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EXAMINING THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS' SUCCESS LEVELS AND ATTITUDES TOWARDS VIOLENCE

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ABSTRACT

This study was conducted to find out whether university students' achievement states and attitudes towards violence differ in terms of their demographic information and to research the association between them. Descriptive relational survey model was used in the study. The population of the study consists of university students studying at Ondokuz Mayıs University, Yaşar Doğu Faculty of Sport Sciences during the 2018-2019 Academic Year. The sample of the study consists of 145 students chosen with random sampling method among students who were studying in the departments of Physical Education, Training, Sport Management and Recreation. Data collection tools of the study are 2x2 Achievement Orientation Scale developed by Elliot and Murayama (2008) and adapted by Arslan and Akın (2015) and Attitude towards Violence Scale developed by Çetin (2001) and "Personal Information Form" developed by the researcher. For the analysis of data, Mann Whitney-U test was used for paired comparisons, Kruskal Wallis H test was used for multiple comparisons and Spearman correlation coefficient was used for correlation analysis. It was found that 2x2 Achievement Orientation Scale and Attitude towards Violence Scale of the university students did not differ significantly in terms of the variables of gender, sport age, purpose of doing sport and department; while significant difference was found

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only in Attitude towards Violence Scale in terms of the variables of age and type of sport. The variable of state of doing sport was found to differ significantly in learning-approach and the variable of income level was found to differ significantly in learning-avoidance sub-dimension in 2x2 Achievement Orientation Scale. Low and negative associations were found between university students' achievement stats and their attitudes towards violence.

STRUCTURED ABSTRACT

Being focused on success is always among the goals of university students. Individuals want to be successful all the time in accordance with the opportunities to be offered in their educational and social lives and to make a habit of this situation. However, since the phenomenon of violence is seen in every aspect of our lives, it clearly affects our success levels and opportunities. Especially university students can find themselves in violence due to both environmental factors and also their psychological depression. It can be said that this situation creates great effects on students' success levels. Thus, in our study, the results of the relationship between university students' levels of success and their attitudes towards violence reveal the original value of the study.

Since the present study aims to analyze the relationship between university students' success and their attitudes towards violence, it was found as appropriate to use descriptive survey method. The population of the study consists of university students studying at Ondokuz Mayıs University, Yaşar Doğu Faculty of Sport Sciences during the 2018-2019 Academic Year. The sample of the study consists of 145 students chosen with random sampling method among students who were studying in the departments of Physical Education, Training, Sport Management and Recreation. The data in the study was collected with scales and personal information form, which were used to collect information from university students studying at Ondokuz Mayıs University, Yaşar Doğu Faculty of Sport Sciences during the 2018-2019 Academic Year. Personal information form prepared by the researchers and 2 scales which were valid and reliable (2x2 Achievement Orientation Scale and Attitude towards Violence Scale) were used in the study. 2x2 Achievement Orientation Scale was developed by Elliot and Murayama (2008). Its Turkish validity and reliability study was conducted by Arslan and Akin (2015). The scale consists of 12 items and 4 sub-dimensions as learning-approach orientation (3 items), learning-avoidance orientation (3 items), performance-approach orientation (3 items) and performance-avoidance orientation (3 items). Cronbach Alpha internal consistency coefficients of the scale were .84 for learning –approach orientation, .87 for learning-avoidance orientation, .92 for performance –approach orientation and .94 for performance-avoidance orientation. Factor loads of 2x2 Achievement Orientation Scale, which is a 5-Likert type scale, are between .41 and .98. Attitude towards Violence Scale was developed by Çetin (2001). The scale has 10 items and a 5-Likert type form including the responses “totally disagree”, “disagree”, “undecided”, “agree”, and “totally agree”. The highest score one can get from the scale is 50, while the lowest score is 10. Cronbach Alpha reliability of the scale for 10 items was found as .85.

