

Attitudes of Physical Education and Sports Teacher Candidates Towards the Folk Dance Course (Teke Region Example)

ABSTRACT

The aim of this study is to examine the attitudes of the students studying in the physical education and sports teaching department of the universities in the region called Teke region towards folk dances. The universe of the research consisted of 598 students studying in the physical education and sports teaching department of the universities located in the Teke region within the regional classification of Turkish folk dances, and the sample consisted of 142 students who participated voluntarily from this universe. Volunteers were asked to complete a researcher-provided personal information form and a literature-described folk dance attitude scale. T-test was used for pairwise comparisons of independent groups and Her ANOVA test for one-way analysis of variance was used for comparisons of three or more groups. LSD test was used to reveal differences between groups. Significance level was accepted as $p < .05$.

As a result, it was determined that physical education teacher candidates were at an insufficient level in affective and cognitive domains, while their total scores were moderate in psychomotor domain and at a sufficient level. As a result, folk dances, one of the most important parts of Turkish culture, should be introduced to physical education teacher candidates by experts and it should be ensured that these cultural values are transferred to future generations in a correct and healthy way.

Keywords: Physical Education and Sports, Teacher, Folk dances, Attitude

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INTRODUCTION

Folklore, a word of English origin, means human/public sciences in Turkish. It is a branch of science that researches, compiles, classifies, archives, analyzes, and opens all kinds of cultural products in the material and spiritual fields of the people of a nation, a country, a region, or a certain region (Aydın, 2006). However, Countries that use the term folklore have produced their own definitions. Folklore is defined as the science of traditions in England, the whole of the traditions, customs, and beliefs of the popular course in France, and a social science that studies the history of civilization in America (Alınca, 2020). Although this term is used instead of folk dances in our country, folk dances are only one of the subjects that make up this branch of science.

Folk dances: It is the fact that dances, which can be classified as faith dances, educational dances, social dances, and entertainment dances according to their origins, take shape over time and become sequential and regular (Aydın, 2006).

Folk dances are a whole consisting of rhythmic movements containing some messages that people have done since their existence, with the intention of reflecting the characters, emotions, thoughts, and spiritual values, describing the events that they encounter and influenced by in daily life, increasing the level of physical activity and achieving a healthy life.

Our folk dances, which will contribute to the development of our understanding of education and require different studies, are historical documents that describe and enliven the events of war and heroism, famine-abundance, natural events, love, and affection. The functions of folk dances in terms of the way they are practiced today and the environments in which they are presented have changed over time by losing their ritual characteristics. The tradition of playing the game has lost its religious and ceremonial features over time and has gained different functions with its aesthetic feature, taking the form of today (Turan, 2017).

Today, folk dance is valued along with sports. The folk-dance genre has many forms of rhythm, music and movement. It is therefore certain that studies of different types of folk dance performed regularly have different effects on the human body, which are directly proportional to the planned working hours (Ünveren, 2006).

In this context, it can be said that the quality of life of the individual will increase by gaining awareness of healthy life, increasing their physical activity levels, thus being healthy and exhibiting healthy life behaviors. Starting from the primary school period, giving individuals the habit of physical activity will form the basis of a healthier life in the coming years (Turan, 2017).

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A review of the literature found few studies examining the attitudes of physical education and physical education teacher trainees toward folk dance. This study was carried out to contribute to the literature. From this point of view, the purpose of this study is to investigate the attitudes towards folk dance of the students of the physical education department of a university in the Teke region.

Methods

Study Model

In the study, the descriptive survey method was used in the descriptive survey model (Karasar, 2012).

Creating Volunteer Groups

The study population consisted of 598 students studying at the physical education department and physical education department of a university in the region called Teke region, which is a regional classification of Turkish folk dance, and the sample was 142 physical education candidates and physical education teachers who participated on a volunteer basis. Consists of Joined from this universe.

Table 1. Demographic Characteristics of Participants

	Groups	n	%
Gender	Men	72	50,7
	Women	70	49,3
Age	18-20	83	58,5
	21-23	44	31,0
	24+	15	10,6
Grade	1 st	55	38,7
	2 nd	27	19,0
	3 rd	31	21,8
	4 th	29	20,4
Sport Branch	Individual	49	34,5
	Team	93	65,5

When Table 1 is examined, it was seen that 50.7% of the participants were men, while 49.3% were women. In terms of age, it is understood that 58.5% of them are between the ages of 18-20, 31% are between the ages of 21-23, and 10.6% are aged 24 and over. In terms of grade level, 38.7% were first grade, 19% were second grade, 21.8% were third grade, and 20.4% were fourth grade. According to the sports branch, 34.5% of the participants are engaged in individual sports and 65.5% are engaged in team sports.

