this context, the results were tried to be explained with the help of SPSS 25.0 package program using the relational scanning model.

Sample

Convenience sampling method was used in the study. Convenient sampling; The sample is chosen from accessible units due to various limitations in practice (BÜYÜKÖZTÜRK *et al.*, 2010). The online forms (Google Form) created by the researcher were sent to the participants electronically and the data were collected online. The population of the research consists of students studying at different universities, and the sample group consists of (405) students selected on a voluntary basis.

Data Collection Tools

In the study, "Personal Information Form" (ERDOĞAN, 20221) and "Attitudes of 18-22 Age Adults Towards Playing Physical Activity Games" were developed to collect information about the socio-demographic characteristics of university students receiving sports education (HAZAR, 2015). 22 Age Acting “scale” was used. The Personal Information Form includes demographic characteristics of the participants such as gender, number of siblings (including himself), as well as information about the grade they are in, the educational status of their parents and the place they lived in during their childhood. In order to measure the attitudes of university students towards games involving physical activity, the Attitudes Towards Playing Games Containing Physical Activity Scale, which consists of 5 sub-dimensions and 25 statements, including game passion, risk taking, social adaptation, game desire and enjoyment, was used. The scale is designed in a 5-point Likert type as "I strongly disagree", "I do not agree", "I am undecided", "I agree" and "I totally agree". The Cronbach Alpha value calculated to measure the reliability of the scale was found to be 0.86, and it was determined that the scale was sufficiently reliable based on the value found (HAZAR, 2015).

Analysis of Data

The skewness and kurtosis tests were applied to determine whether the data obtained from the research showed a normal distribution. The skewness and kurtosis values being between +1.5 and -1.5 can be interpreted as normal distribution (TABACHNICK; FIDELL, 2007). Parametric tests were applied to the data showing normal distribution, with skewness and kurtosis values being between +1.5 and -1.5 as a result of the test. The skewness and kurtosis values of the sub-dimensions of the attitude scale towards games involving physical activity of university students receiving sports education are given in Table 1.

Table 1 - Normality Test Results of Students' Attitude Scale and Sub-Dimensions Towards Physical Activity Games

Scale	N	x	SS	Skewness	Kurtosis
Playfulness Scale (18-22 Years)	405	87.88	17.59	[-0.19; 1.08]	[-0.45;1.28]
Passion for games	405	18.71	7.81	[-0.30; 0.75]	[-0.53; 0.70]
Risk taking	405	17.64	3.93	[-0.04; 0.11]	[-0.96; 1.22]
Social cohesion	405	21.71	7.45	[-0.37; 0.62]	[-1.29; 1.12]
Game request	405	15.00	3.30	[-0.16; 0.53]	[-1.10; 1.43]
Enjoyment	405	13.90	3.24	[-0.23; 0.76]	[-0.88; 1.48]

Source: Devised by the authors

"Independent t-Test" was used to determine whether the attitudes of university students receiving sports education towards games involving physical activity have a statistically significant difference or not. Directional Variance" analysis was performed. The "LSD" test was used to determine the groups with statistically significant differences as a result of the "One-Way Variance" analysis. "Pearson Correlation" analysis was applied to determine the level and direction of the relationship between the sub-dimensions of the scale of attitudes of university students receiving sports education towards games involving physical activity.

Results

Table 2 – The Difference Between Gender and Attitudes of University Students Taking Sports Education Towards Physical Activity Games (T-Test)

Variables	**Gender**	**N**		**Ss**	**t**	**p**
Playfulness Scale (18-22 Years)	Male Woman	183 222	87.88 92.89	17.59 15.15	-3.077	**0.002**
Passion for games	Male Woman	183 222	13.33 17.08	6.14 5.67	-1.262	0.208
Risk taking	Male Woman	183 222	16.22 17.75	4.61 4.35	-3.429	**0.001**
Social cohesion	Male Woman	183 222	25.33 25.90	4.74 3.71	-1.319	0.188
Game request	Male Woman	183 222	16.16 16.82	3.37 2.98	-2.103	**0.036**
Enjoyment	Male Woman	183 222	13.82 15.32	3.74 3.04	-4.356	**0.000**