Cronbach Alpha coefficients were calculated to check the internal consistency of the responses given to items in the scale. Secondly, Kolmogorov-Smirnov and Levene tests were administered to check the normality assumption and variance homogeneity of the data obtained from the study. Thirdly, according to Kolmogorov-Smirnov ($P < 0,05$) and Levene test ($P < 0,05$) results, Mann Whitney U Test was used for two groups and Kruskal Wallis H test was used for three or more groups in order to show the differences between total scores taken from the scales in terms of the demographic variables examined in the personal information form. Lastly, Spearman correlation coefficient was used to estimate the relationship between achievement orientation sub-dimension scores and attitudes towards violence scale scores. The results of the study were given as n, percentage, average and standard deviation, median, and minimum and maximum values with IQ. All statistical calculations were made with SPSS 22.0 V statistical package program.

In the study, it was found that there were no differences between achievement orientation levels and attitudes towards violence of male and female students studying at Ondokuz Mayıs University Yaşar Doğu Faculty of Sport Sciences. When the literature is reviewed, results which were similar to or different from our results were found. In terms of the variable of age, while no significant difference was found in achievement orientation levels, a significant difference was found between students' attitudes towards violence. Analysis conducted showed that as the students' age decreased, their tendency for violence increased. This result can be attributed to the fact that as students' ages increase, they show more solemn and consistent behaviours. No difference was found between orientation levels and attitudes towards violence in terms of the variable of sport age. There were no findings in literature related with the variable of sport age. While a significant difference was found in achievement orientation scale learning-approach sub-dimension in terms of the variable of state of doing sport, no difference was found in attitudes towards violence. It was found that achievement orientation scale learning-approach sub-dimension of the students who were doing sports were significantly higher than those of the students who were not doing sports. This result can be due to the fact that students who do sports have high levels of responsibility because of the discipline and continuity in sport. While a significant difference was found in achievement orientation scale learning-avoidance sub-dimension in terms of the variable of level of income, no difference was found in attitudes towards violence. Of the categories of level of income variable, the averages of income>expense category were found to be significantly higher than the averages of other categories. This reason for this can be the fact that students with high income level do not want to lose the knowledge and abilities they gain by using their financial status and they avoid misinformation. No difference was found between achievement orientation levels and attitudes towards violence in terms of the variable of purpose of doing sport. As a result of the literature review, no results were found in terms of the variable of purpose of doing sport. No difference was found between achievement orientation levels and attitudes towards violence in terms of the variable of department. As a result of the literature review, no results were found in terms of the variable of department. While no significant difference was found in achievement orientation levels in terms of the variable of type of sport, a

significant difference was found between attitudes towards violence. The analysis conducted showed that the students who were doing individual sports had higher attitudes towards violence when compared with the students who were doing team sports and those who were not doing sports. The reason for this can be the fact that students who do individual sports have lower team integrity and social environment levels when compared with students who do team sports. When the relationship between students' achievement orientation and attitudes towards violence are examined, it can be seen that achievement orientation scale sub-dimensions (learning-approach, learning-avoidance, performance-approach and performance-avoidance) are negatively associated with their attitudes towards violence. Negative association between achievement orientation and violence is an expected result. It can be said that students who adapt achievement orientation have a profile that aims to reach achievement all the time, tries to minimize the obstacles met and tries to show their abilities in the best way. It is clear that the phenomenon of violence has a negative effect on success. As a result, it can be said that as students' attitudes towards violence decrease, their achievement orientation will increase. In summary, the present study shows that violence has a negative effect on the education, sportive activities and overall achievement of students in the Faculty of Sport Sciences. In addition, in future studies, the results of the present study should be expanded in more detail and they should be taken into consideration to find out the effects of orientation towards achievement.

Keywords: Violence, attitude, success, sport.