Data Collection Tools

Volunteers participating in the study were asked to complete a researcher-provided personal information form and a literature-described Folk Dance Attitude Scale. Data was collected via the form application area of a search engine platform on the Internet.

Personal Information Form

A personal information form consisting of 4 questions was created to obtain information about the gender, age, grade of study and sport branch of the participants prepared by the researcher.

Folk-Dance Attitude Scale

The scale developed by Turan (2015) is a scale that aims to determine the attitudes of the Physical Education and Sports Teacher Candidates towards the Folk Dance Lesson. The scale, which is scored on a 5-point Likert scale and has three subscales, has a total of 13 items and there is no reverse item. There are 4 items in the affective subscale (1, 2, 3, 4 items), 4 items in the cognitive subscale (8, 11, 12,13 items), and 5 items in the psychomotor subscale (5, 6, 7, 9, 10 items). Cronbach's Alpha internal consistency coefficients for the subscales of the scale are .743 for affective, .664 for cognitive and .651 for psychomotor, and it is understood from these values that the scale is reliable (Turan, 2017; Turan, 2015).

The Analysis of Data

Data obtained during the study were analyzed in a computer environment. Normal distribution was determined using the Kolmogorov-Smirnov test. The results of the Kolmogorov-Smirnov test are shown in Table 2.

Table 2. Results of Skewness-Kurtosis and Kolmogorov-Smirnov Test Significance Levels of Participants' Scale Scores

	n	Skewness	Kurtosis	p
Affective Subscale	142	-,698	-,169	,000
Cognitive Subscale	142	-,755	-,042	,000
Psychomotor Subscale	142	-,928	,429	,000
Attitude Total	142	-,862	,207	,000

In Table 2, it was observed that the scores of the volunteers participating in the study from the folk-dance attitude scale differed from normality at significant levels. George ve Mallery (2016), stated that it is acceptable for the skewness and kurtosis coefficients to be between ± 1 .

Based on this information, it was decided to conduct a parametric test. Participants' scores on the scale were displayed as the arithmetic mean and standard deviation $X \pm Sd$. A t-test was used for pairwise comparisons of independent groups and her ANOVA test for one-way analysis of variance was used for comparisons of three or more groups. To reveal differences between groups, LSD tests were used. $p < 0.05$ was accepted as the significance level.

Findings

Table 3. Descriptive Statistics of Participants' Scores on the Folk Dance Attitude Scale

	n	Min	Max	$X \pm Sd$
Affective Subscale	142	4,00	20,00	14,380 \pm 4,682
Cognitive Subscale	142	4,00	20,00	14,803 \pm 4,402
Psychomotor Subscale	142	5,00	25,00	18,599 \pm 5,365
Attitude Total	142	13,00	65,00	47,782 \pm 13,859

When Table 3 was examined, Affective Subscale was 14,380 \pm 4,682; Cognitive Subscale 14.803 \pm 4.402; Psychomotor Subscale 18.599 \pm 5.365 and attitude Total score is 47,782 \pm 13,859.

Table 4. Folk dance attitudes of the participants according to their gender groups

	Gender	N	$X \pm Sd$	T	p
Affective Subscale	Men	72	13,444 \pm 4,981	-2,458	,015*
	Women	70	15,343 \pm 4,173		
Cognitive Subscale	Men	72	13,861 \pm 4,667	-2,639	,009*
	Women	70	15,771 \pm 3,913		
Psychomotor Subscale	Men	72	17,583 \pm 5,636	-2,322	,022*
	Women	70	19,643 \pm 4,893		
Attitude Total	Men	72	44,889 \pm 14,643	-2,572	,011*
	Women	70	50,757 \pm 12,415		

It was found a statistically significant difference in the direction of women in all sub-scales and total attitudes according to the gender variable of the folk-dance attitudes of the volunteers participating in the study (Table 4).