Source: Devised by the authors

According to the results in Table 2, in the scale of attitudes of university students receiving sports education towards games involving physical activity (t=-3.077; p=0.002), risk taking (t=-3.429; p=0.001), willingness to play (t=-3.429; p=0.001) t=-2.103; p=0.036) and enjoyment (t=-4.356; p=0.000) sub-dimensions were significantly different (p<0.05); no statistically significant difference was found in the sub-dimensions of passion for play (t=-1.262; p=0.208) and social cohesion (t=-1.319; p=0.188) (p>0.05).

Table 3 – The Difference Between the Grade Level of the Students and the Attitudes of the University Students Taking Sports Education Towards Physical Activity Games (ANOVA Test)

Variables	Class	N	x	Ss	F	p	LSD
Playfulness Scale (18-22 Years)	1.Class	150	90.080	18.030	5.206	0.002	**4-1, 3-4**
	2.Class	62	90.774	18.886			
	3.Class	98	86.510	13.586			
	4.Class	95	95.652	13.583			
Passion for games	1.Class	150	16.186	6.227	8.252	0.000	2-1, 4-3, 4-2
	2.Class	62	18.548	6.255			
	3.Class	98	14.918	4.530			
	4.Class	95	18.336	5.706			
Risk taking	1.Class	150	16.480	5.048	4.332	0.005	**2-1, 4-3, 4-1**
	2.Class	62	18.000	4.375			
	3.Class	98	16.346	3.898			
	4.Class	95	18.115	4.140			
Social cohesion	1.Class	150	26.173	4.317	3.525	0.015	4-2
	2.Class	62	24.322	5.206			
	3.Class	98	25.244	4.033			
	4.Class	95	26.084	3.227			
Game request	1.Class	150	16.613	3.412	5.298	0.001	**4-1, 4-2, 4-3**
	2.Class	62	15.580	3.735			
	3.Class	98	16.102	2.844			
	4.Class	95	17.452	2.435			
Enjoyment	1.Class	150	14.626	3.562	4.573	0.004	**4-1, 4-2, 4-3**
	2.Class	62	14.322	3.293			
	3.Class	98	13.898	3.282			
	4.Class	95	15.663	3.372			

Source: Devised by the authors

According to the results in Table 3, on the scale of attitudes of university students receiving sports education towards games involving physical activity (F=5.206; p=0.002), passion for games (F=8.252; p=0.000), risk-taking (F=4.332; p=0.005), social adaptation (F=3.525; p=0.015), desire to play (F=3.298; p=0.001) and enjoyment (F=4.573; p=0.004) sub-dimensions were statistically significant (p<0.05). As a result of the LSD test, which was conducted to determine between which classes the difference was, it was determined that the attitudes of the fourth-grade students towards games involving physical activity were higher than the first and third grade students in the scale. In the dimensions of game passion and risk taking, game desire and enjoyment; On the other hand, in the dimension of desire to play, it can be said that the fourth-grade students' game-playing attitudes towards physical activity are higher than the second-year students.

Table 4 – The Difference Between the Number of Siblings of the Students (including the respondent) and the Attitudes of University Students Taking Sports Education Towards Physical Activity Games (ANOVA Test)