ÜNİVERSİTE ÖĞRENCİLERİNİN BAŞARI DURUMLARI İLE ŞİDDETE YÖNELİK TUTUMLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

ÖZ

Bu araştırma, üniversite öğrencilerinin demografik bilgilere göre başarı durumları ile şiddete yönelik tutumlarının farklılaşp farklılaşmadığını ve aralarındaki ilişkiyi araştırmak amacıyla yapılmıştır. Araştırmada betimsel nitelik taşıyan ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini 2018-2019 Eğitim Öğretim yılında Ondokuz Mayıs Üniversitesi, Yaşar Doğu Spor Bilimleri Fakültesinde eğitim gören üniversite öğrencileri oluşturmaktadır. Araştırmanın örneklemini ise, Beden Eğitimi, Antrenörlük, Spor Yöneticiliği ve Rekreasyon bölümünde okuyan öğrenciler içerisinde tesadüfi örnekleme yöntemi ile seçilen toplam 145 öğrenci oluşturmaktadır. Araştırmada veri toplama araçları olarak Elliot ve Murayama (2008) tarafından geliştirilen, Arslan ve Akın (2015) tarafından uyarlanan 2x2 başarı yönelimleri ölçeği, Çetin (2001) tarafından geliştirilen şiddete yönelik tutum ölçeği ve araştırmacı tarafından geliştirilen “Kişisel Bilgi Formu” kullanılmıştır. Verilerin analizi için, ikili karşılaştırmalarda Mann Whitney-U testi, çoklu karşılaştırmalarda ise Kruskal Wallis H testi ve korelasyon analizinde ise Spearman Korelasyon katsayısı kullanılmıştır. Üniversite öğrencilerinin 2x2 başarı yönelimleri ölçeği ve şiddete yönelik tutum ölçeklerinde, cinsiyet, spor yaşı, spor yapma amacı ve bölüm değişkenlerine göre

anlamli düzeyde farklılaşmadığı; yaş ve spor türü değişkenlerinde sadece şiddete yönelik ölçeğinde anlamli farklılık olduğu tespit edilmiştir. 2x2 başarı yönelimleri ölçeği, öğrenme-yaklaşma alt boyutunda spor yapma durumu değişkeni, öğrenme- kaçınma alt boyutunda da gelir durumu değişkeni anlamli düzeyde farklılaştığı tespit edilmiştir. Üniversite öğrencilerinin başarı durumları ile şiddete yönelik tutumları arasında düşük düzeyde, negatif yönlü ilişkiler olduğu tespit edilmiştir.

Anahtar Kelimeler: Şiddet, tutum, başarı, spor.

Introduction

Violence can occur in many ways in our lives. We can see the news about violence on television, newspapers and the internet pages as violence resulting from traditions of society, wars, etc. (Çetin, 2001: 69-79). It is seen that violence in different forms has significant effects on people's living standards. The perception of this misconduct is important. Although people consider violence as a misconduct, they do not take enough precautions (Bulut, 2015: 403-415).

Violence refers to a process that causes or has the potential to cause injury, death, and permanent psychological destruction when applied to another person intentionally or unintentionally (Çelik et al., 2015: 138-148). Violence is a social reality that occurs as a result of crises, events or problems that occur during the period from birth to death (Suler et al., 2016). Violence is the act of unjustified usage of the power of an individual in order to cause harm to those around him (Demir and Kumcağız, 2015: 221-234).

Violence is an important social disturbance and it has become a necessity to increase the number of researches about it. It is very important to determine the areas and causes of violence and make the event understandable and eliminate the violence (Çetinkaya, 2013: 21-43).

Attitude means a person's revealing his/her tendency towards the spiritual object in the direction of cognitive, emotional and behavioral cognitions. Although it is not possible to see a person's attitudes visually, it is possible to determine an individual's attitude to the object provided that s/he uses the attitude scales in the light of the objectives (Kanbay et al., 2017: 453-459). Most of the attitudes consist of a series of relationships with the environment in which we are in constant dialogue. Attitudes may differ in a moment as a result of an event, and may vary gradually as a result of many events (Sahin and Toothless 2009). When the effects of attitude on behavior are considered, some of the options in the case of violence being evident are a positive attitude towards violence, being a victim of violence or being a person who does the violence (Çetin, 2001: 69-79).

