An investigation of the philanthropy tendencies of university students who did and didn't take sports education

Ugur Sonmezoglu*

Pamukkale University, Faculty of Sports Sciences, Denizli, 20100, Turkey

Abstract

The aim of this research is to examine the philanthropy tendencies of university students in terms of whether they have received sports education or not and some variables. Survey model, one of the quantitative research methods, was used in the research. SPSS 26 statistical program was used for the analysis of the data. Descriptive statistics of the obtained data were made, and z-test was applied to measure whether the data showed normal distribution. Independent samples T test from paired comparison tests, One Way Analysis of Variance (ANOVA) test from multiple comparison tests, Post Hoc (Tukey) test to determine from which group the results arise in case of difference between groups were applied to the groups that were found to have normal distribution. When the research findings are evaluated, according to the age of the university students, whether they have received sports education or not, success grade, class level, income level, membership in student societies, non-governmental organizations, taking part in social projects, taking community service practices, doing licensed sports, doing regular sports. It was seen that there was no significant difference in philanthropy tendencies in terms of the number of sports and sports days. On the other hand, it was determined that there was a significant difference in the variables of gender and father's education level. In this respect, it can be said that female university students have higher philanthropy tendencies than males, and university students with low father education level have higher philanthropy tendencies.

Keywords: University students, philanthropy, sport education

1. Introduction

Universities are institutions that are at the center of social development, giving importance to social contribution as well as producing scientific knowledge and raising qualified people (Savas Yavuzcehre, 2016). Universities are the institutions that produce the latest information to solve these problems and create social benefit by presenting this information to the society (Toker and Tat, 2013). Universities are social, cultural,

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* Corresponding author: Ugur Sonmezoglu. ORCID ID.: https://orcid.org/ 0000-0002-6313-1329

E-mail address: usonmezoglu@pau.edu.tr

artistic, social, sportive, etc., where many students from different cultures and views are educated. These are the areas where they take part in activities and where they are in harmony with the social and physical environment thanks to these activities (Ilhan & Bardakci, 2020). Social and community-oriented activities are of great importance for students to adapt to universities academically and socially. At this point, it should be considered that it will be an advantage for students to be individuals who are sensitive to social issues and have social responsibility awareness. Because individuals who act with a sense of social responsibility consider the effects of their behavior on society or the environment (Ergul & Kurtulmus, 2014). Social responsibility has four basic dimensions: economic, legal, ethical, and philanthropic (Carroll, 1991). Among these four elements, it is seen that the importance of the concept of philanthropy has increased in recent years. Considering that it is important to make universities with a young population more effective in social responsibility areas (Ozkan et al., 2015), it can be stated that philanthropy should be adopted by university students. The understanding of 'volunteering' and 'philanthropy' lies at the basis of an individual's or an institution's working for social benefit and making a difference in society. Philanthropy is a human condition, and it is stated as helping people other than their families (Basci, 2007). Working for the benefit of the society without any self-interest can be considered within the framework of philanthropy (Saran et al., 2011). Bekkers and Wiepking (2011) state that individuals' philanthropy activities are guided by reasons such as being aware of the need, demand for needs, the desire to benefit and benefit, knowing the existence of philanthropists working in this direction, gaining prestige, and being psychologically well.In addition to the situations mentioned above, it is thought that the experiences of university students during the education process, the social environment, the classes, the groups they are members of, the cultural, sports and social activities they will participate in may be effective in terms of awareness. For example, it is stated that sports education provides both individual gains and social gains in the development of individual and community relations in sports (Erkal et al., 1998). Sport has become indispensable for a society, healthy and balanced life today. Whether exercising or not, an active life takes place among university students (Ilhan & Otman, 2020).

Purpose of Study

In this study, it is aimed to examine the philanthropy tendencies of university students in terms of sports education and some variables.

2. Method

2.1. In this study, the survey model, one of the quantitative research methods, was used (Karasar, 2012). The data were obtained from the students who participated in face-to-face and voluntary participation in the fall semester of the 2020-2021 academic year.

2.2. Participant

The study group of the research consists of a total of 166 students studying in sports sciences and other departments of universities affiliated to the Higher Education Institution in Turkey. Random method was used in sample selection.