Table 5. Folk dance attitudes of the participants according to age groups

	Age	N	$X \pm Sd$	F	P	LSD
Affective Subscale	18-20 ^a	83	13,928 \pm 4,813	2,219	,113	-
	21-23 ^b	44	14,455 \pm 4,693			
	24+ ^c	15	16,667 \pm 3,266			
Cognitive Subscale	18-20 ^a	83	14,133 \pm 4,392	3,231	,043*	c>a
	21-23 ^b	44	15,318 \pm 4,644			
	24+ ^c	15	17,000 \pm 2,699			
Psychomotor Subscale	18-20 ^a	83	18,060 \pm 5,384	1,620	,202	-
	21-23 ^b	44	18,909 \pm 5,660			
	24+ ^c	15	20,667 \pm 3,885			
Attitude Total	18-20 ^a	83	46,121 \pm 14,006	2,413	,093	-
	21-23 ^b	44	48,682 \pm 14,386			
	24+ ^c	15	54,334 \pm 9,202			

a=18-20, b=21-23, c=24+

According to the age variable of the participants' folk-dance attitudes in Table 5, a statistically significant difference was found between the participants aged 24 and over and those aged 18-20 in the cognitive domain subscale.

Table 6. Folk dance attitudes of the participants according to their grades

	Grade	N	X±Sd	F	P	LSD
Affective Subscale	1. ^a	55	14,036±5,092	2,793	,043	d>b
	2. ^b	27	12,667±5,582			
	3. ^c	31	14,903±3,208			
	4. ^d	29	16,069±3,760			
Cognitive Subscale	1. ^a	55	14,236±4,627	4,559	,004	a>d c>b
	2. ^b	27	12,926±5,136			
	3. ^c	31	15,581±2,861			
	4. ^d	29	16,793±3,774			
Psychomotor Subscale	1. ^a	55	18,091±5,717	4,073	,008	a>d c>b
	2. ^b	27	16,370±6,721			
	3. ^c	31	19,161±2,945			
	4. ^d	29	21,035±4,347			
Attitude Total	1. ^a	55	46,364±14,832	4,101	,008	a>d c>b
	2. ^b	27	41,963±17,152			
	3. ^c	31	49,645±8,139			
	4. ^d	29	53,897±10,936			

a=1., b=2., c=3., d=4.

According to the grade variable in Table 6, a statistically significant difference was found between the 4th and 2nd grades in the affective subscale, in the cognitive subscale, between 1st Grades and 4th Grades and 3rd Grades and 2nd Grades, in the psychomotor subscale, between 1st Grades and 4th Grades and 3rd Grades and 2nd Grades, between 1st and 4th grades and 3rd and 2nd grades in attitude total.

Table 7. Folk dance attitudes of the participants according to the sport branch

	Sport Branch	N	X±Sd	T	P
Affective Subscale	Individual	49	14,082±4,966	-550	,583
	Team	93	14,538±4,546		
Cognitive Subscale	Individual	49	14,634±4,534	-253	,800
	Team	93	14,871±4,355		
Psychomotor Subscale	Individual	49	18,469±5,181	-,211	,833
	Team	93	17,667±5,486		
Attitude Total	Individual	49	47,225±14,254	-,347	,729
	Team	93	48,075±13,715		

In Table 7, no significant difference was found in the total and subscales of folk-dance attitudes according to the sport branch variable of the participants.

DISCUSSION AND CONCLUSION

Examining the results of the study, it was found that the PE teacher candidate's attitude toward folk dance instruction was insufficient in the emotional/cognitive domain, moderate in the psychomotor domain, and the total score of the scale was sufficient. In support of our study, Şenbakar (2021) stated in his research on the students of the Faculty of Sport Sciences of Fırat University that the attitudes of the students who took folk dance lessons towards folk dance lessons were above the average.

According to the gender variable of the folk-dance attitudes of the volunteers participating in the study, a statistically significant difference was found in all subscales and total attitudes towards women. Supporting our study, Karakaş (2018) and Yoncalık (2007) concluded that the attitudes of female participants were more positive than male participants. Şenbakar (2021) pointed out in his own study that there is no significant difference between female and male candidates, but that male averages are higher than female averages. Contrary to the results obtained, Hoşver et al. (2020), Sezer et al. (2017) found that there was a statistically significant difference in favor of men in all subscales and total attitude levels according to the gender variable. Kızılkoca and Tutar (2021), Atasoy et al. (2018), Turan (2017), Animasaun and Abegunrin (2017), Turan (2015) and Daşdan (2013) stated that while there was no difference in terms of genders, but the total attitudes of both groups towards the folk-dance lesson were positive.