Success orientations are not only the individual's struggling for success, but also the ways in which people around him analyze the paths to achieve success (Arslan and Akin, 2015: 7-15). Success orientations are a field of research aiming to determine which aspects they take to learn by following the criteria and standards covering the learning activities of people (Arslan and Akin, 2014: 267-274). The concept of success orientations were: 1- transformed into a free research pool in the 1970s and 1980s, and 2- presented as a common study by a specific number of scientists acting as a community. Scientists have said that two different success orientations come to the forefront in terms of success. This model is the 'Dual success orientation Model' This model consists of the learning and performance oriented success orientations (Yerdelen and Padir, 2017: 1027-1039).

Learning orientation is related to the total knowledge of what people need to know in the learning period. Learning orientation is based on students' perception of success as responsibility instinct and their growth situation according to their mental orientation besides social comparison. Learning-oriented people evaluate their level of competence, are open to improvement, and do not

care about the results of others in similar learning situations. People think that their efforts about learning tendencies are an opportunity to raise their workforce. They work on to maximize their abilities and improve themselves in a particular area (Kucukoglu et al., 2010: 121-135).

In performance orientation, individuals take part in educational activities in order to prove their own skills and to move away from appearing to be incapable according to someone. When social comparison becomes more prominent in performance orientation, individuals turn to their skills. At the core of the learning goal lies the desire to achieve success, while it is understood that the motivation for performance is based on fear motivation due to wrong actions (Koc and Leo, 2015: 485-508).

Success orientation is shaped in the first years of life. Research on school age children showed that children with high self-control, those who were active, who had a sense of curiosity and who got on well with their friends had high life competencies. It is seen that children with these characteristics have high internal motivation in their elderly ages. Success-oriented individuals evaluate the chances they face, anticipate problems and overcome them. They apply what they want in different ways and patiently wait for the result. In summary, success-oriented individuals start, follow and finish their works. As a result, success orientation is a constant element of internal motivation (www.acarbaltas.com, 2019).

It is evident that the phenomenon of violence is seen in many parts of social life. In addition to this, trying to be successful is also a part of human life. Thus, it can be said that the concepts of violence and success have some effects on individuals. It is thought that violence influences the success levels of students, who constitute the sample of the study, in both their social and their educational lives. Therefore, the aim of this research was to examine the relationship between university students' success levels and attitudes towards violence.

Material and Method

The population of the study consist of university students who were studying in the Faculty of Yasar Dogu Sport Sciences at Ondokuz Mayıs University in 2018-2019 academic year. The sample of the study consists of 145 students selected by random sampling method among the students who were studying in the departments of Physical Education Teaching, Coaching, Sports Management and Recreation.

Data Collection Tools

The data were collected from university students who were studying at Yasar Dogu Sports Sciences Faculty of Ondokuz Mayıs University in 2018-2019 academic year by questionnaires and personal information form. In the study, we used a personal information form prepared by the researchers and two scales (2x2 Achievement goal Orientation Scale and Attitude towards Violence Scale) which have validity and reliability.

2x2 Success Orientation Scale was developed by Elliot and Murayama (2008). Turkish validity and reliability study was conducted by Arslan and Akın (2015). The scale consists of 12 items and 4 sub-dimensions as learning-approach orientation (3 items), learning-avoidance orientation (3 items), performance-approach orientation (3 items) and performance-avoidance orientation (3 items). Cronbach's alpha internal consistency reliability coefficients are; .84 for learning-approach orientation, .87 for learning-avoidance orientation, .92 for performance approach orientation, .94 for performance-avoidance orientation. Factors of 2x2 achievement goal orientations scale which is a 5-point Likert-type loads between 41 and 98.

Attitude towards violence scale was developed by Cetin (2001). The scale consists of 10 items with a 5-point Likert-type: "I strongly disagree", "I disagree", "I am not sure", "I agree", "I

fully agree". The highest score that can be obtained from the scale is 50 and the lowest score is 10. The Cronbach alpha reliability coefficient for the 10 items of the scale was found to be .85.