2.3. Data Collection

In the research, a "Personal Information Form" was created to determine the gender, age, place of residence, class level, department of education, taking the community service practices course, being a member of student societies, doing regular sports and doing sports under license. "Socially Responsible Leadership Scale" developed by Schuyt et al. (2010) and "Philanthropy Scale" translated into Turkish by Senturk Yesilyurt (2019) were used as measurement tools. The scale consists of 10 items in a 5-point Likert type graded between "strongly disagree-1" and "strongly agree-5". The Cronbach alpha value of the scale in the Turkish version is .628.

2.4. Data Analysis

SPSS 26 statistical program was used for the analysis of the data. Descriptive statistics of the obtained data were made, and z-test was applied to measure whether the data showed normal distribution. Independent samples T test from paired comparison tests, One Way Analysis of Variance (ANOVA) test from multiple comparison tests, Post Hoc (Tukey) test to determine from which group the results were caused in case of difference between groups were applied to the groups that were found to have normal distribution. Whether the variances were homogeneously distributed or not was examined with the Levene Test, and it was determined that they were homogeneously distributed. The Cronbach alpha value obtained in the analysis for the sub-dimensions of the scale in this study was .603. The findings were tested at 95% confidence interval and .05 significance level.

3. Results

The findings obtained from the participants by using the Philanthropy Scale in the study are given in tables.

Table 1. Descriptive statistics and normality values of the philanthropy scale *(n=166)*

Scale	Item n	*M*	Min.	Max.	SD	*Skewness*	*Kurtosis*
Philanthropy	7	4.07	1.14	5.00	.59	-1.24	1.427

The skewness and kurtosis values of the data were examined and since the obtained values were in the range of ± 1.5 (Tabachnick & Fidell, 2013), it was assumed that the data were normally distributed.

Table 2. T-test results of the scores obtained from the scale by gender

Scale	Female *(n=88)*		Male *(n=78)*		*t*	*p*
	M	SD	*M*	SD		
Philanthropy	4.17	.50	3.95	.65	2.367	.019*

*p<.05

The scores of the students from the Philanthropy Scale show a statistically significant difference according to the gender variable.

Table 3. ANOVA results of the scores obtained from the scale by age groups

Scale	18-23 ages *(n=136)*		24-29 ages *(n=23)*		30 and older *(n=7)*		*F*	*p*
	M	SD	*M*	SD	*M*	SD		
Philanthropy	4.07	.56	4.05	.69	4.08	.76	.008	.992

There is no statistically significant difference between the scores of the students from the Philanthropy Scale and the age groups.

Tablo 4. T-test results of the scores obtained from the scale according to whether or not they received sports training.

Scale	Sport Sciences *(n=69)*		Other *(n=97)*		*t*	*p*
	M	SD	*M*	SD		
Philanthropy	4.17	.62	3.99	.65	1.933	.055

There is no statistically significant difference between the scores of the students from the Philanthropy Scale and the variable of whether received sports education or not.

Table 5. ANOVA results of the scores obtained from the scale according to the grade level variable

Scale	Grade 1 (n=6)		Grade 2 (n=61)		Grade 3 (n=30)		Grade 4 (n=43)		Other (n=26)		F	p
	M	SD	M	SD	M	SD	M	SD	M	SD		
Philanthropy	4.14	.60	4.10	.51	4.06	.43	4.12	.49	3.88	.95	.810	.521

There is no statistically significant difference between the scores of the students on the Philanthropy Scale and the class variable.

Table 6. ANOVA results of the scores obtained from the scale according to the success grade

Philanthropy	n	M	SD	F	p
1.00-1.99	10	3.77	.38	2.200	.071
2.00-2.59	21	4.19	.47		
2.60-3.99	59	3.95	.73		
3.10-3.59	63	4.19	.44		
3.60-4.00	13	4.04	.65		

There is no statistically significant difference between the scores of the students from the Philanthropy Scale and their success grades.

Table 7. ANOVA results of the scores obtained from the scale according to income level

Philanthropy	n	M	SD	F	p
0-1000 TL	70	4.05	.51	1.231	.300
1001-3000 TL	53	4.17	.52		
3001-10000 TL	33	3.93	.73		
10000 TL and more	10	4.02	.81		

There is no statistically significant difference between the scores of the students from the Philanthropy Scale and their income level.

