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DIFFERENCES IN ATTITUDES TOWARDS SPORT BETWEEN SECONDARY SCHOOL STUDENTS

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Abstract

Sport is an extremely common activity that significantly affects the whole society. It has educational value and can be a powerful tool in education. Adopting values and developing attitudes towards sports is an extremely complex educational problem. This transversal research aimed to determine the differences in attitudes towards sports between students in different grades of high school. The population from which the sample of 349 respondents was taken was defined as the population of students of I, II, III, and IV grade of high schools from Zavidovići, male, aged 15-18 years ± 6 months. A survey questionnaire was used to assess attitudes about sports, which consisted of 25 items especially evaluated on a 5-point scale. To determine the differences in attitudes towards sports between students of different grades, the Kruskal Wallis test was applied. The obtained results showed that there are statistically significant differences between the treated groups in 18 particles. Most differences are present between the first and fourth grade (11), and the second and fourth grade (10). Minor differences are present between the second and third (3), third and fourth grade (3), and the first and second (2), first and third grade (2). From this, we see that there is a statistically significant difference in attitudes towards sports about age, and therefore it can be concluded that students entering older classes prefer sports, ie develop more negative attitudes towards sports.

INTRODUCTION

Sport, with its various forms, is an integral part of human history. It is possible to look at it from different perspectives and also interpret it differently (Torbarina, 2011). Throughout the world, it is an expression of social phenomena, and this implies its dependence in society, but also the dependence of society itself on sports (Bjelajac, 2006). In addition to preserving health and creating work and defense skills, the sport also has a significant social role. This role is primarily focused on educational values. The influence of sports on the formation of personality is important, and it enables children to develop their human qualities and promote authentic human values. Attitudes are an important part of a person's personality because no other psychic trait affects events in human society, nor is it as much influenced by society itself as attitudes. They are acquired, shaped, and changed in the process of individual social development, and are formed based on various types of learning (Rathus, 2011). Attitudes can be both positive and negative. A positive attitude towards an activity influences the will and intention to get involved in it (Godin et al., 1987) and has a great influence on the success of that activity (Juhas et al., 2011; Moskovljević & Orlić, 2012; Nieminen & Varstala, 1999; Vlašić, 2010; Džibrić et al. 2014) which has been confirmed by several studies. The relationship between attitude and behavior is by no means simple, several factors affect their connection, and yet there are differences between what people think and what they do (Doupona, 2001). However, a person will certainly not engage in a sport about which he has a negative attitude, and he is also more likely to engage in a sport if he has a positive attitude about it. Emotions have a great influence on the formation of attitudes (Eagly & Chaiken, 1993). This is explained by the fact that an object will not attract attention if the attitude about it is not too arousing (Roskos-Ewoldsen & Fazio, 1992). In everyday life, we are increasingly witnessing the popularity of sports among children and young people, and sports are being promoted as one of the most valuable activities for the motor and psychological development of students. Numerous studies show that playing sports is negatively associated with undesirable behaviors, e.g., delinquency (Barnet et al. 1992). So far, several studies of this type have been done that confirm their importance (Bosnar et al., 1998; Rastovski et al., 2002; Jagić et al., 2005; Neljak et al., 2007; Biletić et al., 2008; Duplančić et al. sar., 2008). The main goal of this research is to determine the differences in attitudes towards sports between students of I, II, III, and IV grades of high school.

METHODOLOGY

Sample of respondents

The research was conducted in 3 high schools in Zavidovići ("Rizah Odžečkić" Gymnasium, Mixed

High School and Technical High School). The population from which the sample of 349 respondents was taken was defined as the population of students of I, II, III, and IV grade of secondary schools, male, aged 15-18 years ± 6 months.