According to the age variable of the participants' folk-dance attitudes, a statistically significant difference was found between the participants aged 24+ and those aged 18-20 in the cognitive subscale. In a study by Şenbakar (2021), participants aged 18 to 23 had the lowest attitudes on the emotional and psychomotor subscales, while participants' overall attitudes towards folk dance classes were among the lowest in that age group. is shown to be the lowest at the group from 24 to her 28 has the highest attitude. On the other hand, in the cognitive subscale, the opposite situation emerged and while the participants between the ages of 18-23 had the highest attitude; participants aged 24-28 were found to have the lowest attitude. Kızılkoca and Tutar (2021) found that the difference between students aged 20 years or younger and those aged 21 to 30 was statistically significant on the affective subscales, while the difference was statistically significant on the cognitive subscales. said there was not. Contrary to the present study, Hoşver et al. (2020), in their study, there was no statistical difference between the groups according to the age variable.

According to the grade variable, a statistically significant difference was found between the 4th and 2nd grades in the affective subscale; in the cognitive subscale, between 1st Grades and 4th Grades and 3rd Grades and 2nd Grades; in the psychomotor subscale, between 1st Grades and 4th Grades and 3rd Grades and 2nd Grades; between 1st and 4th grades and 3rd and 2nd grades in total attitude. Supporting our study, Karakaş (2018) stated that when the views of university students were compared according to their grades, there was no difference of opinion between 1-2-4 grades and 3-4 grades, but there was a significant difference of opinion between 1st grade and 3-4 grades. He stated that according to 1st grade students of 3-4 grade students; the 3rd grade students had a more positive and dominant view than the 2nd grade students. Contrary to existing studies, Kızılkoca and Tutar (2021), Hoşver et al. (2020) stated in their studies that there was no statistical difference between the groups in terms of grade variable. In the study of Şenbakar (2021), it was observed that 2nd grade students had the highest attitudes in the psychomotor subscale, cognitive subscale, and affective subscale; it was found that 3rd grade students had the lowest attitude in the cognitive subscale; he stated that 4th grade students have the lowest attitudes in psychomotor subscale and affective subscale. It is understood that there are no statistically significant differences in attitude values and no statistically significant differences between groups according to the performance variables.

According to the sport type variable of the participants, no significant difference was found in the total attitude and sub-scales of folk dances. In support of our study, Kızılkoca and Tutar (2021) revealed that there was no statistically significant difference in the total of subscales and attitudes according to the type of sport variable in their study. However, it cannot be discussed because different studies on the sport type variable were not found in the literature review. It is thought that it will contribute to the literature in its current form.

Thanks to folk dance, a person gets to know his body, develops his skills and learns how to use it optimally. In this respect, folk dance education plays an important role in the cognitive, emotional and psychomotor development of the individual. It is thought that the fact that different results were obtained in the literature review is due to the difference in the interests and motivations of the students towards the course. It is thought that this situation stems from the difference in talents, lack of musical ear and refrain from dancing in a social environment. It is predicted that the application of different teaching methods in the lessons and the preference of games belonging to different regions can be effective in the development of a positive attitude towards the lesson.

As a result, it was determined that the physical education teacher candidates were at an insufficient level in the affective and cognitive domains, while their total scores were at a moderate level in the psychomotor domain and at a sufficient level. While a statistically significant difference was found for women in all subscales and total attitudes according to the gender variable; according to the age variable, it has been revealed that there is a statistically significant difference between the participants aged 24 and over and those aged 18-20 in the cognitive subscale. According to the grade variable, in the affective subscale 4 and 2 grades, in the cognitive subscale between 1 and 4 grades and 3 and 2 grades, in the psychomotor subscale 1 and 4 grades and 3 and 2 grades, attitude in total, statistically significant differences were found between 1 and 4 grades, and 3 and 2 grades. According to the sport branch variable, no significant difference was found in all subscales and in the total attitude of folk dances. In conclusion, Folk dances, one of the most important parts of our culture, should be introduced to physical education teacher candidates by experts and these cultural values should be transferred to future generations in a correct and healthy way.

Suggestions

A more comprehensive study with a larger sample across the country needs to be conducted to support this study and produce a more extensive literature on folk dance.

In future research, it will be possible to understand the attitudes of physical education teacher trainees toward folk dance classes, clarify the data that forms the basis for educational policies and plans, and provide guidelines for new projects and services. The small sample size of the study and the fact that the participants came from limited geographic regions limit the generalizability of the findings. Increase the number of participants for longer working hours and more comprehensive investigations in the field.

It would be appropriate to organize activities in universities to increase the awareness of physical education and sports teacher candidates about folk dances. Folk dances can be taught as a compulsory course in faculties of sports sciences for at least 2 semesters and physical education and sports teacher candidates can be informed about folk dances, which constitute the most important part of our cultural values.

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