Statistical Analysis

In this study, firstly, cronbach's alpha coefficients were used to check the internal consistency of the responses to the items of the scale. Secondly, Kolmogorov-Smirnov and Levene tests were applied to control the assumptions of normality and homogeneity of variances. Thirdly, according to the Kolmogorov-Smirnov ($P < 0.05$) and Levene test ($P < 0.05$) results, Mann Whitney U Test and Kruskal Wallis H test were used for two groups and for more groups, respectively, to reveal the differences among the total scores. Finally, the Spearman correlation coefficient was used to estimate the relationship between achievement goal orientations subscale scores and attitude towards violence scale scores. The results of the research were given as n, percentage, mean and standard deviation, median and IQR and minimum and maximum values. All statistical calculations were performed in SPSS 22.0 V. statistical package program.

Results

Socio-demographic characteristics of the students who participated in the study are shown in Table 1.

Table 1: Personal (demographic) characteristics of university students

N=145		n	%
Gender	Male	70	48.3
	Female	75	51.7
Age	18-20	72	49.7
	21-23	57	39.3
	24 and above	16	11.0
Active years of doing sports	1-3	19	13.1
	4-6	49	33.8
	7 and above	77	53.1
Sport status	Yes	109	75.2
	No	36	24.8
Financial status	Income<Expense	43	29.7
	Income=Expense	76	52.4
	Income>Expense	26	17.9
Purpose of doing sports	Health	63	43.4
	Social life	14	9.7
	Economic profit	36	24.8
Department	Free time activity	32	22.1
	Physical Education Teaching	16	11
	Sports Management	40	27.6
Type of Sport	Coaching	66	45.5
	Recreation	23	15.9
	Individual Sports	71	49.0
	Team Sports	57	39.3
	I Don't Do Sport	17	11.7

Descriptive statistics for the university students' attitude scale towards violence are shown in Table 2.

Table 2: Descriptive statistics for the university students' attitude scale towards violence

	n	mean	SD	Min.	Max
Attitude Scale towards Violence	145	25.17	8.92	11.00	49.00

Descriptive statistics and the results of the analysis for the university students' achievement goal orientation scale scores are shown in Table 3 and 4, respectively.

Table 3: Descriptive statistics for the university students' achievement goal orientation scale scores

		n	mean	SD	Min	Max
Achievement Goal Orientations Scale	Learning - Approach	145	9.20	1.90	2.67	11.67
	Learning - Avoidance		8.50	2.00	2.33	11.67
	Performance - Approach		8.70	2.03	2.33	11.67
	Performance - Avoidance		11.25	2.96	3.00	15.00

Table 4: The achievement goal orientation scale sub-dimension scores and attitude towards violence scale scores according to the gender distribution of university students

Sub-dimensions of Achievement Goal Orientations Scale	Gender	n	mean	SD	median	IQR	P
Learning - Approach	Female	70	67.49	1.85	9.30	1.75	0.123
	Male	75	78.14	1.94	9.30	3.00	
Learning - Avoidance	Female	70	70.71	2.21	8.30	2.08	0.523
	Male	75	75.14	1.78	9.30	2.33	
Performance - Approach	Female	70	69.81	1.91	8.30	2.67	0.374
	Male	75	75.98	2.15	9.30	3.33	
Performance - Avoidance	Female	70	73.04	2.76	12.00	3.00	0.992
	Male	75	72.97	3.15	12.00	4.00	
Attitude Scale towards Violence	Female	70	23.08	8.61	24.00	13.00	0.783
	Male	75	26.37	9.10	26.00	11.00	

In Table 4, we can see the results of Mann Whitney-U test which shows differences between groups of achievement goal orientations scale sub-dimension scores and attitude scale towards violence according to gender variable. According to the results of this test, it was found that the achievement orientation scale subscale scores and attitude scale towards violence scores of university students did not show statistically significant difference ($P > 0.05$).

Table 5: The achievement goal orientation scale sub-dimension scores and attitude towards violence scale scores according to age distribution of university students.