Variables	**Number of siblings**	**N**	**x**	**Ss**	**F**	**p**	**LSD**
Playfulness Scale (18-22 Years)	A Brother	14	85.142	27.531	5.981	0.000	**2-4, 5-4**
	Two siblings	34	97.176	14.393			
	Three Brothers	62	93.903	15.906			
	Four Brothers	80	88.175	13.391			
	Five Brothers +	215	92.804	16.331			
Passion for games	A Brother	14	18.714	7.819	4.915	0.001	2-4, 2-5
	Two siblings	34	19.588	6.050			
	Three Brothers	62	15.548	6.134			
	Four Brothers	80	15.120	4.667			
	Five Brothers +	215	17.116	5.863			
Risk taking	A Brother	14	16.000	5.629	2.867	0.023	**4-3, 5-3**
	Two siblings	34	17.647	3.938			
	Three Brothers	62	15.451	4.382			
	Four Brothers	80	17.050	3.710			
	Five Brothers +	215	17.511	4.783			
Social cohesion	A Brother	14	21.714	7.456	7.224	0.000	4-1, 5-1, 5-3
	Two siblings	34	26.117	3.032			
	Three Brothers	62	24.000	4.261			
	Four Brothers	80	25.650	3.295			
	Five Brothers +	215	26.297	4.156			
Game request	A Brother	14	14.714	4.631	6.609	0.000	**2-1, 4-3, 5-1**
	Two siblings	34	17.588	2.487			
	Three Brothers	62	15.000	3.309			
	Four Brothers	80	16.775	2.667			
	Five Brothers +	215	16.827	3.146			
Enjoyment	A Brother	14	14.000	4.706	5.531	0.000	**5-3, 2-1**
	Two siblings	34	16.235	2.818			
	Three Brothers	62	13.903	3.242			
	Four Brothers	80	13.575	3.165			
	Five Brothers +	215	15.051	3.479			

Source: Devised by the authors

According to the results in Table 4, on the scale of attitudes of university students receiving sports education towards games involving physical activity (F=5.981; p=0.000), passion for games (F=4.915; p=0.001), risk-taking (F=2.867; p=0.023), social adjustment (F=7.224; p=0.000), desire to play (F=6.609; p=0.000) and enjoyment (F=5.531; p=0.000) sub-dimensions were statistically significant ($p<0.05$). As a result of the LSD test, which was conducted to determine between which groups the difference was, it was determined that the attitudes of the students who had two siblings and those who had 5 siblings or more towards physical activity games were high. Those who have two siblings in the dimension of passion

for play have higher scores than the number of siblings of four or more. In the risk-taking dimension, the scores of students with four or more siblings are more positive than those with three siblings. In terms of game desire and enjoyment, it can be said that those who have two siblings have one sibling and those who have five siblings or more have high game playing attitudes towards physical activity.

Table 5 – The Difference Between the Educational Status of the Mother and the Attitudes of University Students Receiving Sports Education Towards Physical Activity Games (ANOVA Test)

Variables	**Mother Education**	**N**	**x**	**Ss**	**F**	**p**	**LSD**
Playfulness Scale (18-22 Years)	Primary school	257	91.887	14.194	5.985	0.000	**6-1,2,3,4,5**
	Middle School	72	87.305	16.280			
	High school	62	87.967	21.365			
	Associate Degree	6	93.000	26.936			
	License	4	73.000	3.464			
	Graduate	4	125.000	0.000			
Passion for games	Primary school	257	16.490	5.223	6.846	0.000	1-5, 6-1, 6-5
	Middle School	72	16.305	5.784			
	High school	62	17.580	7.403			
	Associate Degree	6	20.667	6.592			
	License	4	9.000	1.154			
	Graduate	4	30.000	0.000			
Risk taking	Primary school	257	17.513	4.140	5.811	0.000	**1-3, 6-5, 6-3**
	Middle School	72	16.361	4.730			
	High school	62	15.967	5.086			
	Associate Degree	6	16.333	5.955			
	License	4	11.000	2.309			
	Graduate	4	25.000	0.000			
Social cohesion	Primary school	257	26.334	3.460	5.598	0.000	1-2, 1-3, 6-2, 6-3
	Middle School	72	24.250	4.854			
	High school	62	24.322	5.275			
	Associate Degree	6	23.666	6.947			
	License	4	25.500	2.886			
	Graduate	4	30.000	1.217			
Game request	Primary school	257	16.824	2.961	2.816	0.016	**6-5,4,3,2,1**
	Middle School	72	15.805	3.438			
	High school	62	16.129	3.205			
	Associate Degree	6	15.666	6.713			
	License	4	14.500	1.732			
	Graduate	4	20.000	0.000			
Enjoyment	Primary school	257	14.723	3.293	3.098	0.009	**6-3, 6-2, 6-1**
	Middle School	72	14.583	3.368			
	High school	62	13.967	3.904			
	Associate Degree	6	16.666	5.163			
	License	4	13.000	0.000			
	Graduate	4	20.000	0.000			