Sample variables

The revised Mraković scale K1 of the general attitude towards sport was used to measure attitudes towards sports (Brosnar and Prot, 1995, according to Markuš, 2011). The scale consists of 25 particles. On the Likert scale of 5 degrees, the respondents have the task to determine their degree of agreement with each statement from the questionnaire. The 5-point assessment scale is defined as follows: 1 - completely incorrect, 2 - mostly incorrect, 3 - not sure, 4 - mostly correct, and 5 - completely correct. Data processing methods sport between students of different grades of high school applied the Kruskal Wallis Test. This test is a nonparametric alternative to a one-factor analysis of variance of different groups. It is used to compare the results of a continuous variable for three or more groups. The results are converted into ranks, so the mean ranks of each group are compared. It is an analysis of different groups, so there must be different entities in each group. To determine which of the treated groups are statistically different from each other, Bonferroni's alpha value correction was subsequently performed, to avoid errors of the first kind.

RESULTS AND DISCUSSION

To determine the differences in the treated variables of attitudes towards sports between the examined male students of different grades, the Kruskal Wallis test was applied. Students are divided into 4 groups according to the class they attend (first, second, third, and fourth).

Based on the obtained results of this test (Table 1a, b, c), a statistically significant (p ≤ .05) difference was found between the treated groups in the following particles: SSPOO2 (.03), SSPOO4 (.00), SSPOO5 (.00), SSPOO6 (.01), SSPOO7 (.02), SSPOO8 (.00), SSPOO9 (.00), SSPO10 (.00), SSPO11 (.00), SSPO12 (.04), SSPO13 (.00), SSPO14 .02), SSPO18 (.00), SSPO19 (.00), SSPO20 (.02), SSPO21 (.04), SSPO22 (.03) and SSPO24 (.00).
To determine which of the treated groups are statistically different from each other, Bonferroni's alpha value correction was subsequently performed, to avoid errors of the first kind. This would mean dividing the alpha value by .05 by the number of tests we intend to

perform and then using such a revised alpha level as a criterion for determining significance. This would mean a stricter alpha level of .01.
The obtained results of multiple comparisons of the examined groups of students (Differences between groups) tell us that there are statistically significant differences:

(SSPOO2 - if I could, I would spend all my free time in sports activities)

- between the first (Mean Rank = 163.56; Med. = 4) and the fourth grade (Mean Rank = 158.58; Med. = 3).
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(SSPOO4 - I want to affirm myself with sports)
- between the first (Mean Rank = 159.53; Med. = 4) and the second grade (Mean Rank = 201.59; Med. = 4);
- between the second (Mean Rank = 201.59; Med. = 4) and the fourth grade (Mean Rank = 149.12; Med. = 4).

(SSPOO5 - when I can, I regularly attend sports events)
- between the second (Mean Rank = 196.39; Med. = 4) and the fourth grade (Mean Rank = 136.52; Med. = 3);
- between the third (Mean Rank = 180.17; Med. = 4) and the fourth grade (Mean Rank = 136.52; Med. = 3).

(SSPOO6 - I compete in various championships / competitions and perform in public)
- between the second (Mean Rank = 195.26; Med. = 3) and the fourth grade (Mean Rank = 140.68; Med. = 2);

(SSPOO7 - I want to be a member of a sports club)
- between the second (Mean Rank = 201.02; Med. = 4) and the third grade (Mean Rank = 161.29; Med. = 3);

(SSPOO8 - I have best friends in sports)
- between the first (Mean Rank = 193.48; Med. = 4) and the fourth grade (Mean Rank = 158.46; Med. = 3);
- between the second (Mean Rank = 202.88; Med. = 4) and the third grade (Mean Rank = 161.29; Med. = 4);
- between the second (Mean Rank = 202.88; Med. = 4) and the fourth grade (Mean Rank = 132.14; Med. = 3).

(SSPOO9 - I exercise every day and organized in a sports club)
- between the first (Mean Rank = 182.14; Med. = 4) and the fourth grade (Mean Rank = 137.61; Med. = 2);

- between the second (Mean Rank = 198.39; Med. = 4) and the fourth grade (Mean Rank = 137.61; Med. = 2);

(SSPO10 - thanks to sports, the environment started to appreciate me more)
- between the first (Mean Rank = 190.94; Med. = 4) and the fourth grade (Mean Rank = 142.29; Med. = 3);
- between the second (Mean Rank = 197.07; Med. = 4) and the fourth grade (Mean Rank = 142.29; Med. = 3);

(SSPO11 - I like to buy and read sports books)
- between the first (Mean Rank = 215.06; Med. = 3) and the third grade (Mean Rank = 175.00; Med. = 2);
- between the first (Mean Rank = 215.06; Med. = 3) and the fourth grade (Mean Rank = 119.93; Med. = 1);
- between the second (Mean Rank = 179.90; Med. = 2) and the fourth grade (Mean Rank = 119.93; Med. = 1);
- between the third (Mean Rank = 175.00; Med. = 2) and the fourth grade (Mean Rank = 119.93; Med. = 1.