Table 8. ANOVA results of the scores obtained from the scale according to the parent education variable

Philanthropy	Mother education (n=166)					Father education (n=166)					
	n	M	SD	F	p	n	M	SD	F	p	MD
a. Primary school	64	4.13	.55	.499	.736	39	4.27	.47	3.28	.022*	a>d
b. Middle school	28	4.11	.51			32	4.13	.47			
c. High school	43	4.01	.52			45	3.99	.60			
d.University	21	3.95	.86			47	3.91	.68			d<a
e. Not literate	10	4.01	.64			3	-				

*p<.05

Although there was no statistically significant difference between the scores of the students from the Philanthropy Scale and the education level of the mother, a statistically significant difference was found between the education level of the father. In the Post Hoc analysis, it was determined that the difference between the groups was between primary school and university graduate fathers. The scores of students whose fathers are primary school graduates show higher philanthropy tendencies than those whose fathers are university graduates.

Table 9. T-test results of the scores obtained from the scale according to the status of being a member of student societies

Scale	Member *(n=82)*		Not a member *(n=84)*			
	M	**SD**	**M**	**SD**	**t**	**p**
Philanthropy	4.06	.54	4.07	.64	-.113	.910

There is no statistically significant difference in the scores of students from the Philanthropy Scale according to the variable of membership in student societies.

Tablo 10. T-test results of the scores obtained from the scale according to the STK membership status

Scale	Member *(n=33)*		Not a member *(n=133)*			
	M	**SD**	**M**	**SD**	**t**	**p**
Philanthropy	4.16	.53	4.04	.60	.983	.327

There is no statistically significant difference in the scores of the students from the Philanthropy Scale according to the STK membership variable.

Table 11. T-test results of the scores obtained from the scale according to the status of taking part in the social project

Scale	Yes *(n=94)*		No *(n=72)*			
	M	**SD**	**M**	**SD**	**t**	**p**
Philanthropy	4.09	.62	4.04	.55	.648	.518

There is no statistically significant difference in the scores of the students from the Philanthropy Scale according to the variable of being involved in the project.

Table 12. T-test results of the scores obtained from the scale according to the status of taking THU course

Scale	Yes *(n=71)*		No *(n=95)*			
	M	**SD**	**M**	**SD**	**t**	**p**
Philanthropy	4.08	.61	4.05	.58	.316	.752

There is no statistically significant difference in the scores of the students from the Philanthropy Scale according to the variable of taking THU course.

Tablo 13. T-test results of the scores obtained from the scale according to the licensed sports status

Scale	Yes *(n=54)*		No *(n=112)*			
	M	**SD**	**M**	**SD**	**t**	**p**
Philanthropy					-	
	3.98	.58	4.10	.59	1.259	.210

The scores of the students from the Philanthropy Scale do not show a statistically significant difference according to the licensed sporting variable.

Tablo 14. T-test results of the scores obtained from the scale according to regular exercise status

Scale	Yes *(n=101)*		No *(n=66)*			
	M	**SD**	**M**	**SD**	**t**	**p**
Philanthropy					-	
	4.02	.62	4.14	.53	1.244	.215

The scores of the students from the Philanthropy Scale do not show a statistically significant difference according to the regular sports variable.

Table 15. The relationship between students' philanthropy and the number of days they did sports

	Number of days to exercise		
	n	**r**	**p**
Philanthropy	103	-.079	.425

No significant relationship was found between the number of days the students did sports and the scores obtained from the philanthropy scale (r=.425, p>.05). However, as the number of days he did sports increased, it was determined that the philanthropy tendency decreased, albeit at a very low level.

4. Discussion

It is stated that philanthropy emerges as a subject that university students care about in their value preferences (Bacanli, 1999). The study was designed to examine the philanthropy tendencies of university students in terms of whether they had sports education or not and some variables. When the research findings were evaluated, it was revealed that there was a significant difference between the philanthropy scale mean scores of the students according to the gender variable in Table 2. It has been determined

that the philanthropy tendencies of female university students are higher and more significant than male university students. Similarly, Senturk Yesilyurt (2019) revealed that the average of female university students' philanthropy levels is higher than that of male university students. It is stated that this situation is associated with women being more community-centered than men, helping others, being compassionate and acting with a sense of compassion (Uzel, 2006).

In terms of the age variable, it was seen that the philanthropy scale means scores of university students did not make a significant difference. Anbar et al., (2017) explain in their study that there is no significant difference in the perceptions of philanthropy of university students according to age, and this is due to the narrow age range, like our study.