Source: Devised by the authors

According to the results in Table 5, on the scale of attitudes of university students receiving sports education towards games involving physical activity (F=5.985; p=0.000), passion for games (F=6,846; p=0.000), risk taking (F=5.811; p=0.000), social adaptation (F=5.598; p=0.000), desire to play (F=2.816; p=0.016) and enjoyment (F=3.098; p=0.009) sub-dimensions were statistically significant (p<0.05). As a result of the LSD test performed to determine which mother's education level makes the difference, it can be interpreted that the attitudes of those with postgraduate education towards games involving physical activity are high in general. It can be said that the increase in the educational status of the mother in the dimensions of game passion and risk taking, game desire and enjoyment affects the attitudes of playing games towards physical activity.

Table 6 – Difference Between Father's Educational Status and Attitudes of University Students Receiving Sports Education Towards Physical Activity Games (ANOVA Test)

Variables	**Father Education**	**N**	**x**	**Ss**	**F**	**p**	**LSD**
Playfulness Scale (18-22 Years)	Primary school	182	92.725	14.712	5.589	0.000	**3-2, 5-3**
	Middle School	102	84.627	15.715			
	High school	97	92.525	15.174			
	Associate Degree	10	85.400	25.356			
	License	14	97.714	30.049			
Passion for games	Primary school	182	16.472	5.557	2.393	0.050	5-1, 5-4, 5-2
	Middle School	102	16.196	5.376			
	High school	97	17.546	6.086			
	Associate Degree	10	14.600	8.016			
	License	14	20.285	9.042			
Risk taking	Primary school	182	17.527	4.314	3.909	0.004	**1-2, 3-2, 5-4, 5-2**
	Middle School	102	15.764	4.110			
	High school	97	17.433	3.899			
	Associate Degree	10	15.400	9.008			
	License	14	19.142	7.512			
Social cohesion	Primary school	182	26.626	3.745	6.208	0.000	1-2, 1-3
	Middle School	102	24.117	4.905			
	High school	97	25.402	3.888			
	Associate Degree	10	25.800	1.813			
	License	14	25.571	4.831			
Game request	Primary school	182	17.054	2.730	7.434	0.000	**1-2, 3-2, 5-3**
	Middle School	102	15.156	3.660			
	High school	97	17.030	2.686			
	Associate Degree	10	15.400	4.742			
	License	14	17.000	3.961			
Enjoyment	Primary school	182	15.044	3.402	4.966	0.001	**1-2, 4-3, 5-3**
	Middle School	102	13.392	3064			
	High school	97	15.113	3.387			

	Associate Degree License	10 14	14.200 15.714	3.224 5.253			

Source: Devised by the authors

According to the results in Table 6, in the scale of attitudes of university students receiving sports education towards games involving physical activity (F=5.589; p=0.000), passion for games (F=2.393; p=0.050), risk-taking (F=3.909; p=0.004), social adaptation (F=6.208; p=0.000), desire to play (F=7.434; p=0.000) and enjoyment (F=4.966; p=0.000) sub-dimensions were statistically significant (p<0.05). As a result of the LSD test performed to determine which father's education level makes the difference, it can be interpreted that the attitudes of those with undergraduate and high school education towards games involving physical activity are high in general. It can be said that the increase in father's education level in the dimensions of game passion and risk-taking, game desire and enjoyment affects the attitudes of playing games towards physical activity.