Sub-dimensions of Achievement Goal Orientations Scale	Age	n	mean	SD	median	IQR	P
Learning - Approach	18-20	72	72.11	1.92	9.30	2.44	0.548
	21-23	57	59.00	0.70	8.83	1.00	
	24 and above	16	92.88	1.81	10.50	3.33	
Learning - Avoidance	18-20	72	71.95	2.01	8.83	2.33	0.351
	21-23	57	55.75	1.88	8.00	2.67	
	24 and above	16	99.88	1.55	9.83	3.00	
Performance – Approach	18-20	72	73.31	2.01	9.00	2.67	0.202
	21-23	57	20.50	1.41	6.33	2.00	
	24 and above	16	70.50	2.86	8.83	5.50	
Performance – Avoidance	18-20	72	72.84	2.92	12.00	3.00	0.796
	21-23	57	53.25	2.12	10.50	3.00	
	24 and above	16	70.38	5.25	11.50	9.75	
Attitude Scale towards Violence	18-20	72	25.17	8.80	24.50 b	12.00	0.045
	21-23	57	36.50	10.60	36.50 a	11.00	
	24 and above	16	17.50	7.72	14.00 c	12.50	

Table 5 shows the results of Kruskal Wallis-H test regarding the differences between achievement goal orientations subscale scores and the attitude scale towards violence according to age variable. According to the results of this test, the difference between the groups in terms of learning avoidance, learning approach, performance approach and performance avoidance subscale scores was not statistically significant and there was a statistically significant difference in terms of attitude scale score towards violence ($P > 0.05$). The attitude scale towards violence mean scores of the students between the ages of 21-23 were higher than the university students in the other age categories.

Table 6: The achievement goal orientations scale sub-dimensions scores and attitude towards violence scale scores of university students according to their active years of doing sports

Sub-dimensions of Achievement Goal Orientations Scale	Active years of doing sports	n	mean	SD	median	IQR	P
Learning - Approach	1-3	19	63.98	1.44	9.00	1.33	0.186
	4-6	49	77.01	2.23	9.33	3.00	
	7 and above	77	77.65	1.70	9.33	3.00	
Learning - Avoidance	1-3	19	73.50	1.88	9.00	1.67	0.139
	4-6	49	67.09	2.16	8.33	2.75	
	7 and above	77	86.76	1.41	9.33	2.33	
Performance – Approach	1-3	19	66.89	1.58	8.33	1.67	0.412
	4-6	49	76.99	2.20	9.33	3.08	
	7 and above	77	71.26	2.34	9.00	3.33	
Performance – Avoidance	1-3	19	69.47	2.30	12.0	2.00	0.577
	4-6	49	72.15	3.25	12.0	4.25	
	7 and above	77	80.28	3.48	12.0	3.00	
Attitude Scale towards Violence	1-3	19	25.13	9.06	25.00	14.00	0.753
	4-6	49	25.58	8.84	25.00	11.25	
	7 and above	77	23.95	9.34	22.00	14.00	

Table 6 shows the Kruskal Wallis-H test results regarding the difference between the achievement goal orientations scale sub-dimension scores and the attitude scale towards violence according to the active years of doing sports. According to the results of this test, it was found that the achievement orientation subscale scores and attitude scale towards violence scores of university students did not show statistically significant difference ($P > 0.05$).

Table 7: The achievement orientation scale sub-dimension scores and attitude towards violence scale scores according to the students' status of doing sport

Sub-dimensions of Achievement Goal Orientations Scale	Status of doing sport	n	mean	SD	median	IQR	P
Learning – Approach	Yes	109	78.89	1.98	9.33	3.00	0.050
	No	36	61.22	1.58	9.00	1.83	
Learning – Avoidance	Yes	109	76.10	2.03	9.30	2.33	0.120
	No	36	63.61	1.90	8.00	2.25	
Performance - Approach	Yes	109	78.53	2.09	9.30	3.17	0.077
	No	36	62.32	1.81	8.10	1.92	
Performance - Avoidance	Yes	109	75.24	3.01	12.00	3.50	0.301
	No	36	66.22	2.81	11.00	3.75	
Attitude Scale towards Violence	Yes	109	24.48	8.89	24.00	13.00	0.703
	No	36	27.25	8.81	25.00	9.75	

In Table 7, we can see Mann Whitney-U test results which show the differences between the achievement goal orientations subscale scores and the attitude scale towards violence according to the sport status variable. According to the results of this test, it was found that there was a statistically significant difference between the groups of learning approach sub-dimension ($P < 0.05$), while the difference between the groups of learning avoidance, performance approach, performance avoidance sub-dimension scores and attitude towards violence scale scores was not statistically significant. According to the MannWhitney-U test results regarding the difference between the mean scores of learning approach sub-dimension, it was found that university students who were doing sports had higher scores than university students who did not do sports.