University students studying at the Faculties of Sports Sciences in Turkey receive four-year education. To receive sports education, they can either study at the relevant faculty or department at the university they will choose with their placement score, or by taking the Special Talent Exam conducted by their faculties of sports sciences. they can study in the departments they prefer (Bozyigit & Gokbaraz, 2020). Today, the education of sports and sports through scientific means is carried out both to practice sports itself and to understand and convey the theory of education (Agbuga et al., 2017).

Another finding in the study is that university students studying in sports sciences have higher scores on philanthropy tendencies than students studying in other fields. Sport is also a phenomenon that brings socialization with it. Sports education has a positive contribution to the development of the sense of social responsibility, social cohesion, being respectful to others and sharing (Sahan, 2008). It can be stated that organizations made within the framework of sports education and philanthropic activities focused on sports are effective in the emergence of this situation.

It was observed that there was no significant difference between the mean scores of the philanthropy scale of university students according to the class variable. However, in terms of grade levels, it is seen that the 1st grades have a higher average score than the other grades. The lowest average score is above the 4th grade. This situation shows the necessity of adopting a holistic education approach covering the entire university period to raise and maintain awareness in terms of philanthropy from the first year. Saran et al., (2011) stated in their study that social responsibility training is necessary in this regard.

Another finding of the research is that although the philanthropy tendencies of university students do not make a significant difference in terms of income level; It is found that the education levels of the fathers make a significant difference in terms of philanthropy tendencies and the scores of the students whose fathers are primary school graduates show

higher philanthropy tendencies than those whose fathers are university graduates. This may be related to the fact that the average philanthropy scores of the individuals with the highest income level are lower than the other two income ranges.

Larson et al., (2020) found that university students who attend philanthropic trainings have higher graduation rates and success rates, attend classes at a higher rate, and engage more actively in and out of the classroom, around the university campus, and in the community. has done. According to the research findings, it was seen that the philanthropic tendencies of university students did not make a significant difference between the success grade of the student and the participation in the student communities.

It was stated that the students involved in social projects developed a sense of responsibility and gained the ability to work in a planned manner (Kulekci & Ozgan, 2015). It is important for individuals to know that they are not alone in the work they will do on social issues, in the social projects they will participate in, and in the steps they will take on other issues that they perceive as a problem, and that they know that they are not alone and that they will receive support from their environment, because social support reinforces courage and determination, and can make people look forward (Yetis & Aktas, 2021).). However, in the research, it was revealed that there was no significant difference in the philanthropy tendencies of university students according to the status of participating in any social project, being a member of non-governmental organizations, and taking community service practices. This situation can be evaluated as a different result when the literature is evaluated. Because it is stated that he has developed strategic planning and production skills in this field by considering the benefits it will bring to university students in raising social awareness with the community service practices course (Saran Aksoy et al., 2011). In another study, the social responsibility scores of the participants who are members of non-governmental organizations are statistically significantly higher than those who are not members (Ozkan et al., 2015). In the research, it is thought that the fact that non-governmental organizations do not have a significant effect on the philanthropy tendencies of university students is since they are not actively involved in philanthropy activities.

Finally, in the study, it was determined that there was no significant difference between the philanthropy scale mean scores of university students in terms of licensed and regular sports and the number of days they did sports. However, as the number of days he did sports increased, it was observed that his philanthropy tendency decreased, albeit at a very

low level. It can be thought that this situation causes tiredness of the time devoted to sports and negatively affects them to spend more time on philanthropy.

5. Conclusion

Producing and disseminating knowledge and raising good people are among the most basic purposes of universities. For this purpose, universities should provide opportunities to individuals who are sensitive to social problems and aware of their social responsibilities. These opportunities can be realized through courses to be opened, communities to be established, and activities to be planned. With the increase in the importance of the concept of philanthropy in recent years, studies on the perceptions of philanthropy of university students have been carried out in the literature. In this study, it is aimed to examine the philanthropy tendencies of university students in terms of whether they receive sports education or not and some variables.

According to the findings obtained within the scope of the study, in general, the philanthropy tendencies of the students according to their age, whether they have received sports education or not, grade level, income level, membership in student societies, non-governmental organizations, taking part in social projects, taking community service practices, It was seen that there was no significant difference in terms of doing licensed sports, doing regular sports and the number of sports days. On the other hand, it was determined that there was a significant difference in the variables of gender and father's education level. In this respect, it can be said that female university students have higher philanthropy tendencies than males, and university students with low father education level have higher philanthropy tendencies. These results show that especially university students' sports studies do not have a significant effect on their philanthropy tendencies.

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