Table 7 – The Difference Between the Attitudes of Settlement and University Students Who Get Sports Education Towards Physical Activity Games (ANOVA Test)

Variables	**Residential Area**	**N**	**x**	**Ss**	**F**	**p**	**LSD**
Playfulness Scale (18-22 Years)	Bay District Province Big city	142 93 94 76	91.422 87.494 90.425 93.236	14.977 16.428 17.930 16.997	1.885	0.131	-------
Passion for games	Bay District Province Big city	142 93 94 76	16.676 15.741 17.723 16.894	5.901 5.484 6.299 5.749	1.795	0.148	----------
Risk taking	Bay District Province Big city	142 93 94 76	17.422 16.204 17.085 17.421	4.306 4.226 4.673 5.068	1.574	0.195	----------
Social cohesion	Bay District Province Big city	142 93 94 76	25.845 25.483 24.680 26.657	4.185 4.417 4.534 3.308	3.312	0.020	1-3, 4-3
Game request	Bay District Province Big city	142 93 94 76	16.309 16.537 16.446 17.026	3.171 3.347 3.450 2.587	0.865	0.459	----------
Enjoyment	Bay District Province Big city	142 93 94 76	15.169 13.526 14.489 15.236	3.381 3.157 3.317 3.811	5.302	0.001	**1-2, 4-2**

Source: Devised by the authors

According to the results in Table 7, in the scale of attitudes of university students receiving sports education towards games involving physical activity (F=1.885; p=0.131), passion for games (F=1.795; p=0.148), risk-taking (F=1.574; While no statistically significant difference was found in the sub-dimensions (p=0.195) and desire to play (F=0.865; p=0.459) (p>0.05); A statistical difference was found in social adaptation (F=3.312; p=0.020) and enjoyment (F=5.302; p=0.001) sub-dimensions (p<0.05). The "LSD" test, one of the multiple comparison tests, was used to determine between which groups the difference was. As a result of the data obtained, it can be said that the social cohesion of the students living in villages and big cities in the sub-dimension of game passion is higher than those living in the province. In the enjoyment dimension, it is seen that those living in the village and the big city are more likely to enjoy the game compared to the students living in the district.

Discussion and conclusion

As a result of the research, while it was determined that there was a significant difference between the gender variable and the mean score of risk taking, willingness to play, and enjoyment from the sub-dimensions of the scale (p<0.05), there was no significant difference between the mean scores of the sub-dimensions of passion for play and social adaptation (p>0.05). In line with this information, it can be said that university students who receive sports education have high attitudes towards playing games that include physical activity in terms of gender.

In different studies conducted in the literature, there are findings that there is no difference in terms of gender variable in the social cohesion sub-dimension (VASTA; HAITHM; MILLER, 1992; ÇIRAK, 1994). In the study where Hacicaferoğlu and Öztürk (2020) evaluated the attitudes of students who want to study at the School of Physical Education and Sports towards playing games containing physical activity, they stated that there was a statistically significant difference in all sub-dimensions of the scale in terms of gender. In addition, different studies have concluded that there are significant differences between the participation of men and women in physical activity (EBEM, 2007; AŞÇI; TÜZÜN; KOCA, 2006; CROCKER; EKLUND; KOWALSKI, 2000).

In different studies, they stated that the physical activity levels of men are higher than women (GENÇ *et al.,* 2011; VURAL; ELER; GÜZEL, 2010; ACREE *et al.*, 2006). In their study, Alincak, Abakay and Buğdayci (2018) stated that male students achieved significantly

higher scores in the sub-dimensions of game passion, risk-taking, willingness to play, and enjoyment.

In the risk-taking dimension, it is stated in many studies that boys show more risk-taking behavior than girls (GÜLGEZ; KISAÇ, 2014; MORSÜNBÜL, 2013; ULUDAĞLI; SAYIL 2009; MORSÜNBÜL, 2009; GÜNDOĞDU *et al.*, 2005; ROLISON; SCHERMAN, 2003; BYRENESS; MILLER; SCHAFER, 1999; PARSONS *et al.*, 1997; ARNETT; JENSEN, 1993). Since the adaptation processes of girls and boys in the society differ, it is said that boys are more determined in their risk-taking attitudes (CHEN *et al.,* 1997). When the different studies are examined, it is seen that the physical activity levels of men are higher than women (ALEMDAĞ; ÖNCÜ, 2015; SAVCI *et al.*, 2006).