(SSPO12 - I would like someone to instruct me how to exercise)
- between the first (Mean Rank = 192.47; Med. = 4) and the second grade (Mean Rank = 185.59; Med. = 4);

(SSPO13 - I have been exercising in an organized way since I was 7 or even earlier)
- between the first (Mean Rank = 179.36; Med. = 4) and the fourth grade (Mean Rank = 127.06; Med. = 2);
- between the second (Mean Rank = 186.72; Med. = 4) and the fourth grade (Mean Rank = 127.06; Med. = 2);
- between the third (Mean Rank = 190.06; Med. = 4) and the fourth grade (Mean Rank = 127.06; Med. = 2).

(SSPO14 - praise or awards always encourage me to practice even more)
- between the first (Mean Rank = 199.79; Med. = 5) and the fourth grade (Mean Rank = 152.88; Med. = 4);
(SSPO18 - I resent those who prevent me from engaging in physical activities)

- between the first (Mean Rank = 199.98; Med. = 5) and the fourth grade (Mean Rank = 136.20; Med. = 3);
- between the second (Mean Rank = 186.21; Med. = 4) and the fourth grade (Mean Rank = 136.20; Med. = 3);

(SSPO19 - I want to improve my appearance with sports)
- between the first (Mean Rank = 202.53; Med. = 5) and the third grade (Mean Rank = 151.98; Med. = 4);

(SSPO20 - I officially compete in several sports)
- between the first (Mean Rank = 190.04; Med. = 3) and the fourth grade (Mean Rank = 141.32; Med. = 1);

(SSPO21 - I often find my role models in athletes)
- between the second (Mean Rank = 182.10; Med. = 4) and the third grade (Mean Rank = 179.49; Med. = 4);

(SSPO22 - I regularly follow sports events in newspapers)
- between the first (Mean Rank = 194.77; Med. = 4) and the fourth grade (Mean Rank = 147.31; Med. = 3);

(SSPO24 - there is no activity that I would compare to sports)
- between the first (Mean Rank = 187.79; Med. = 4) and the fourth class eda (Mean Rank = 138.58; Med. = 3);
- between the second (Mean Rank = 196.61; Med. = 5) and the fourth grade (Mean Rank = 138.58; Med. = 3).

The results obtained in this study show the presence of a negative trend about age, ie that students entering sports less and less love sports, and more develop negative attitudes towards sports. The reason for this probably lies in the fact that by entering the older classes, students move away from a healthy lifestyle, smoke and consume alcohol more, have a more negative attitude towards physical education and are less physically active, which is compatible with research Markuš and Vukmir (2015).

Table 1a. Differences in attitudes towards sports between surveyed students of different grades

