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SOME SOCIO-DEMOGRAPHIC CHARACTERISTICS AND ATTITUDES TOWARD SPORTS AMONG STUDENTS OF 12 YEARS OF AGE FOR ADDRESSING THE EXTRACURRICULAR ACTIVITIES IN THE FIELD OF SPORT

1. Introduction

The need of the research for the views of sports according to 12 years old students and their participation in the extracurricular activities is very important, because their positive attitude toward sports is condition for participation in more sport activities, and of course, vice versa, the negative point of view is condition for passive approach to sport activities.

Addition occupy important positions and social demographic characteristics of the royal family as one of the factors for engaging in extracurricular activities in the field of sports. Knowing the attitude to sport and social demographic characteristics of the family that originated the child, as well as his affinity for engaging in extracurricular activities, sports can with relatively affordable pretostavime certainty whether the child has an affinity for these activities or not to show adequate aspirations and outcomes in this area.

2. Methods

2.1. Sample of respondents

The respondents' sample population is defined as a population of 13 years old students, males and females, from Skopje's high schools. The total effective is 400 respondents, or 200 by subsample.

2.2. Sample of variables

The sample of variables for measurement of the opinion of sport is composed of 23 items, obtained from Likert's type. The socio-demographic characteristics of the family are structured in 4 variables (education degree of the father and mother and their active participation in sport activities) and one more variable that determines occupation in the extracurricular activities in the field of sport for the students, derived by their physical activities.

2.3. Method for data processing

For each applied criteria variable that is defining the attitude toward sports (as positive, neutral and negative), the central and dispersion parameter are measured:

- Mean (AS);
- standard deviation (SD)

- homogeneity of the results is tested with kurtosis (Ku)
- assessment of the distribution of results is tested with skewness (Sk)
- minimal value (min)
- maximal value (max)

To establish the process of changing the attitude toward sports, the Hi-square test is used, that defines the differences in the attitude between sexes in each item. The data processing made by the author are obtained using statistic packages that allow identical statistics procedures with statistical programmes, that are present at this time.

3. Results

The most responses obtained results which show a range of goods, i.e. tolerant grouping tendency towards better values – a positive attitude to those bordering the extreme positive values.

The most part of the responses grouped in the inventory, are evidently toward the larger numerical results (AS), that present positive attitude towards sports in the both sub-samples.

Central and dispersive parameters of variables that defining the attitude toward sports depending on the sex samples

Table 1

Varijables	Sex	AS	SD	MIN	MAX	Sk	Ky
1.Sport does not allow control of strong emotions such as anger	M	3.00	1.61	1	5	.04	-1.60
	F	3.13	1.60	1	5	-.18	-1.71
2.Active participation in sports means to influence the development of good health habits	M	4.48	.92	1	5	-2.00	3.51
	F	4.27	1.11	1	5	-1.48	1.13
3.Sports help in learning and practical adoption of rules of conduct with other people	M	4.06	1.22	1	5	-1.42	1.11
	F	3.82	1.29	1	5	-.75	-.79
4.Time neede for heating, play or dress could be better used for something else	M	2.68	1.52	1	5	.28	-1.54
	F	3.11	1.47	1	5	-.19	-1.39
5.Physical activities relief the strong emotions such as anger	M	3.40	1.50	1	5	-.51	-1.01
	F	3.36	1.33	1	5	-.28	-1.26

6.The human body consist all necessary power without sports	M	3.46		1.39	1		5	-.57			-1.22
	F	3.40		1.41	1		5	-.45			-1.39
7.With active participation in sports the individual becomes more loveable and get along much better in contacts with others	M	4.31		1.10	1		5	-1.44			2.10
	F	3.85		1.27	1		5	-.71			-.53
8. The development of physical skills contribute to intelectual development	M	4.26		1.14	1		5	-1.69			1.80
	F	4.20		1.08	1		5	-1.35			1.09
9.Sports does not contribute to the development of the conflict resolution skills	M	3.47		.96	1		5	-1.94			3.58
	F	3.61		.97	1		5	-1.56			1.97
10.Regular training have influence for better health	M	4.46		1.07	1		5	-2.15			3.83
	F	4.52		.93	1		5	-2.07			3.61
11.Sports in much harmful than useful	M	4.25		1.29	1		5	-1.09			1.21
	F	4.41		1.05	1		5	-1.01			2.89
12.Sports training does not provide anything that would be useful beyond sports	M	4.01	1.16			1	5		-1.07	.29	
	F	4.12	1.09			1	5		-1.02	.17	
13.Sport does not contribute to learn how to respect the rights of other people	M	3.14	1.23			1	5		-.20	-1.12	
	F	3.62	1.10			1	5		-.61	-.76	
14.Sport is not as valuable to waste time	M	3.79	1.22			1	5		-.99	-.93	
	F	3.93	1.14			1	5		-1.36	-.44	
15.Sport is very important because helps in development and maitain good health	M	4.27	1.32			1	5		-1.80	1.33	
	F	4.05	1.93			1	5		-1.25	-.21	
16.Sport has not influence the social skills	M	3.38	1.88			1	5		-.55		-1.58
	F	3.46	1.73			1	5		-.48		-1.35
17.To belong in a	M	4.11	1.29			1	5		-1.47		.59