It was observed that there was a significant difference between the education level variable of the research group and the mean score of all sub-dimensions of the scale. In addition, it was observed that the fourth-year students' attitudes towards physical activity games were higher than the first, second and third-year students. It was observed that the fourth grade students had a higher average score than the second grade students in the sub-dimensions of game passion, risk taking, game desire and enjoyment.

In his study on pre-service classroom teachers, Alincak (2016) stated that male students have higher attitudes towards playing games involving physical activity than female students, but there is no difference in terms of gender in the level of social cohesion, and in general, the social cohesion levels of secondary school students are low. In addition, it was determined that first-year students had a higher average score in the passion for game sub-dimension.

Kaya, Filiz, and Yildirim (2021) stated in their study on the determination of the attitudes of the students of the faculty of sports sciences towards games that include physical activity, that the 4th grade students are more willing to play than the 1st grade students, they enjoy the games they play, and therefore they are happy. At the same time, in terms of the class variable, it was determined that the attitudes of the students increased gradually as their grade levels increased.

Karabaş (2020) reported that as the grade level increases, students' attitudes towards games containing physical activity increase at the same rate, and in the study of Balci and Ekici (2018), the attitudes of pre-school teacher candidates towards gaming do not differ according to the grade level variable. There are findings that risk taking behavior increases depending on the increase in class level (GÜLGEZ; KISAÇ, 2014).

It was determined that there was a significant difference between the number of siblings variable of the research group and the mean scores of the scale sub-dimensions of game passion,

risk taking, social adaptation, game support and enjoyment, and students with two and five siblings had higher attitudes towards games involving physical activity. Those who have two siblings in the dimension of passion for play have higher scores than the number of siblings of four or more. In the risk-taking dimension, the scores of students with four or more siblings are more positive than those with three siblings. In terms of game desire and enjoyment, it can be said that those who have two siblings have one sibling and those who have five siblings or more have high game playing attitudes towards physical activity.

It was observed that there was a significant difference between the maternal education level variable of the research group and the mean scores of the sub-dimensions of game passion, risk-taking, social adaptation, game desire and enjoyment, and that students whose mothers had a postgraduate education had higher attitudes towards games involving physical activity.

In the comparison of the scores obtained in terms of the father education level variable; A significant difference was found in the sub-dimensions of game passion, risk taking, social adaptation, game desire and enjoyment. As a result of the LSD test, it can be interpreted that the attitudes of the students whose fathers have undergraduate and high school education levels towards games involving physical activity are high in general in the game scale. It can be said that the increase in father's education level in the dimensions of game passion and risk taking, game desire and enjoyment affects the attitudes towards playing games towards physical activity.

While it was determined that there was a significant difference between the placement variable of the research group and the mean score of the sub-dimensions of passion for play, taking risks and willingness to play ($p<0.05$), there was no significant difference between the mean score of the social cohesion and enjoyment sub-dimensions ($p>0,). 05$). In addition, it has been observed that the social cohesion of the students living in the city and the village has a higher average score than the students living in the countryside. In the pleasure dimension, which is one of the sub-dimensions of the scale, it was seen that the average score of the students living in the city and the village was higher than the students living in the district.

As a result, it was determined that the attitudes of the research group towards playing games containing physical activity were high, and the average score of female students was higher than male students. In addition, it was determined that as the level of education and the number of siblings increased, they approached games containing physical activity positively. In terms of parental education status, it was determined that the children of parents who received undergraduate and graduate education had a high desire to play, and that the students living in the village and the city enjoyed the game more than the students living in the district.

Suggestions

The same research can be compared with students studying in different departments of universities.

The same research can be compared with students studying in different departments of sports sciences faculties.

It is thought that it will be useful to apply it to athletes in different branches and make a comparison between athletes and physical education and sports school students.

It is thought that it will be very meaningful to compare the data obtained from the pre-school teaching and classroom teaching departments, which will use physical activity games as much as physical education teachers, especially during the task.

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