Test Statistics - Kruskal Wallis Test									Bonferroni
Grouping Variable	Chi-Square	df	Asymp. Sig.	Mean Rank	Med.	Min.	Max.	Grupa N	Differences between groups
SSPOO1	5,18	3	.16	159,44	4	1	5	1 (m) = 77	
				186,91	5	1	5	2 (m) = 101	
				168,42	4	1	5	3 (m) = 106	
				185,65	5	1	5	4 (m) = 65	
SSPOO2	8,68	3	.03*	163,56	4	1	5	1 (m) = 77	1
				197,97	4	1	5	2 (m) = 101	2
				171,49	4	1	5	3 (m) = 106	3
				158,58	3	1	5	4 (m) = 65	4♦
SSPOO3	4,98	3	.17	163,81	4	1	5	1 (m) = 77	
				190,24	5	1	5	2 (m) = 101	
				176,97	4	1	5	3 (m) = 106	
				161,36	4	1	5	4 (m) = 65	
SSPOO4	14,19	3	.00*	159,53	4	1	5	1 (m) = 77	1
				201,59	4	1	5	2 (m) = 101	2♦
				176,77	4	1	5	3 (m) = 106	3
				149,12	4	1	5	4 (m) = 65	4†
SSPOO5	15,09	3	.00*	172,31	4	1	5	1 (m) = 77	1
				196,39	4	1	5	2 (m) = 101	2
				180,17	4	1	5	3 (m) = 106	3
				136,52	3	1	5	4 (m) = 65	4†‡
SSPOO6	12,50	3	.01*	180,47	3	1	5	1 (m) = 77	1
				195,26	3	1	5	2 (m) = 101	2
				172,77	2	1	5	3 (m) = 106	3
				140,68	2	1	5	4 (m) = 65	4†
SSPOO7	10,45	3	.02*	165,96	3	1	5	1 (m) = 77	1
				201,02	4	1	5	2 (m) = 101	2
				161,29	3	1	5	3 (m) = 106	3†
				167,63	3	1	5	4 (m) = 65	4
SSPOO8	25,63	3	.00*	193,48	4	1	5	1 (m) = 77	1 †
				202,88	4	1	5	2 (m) = 101	2
				161,29	4	1	5	3 (m) = 106	3†
				132,14	3	1	5	4 (m) = 65	4♦†
SSPOO9	15,88	3	.00*	182,14	4	1	5	1 (m) = 77	1
				198,39	4	1	5	2 (m) = 101	2
				170,46	3	1	5	3 (m) = 106	3
				137,61	2	1	5	4 (m) = 65	4♦†

♦ STATISTICALLY SIGNIFICANT DIFFERENCES IN RELATION TO 1ST CLASS VALUES; P ≤ .05.
† STATISTICALLY SIGNIFICANT DIFFERENCES IN RELATION TO CLASS 2 VALUES; P ≤ .05.
‡ STATISTICALLY SIGNIFICANT DIFFERENCES IN RELATION TO 3RD CLASS VALUES; P ≤ .05.

Table 1b. Differences in attitudes towards sports between surveyed students of different grades

Test Statistics - Kruskal Wallis Test									*Bonferroni*
Grouping Variable	Chi-Square	df	Asymp. Sig.	Mean Rank	Med.	Min.	Max.	Grupa N	Differences between groups
SSPO10	16,09	3	.00*	190,94	4	1	5	1 (m) = 77	1
				197,07	4	1	5	2 (m) = 101	2
				162,44	3	1	5	3 (m) = 106	3
				142,29	3	1	5	4 (m) = 65	4♦†
SSPO11	34,16	3	.00*	215,06	3	1	5	1 (m) = 77	1
				179,90	2	1	5	2 (m) = 101	2
				175,00	2	1	5	3 (m) = 106	3♦
				119,93	1	1	5	4 (m) = 65	4♦†‡
SSPO12	8,29	3	.04*	192,47	4	1	5	1 (m) = 77	1
				185,59	4	1	5	2 (m) = 101	2♦
				166,83	4	1	5	3 (m) = 106	3
				151,16	3	1	5	4 (m) = 65	4
SSPO13	19,92	3	.00*	179,36	4	1	5	1 (m) = 77	1
				186,72	4	1	5	2 (m) = 101	2
				190,06	4	1	5	3 (m) = 106	3
				127,06	2	1	5	4 (m) = 65	4♦† ‡
SSPO14	10,05	3	.02*	199,79	5	1	5	1 (m) = 77	1
				179,69	4	1	5	2 (m) = 101	2
				166,09	4	1	5	3 (m) = 106	3
				152,88	4	1	5	4 (m) = 65	4♦
SSPO15	5,36	3	.15	188,53	5	1	5	1 (m) = 77	
				183,59	4	1	5	2 (m) = 101	
				168,16	4	1	5	3 (m) = 106	
				156,78	4	1	5	4 (m) = 65	
SSPO16	2,52	3	.47	181,42	5	1	5	1 (m) = 77	
				183,28	5	1	5	2 (m) = 101	
				168,80	5	1	5	3 (m) = 106	
				164,64	4	1	5	4 (m) = 65	
SSPO17	5,98	3	.11	190,16	5	1	5	1 (m) = 77	
				183,84	5	1	5	2 (m) = 101	
				162,50	4	1	5	3 (m) = 106	
				163,68	4	1	5	4 (m) = 65	
SSPO18	17,37	3	.00*	199,98	5	1	5	1 (m) = 77	1
				186,21	4	1	5	2 (m) = 101	2
				169,97	4	1	5	3 (m) = 106	3
				136,20	3	1	5	4 (m) = 65	4♦†