group which allows team work is very useful for an individual	F	3.85	1.37			1	5		-0.95		-0.32
18. Taking place in sports have no results	M	3.95	1.48			1	5		-1.12		-0.37
	F	3.99	1.43			1	5		-1.01		-0.18
19. Sport does not help in making friends and better communication with others	M	4.07	1.30			1	5		-1.31		.40
	F	4.10	1.27			1	5		-1.30		.49
20. Sport has tendency to spoil some feeling, e.g. make somebody angry	M	3.03	1.58			1	5		.17		-1.50
	F	3.27	1.49			1	5		-0.17		-1.29
21. Sport that aims to force people to be better with each other has no contribution in developing friendship feelings	M	3.02	1.69			1	5		-0.09		-1.65
	F	3.35	1.61			1	5		-0.36		-1.47
22. I would advice everybody which is healthy to do sports	M	4.36	1.18			1	5		-1.88		2.41
	F	4.53	.90			1	5		-2.41		6.33
23. Taking place in sports contributes to better understanding of life and makes it better	M	4.33	1.19			1	5		-1.79		1.99
	F	4.43	.99			1	5		-2.08		3.75

Total attitude	M	3.81	1.36			1	5		.11		-1.45
	f	3.82	1.28			1	5		-0.15		-1.24

Father's education degree

Tab.2

Sex	Higher	High	Secondary	Primary	Sum
12 m.	52	6	131	11	200
12 f.	46	12	132	10	200

Mother's education degree

Tab.3

Sex	Higher	High	Secondary	Primary	Sum
12 m.	43	16	125	16	200
12 f.	32	9	144	15	200

Tab4. Active participation in sport (Father)

12 m.	63	137	200
12 f	54	146	200

Tab.5 Active participation in sport (Mother)

12 m.	13	187	200
12 f	17	183	200

Tab .6 Do you take active participation in some sport?

Sex	Yes	No	Sum
12 m	97 48,5%	103 51,5%	200
12 f	73 36,5%	127 63.5%	200

4. Discussion

Analising the results from the descriptive statistic, we can see that, generally all the respondents have positive attitude toward sports (T.1), with values AS, ranging from 2.68-4.48 for males and 3.11-4.53 for females. Homogeneity of results have platycurtic form with negative tendention. It is obvious that the respondents of both sexes have positive attitude toward sports, with slight difference for the males.

The lowest attitude for the males is for the statement: 4 Time neede for heating, play or dress could be better used for something else, but the most positive is 2. Active participation in sports means to influence the development of good health habits, whereas the females have their positive statement for the 22. I would advice everybody which is healthy to do sports.

We can see that both statements are including emotional sphere of the attitude toward sports.

The most of the results according to fathers of the both groups of respondents have secondary education, and than higher education degree. More or less we have the same results for mothers.

The results given in tables 4 and 5 show that fathers are more active in sports than mothers.

Evidently, tables 6, more female students, 12.5 %, that are active in extracurricular activities are at the same age.

5. Conclusion

On the basis of the data base of results from descriptive statistic, the conclusion is that the respondents have positive attitude toward extracurricular activities. The given responses are based on the health sphere of the sports, significantly.

More attention should be paid on the emotional component of the attitude toward sports, that for the both samples have low values, that are moreover positive.

The further researches should be determining the attitude toward sports in the childhood period, so we can make positive influence to the children to do sports.

Evidently, students' extracurricular activities is still on the limit of 50 %.

6.Literature

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position, education, sports, health.

The sample of 400 respondents sub – samples divided in two depending on the gender explored some socio-demographic characteristics and attitudes toward the sport of engaging in extracurricular activities in the field of sport.

The position is treated with descriptive statistics and conclude that it is positive among students of both sexes. The level of education of parents affect the preoccupation with sports. The involvement of students in extracurricular activities, sports is still relatively low, which is the limit of 50%.