♦ *STATISTICALLY SIGNIFICANT DIFFERENCES IN RELATION TO 1ST CLASS VALUES; P ≤ .05.*
† *STATISTICALLY SIGNIFICANT DIFFERENCES IN RELATION TO CLASS 2 VALUES; P ≤ .05.*
‡ *STATISTICALLY SIGNIFICANT DIFFERENCES IN RELATION TO 3RD CLASS VALUES; P ≤ .05.*

Table 1c. Differences in attitudes towards sports between surveyed students of different grades

Test Statistics - Kruskal Wallis Test									Bonferroni
Grouping Variable	Chi-Square	df	Asymp. Sig.	Mean Rank	Med.	Min.	Max.	Grupa N	Differences between groups
SSPO19	12,86	3	.00*	202,53	5	1	5	1 (m) = 77	1
				178,50	4	1	5	2 (m) = 101	2
				151,98	4	1	5	3 (m) = 106	3♦
				174,48	4	1	5	4 (m) = 65	4
SSPO20	10,37	3	.02*	190,04	3	1	5	1 (m) = 77	1
				183,47	3	1	5	2 (m) = 101	2
				176,66	3	1	5	3 (m) = 106	3
				141,32	1	1	5	4 (m) = 65	4♦
SSPO21	8,06	3	.04*	185,39	4	1	5	1 (m) = 77	1
				182,10	4	1	5	2 (m) = 101	2
				179,49	4	1	5	3 (m) = 106	3 †
				144,33	3	1	5	4 (m) = 65	4
SSPO22	8,78	3	.03*	194,77	4	1	5	1 (m) = 77	1
				180,65	4	1	5	2 (m) = 101	2
				172,24	4	1	5	3 (m) = 106	3
				147,31	3	1	5	4 (m) = 65	4♦
SSPO23	4,39	3	.22	178,44	4	1	5	1 (m) = 77	
				187,58	5	1	5	2 (m) = 101	
				171,60	4	1	5	3 (m) = 106	
				156,92	4	1	5	4 (m) = 65	
SSPO24	16,48	3	.00*	187,79	4	1	5	1 (m) = 77	1
				196,61	5	1	5	2 (m) = 101	2
				167,46	4	1	5	3 (m) = 106	3
				138,58	3	1	5	4 (m) = 65	4♦†
SSPO25	2,83	3	.42	188,35	4	1	5	1 (m) = 77	
				175,31	4	1	5	2 (m) = 101	
				173,48	4	1	5	3 (m) = 106	
				161,19	4	1	5	4 (m) = 65	

♦ STATISTICALLY SIGNIFICANT DIFFERENCES IN RELATION TO 1ST CLASS VALUES; $P \leq .05$.
† STATISTICALLY SIGNIFICANT DIFFERENCES IN RELATION TO CLASS 2 VALUES; $P \leq .05$.
‡ STATISTICALLY SIGNIFICANT DIFFERENCES IN RELATION TO 3RD CLASS VALUES; $P \leq .05$.

CONCLUSION

The obtained results show that statistically significant differences were found between the tested subsamples. Subsequent tests within the investigated areas determined the existence of statistically significant differences between the treated groups in 18 of the 25 offered particles. The differences become more pronounced with the entry of students into higher grades, which shows the highest representation between the first and fourth grade, and the second and fourth grade.

The results of this research indicate that high school students' attitudes toward sports in some way determine the habit of physical exercise. The kinesiologist certainly has a big role in that when it comes to creating desirable habits of students towards regular physical exercise and sports. More attention needs to be paid to how to engage and involve as many students as possible in extracurricular and extracurricular activities (sports clubs) and encourage them to physical activity not only during free time but to physical activity that will cover all areas of their lives.

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