Table 8: The achievement orientation scale sub-dimension scores and attitude towards violence scale scores of university students according to their financial status.

Sub-dimensions of Achievement Goal Orientations Scale	Finanical Status	n	mean	SD	median	IQR	P
Learning – Approach	Income<Expense	43	80.81	1.83	9.30	2.3	0.336
	Income=Expense	76	69.34	2.02	9.30	2.58	
	Income>Expense	26	70.79	1.62	9.30	2.17	
Learning – Avoidance	Income<Expense	43	78.16	2.19	9.20	1.67	0.041
	Income=Expense	76	65.17	1.87	8.00	2.25	
	Income>Expense	26	87.35	1.98	9.30	2.00	
Performance – Approach	Income<Expense	43	81.49	1.57	9.30	2.30	0.259
	Income=Expense	76	68.40	2.17	8.30	3.25	
	Income>Expense	26	72.40	2.2	9.30	3.08	
Performance – Avoidance	Income<Expense	43	80.87	2.37	12.0	2.00	0.242
	Income=Expense	76	68.07	2.94	11.0	4.00	
	Income>Expense	26	74.38	3.77	12.0	4.75	
Attitude Scale towards Violence	Income<Expense	43	26.13	9.04	25.00	12.00	0.690
	Income=Expense	76	24.67	8.5	24.00	10.75	
	Income>Expense	26	25.03	9.9	23.50	16.25	

In Table 8, we can see the Kruskal Wallis-H test results regarding the differences between achievement goal orientations subscale scores and attitude scale towards violence scale scores according to financial status variable. A statistically significant difference was found between the groups' learning avoidance subscale scores ($P < 0.05$), while the difference between the groups' learning approach, performance approach, performance avoidance subscale scores and attitude towards violence scale was not statistically significant. It was found that the learning avoidance subscale scores of students with high financial status were higher than university students in other categories.

Table 9: The achievement orientation scale sub-dimension scores and attitude towards violence scale scores of university students according to their purpose of doing sports

Sub-dimensions	Purpose of doing sports	n	mean	SD	median	IQR	P
Learning – Approach	Health	61	72.62	1.96	9.20	2.58	0.732
	Social life	14	61.75	1.71	9.00	2.50	
	Economic profit	36	76.11	1.79	9.30	2.80	
	Free time activity	32	70.67	2.04	9.30	2.67	
Learning – Avoidance	Health	61	76.34	2.11	9.30	2.75	0.420
	Social life	14	58.54	1.48	8.00	2.17	
	Economic profit	36	74.53	1.79	8.83	2.42	
	Free time activity	32	66.78	2.22	8.33	1.92	
Performance - Approach	Health	61	77.66	2.08	9.30	2.83	0.449
	Social life	14	68.61	1.82	8.16	2.00	
	Economic profit	36	71.36	1.95	8.83	1.83	
	Free time activity	32	63.41	2.09	8.33	2.25	
Performance – Avoidance	Health	61	70.26	3.06	12.00	3.25	0.221
	Social life	14	66.71	3.12	12.00	3.50	
	Economic profit	36	83.46	2.80	12.00	3.00	
	Free time activity	32	64.73	2.80	11.00	3.75	
Attitude Scale towards Violence	Health	61	23.68	8.53	24.00	12.00	0.340
	Social life	14	23.85	6.85	22.50	10.25	
	Economic profit	36	27.38	10.39	26.00	15.70	
	Free time activity	32	25.96	8.56	25.50	10.70	

Table 9 shows the Kruskal Wallis-H test results of the differences between the achievement goal orientations scale sub-dimension scores and the attitude towards violence scale scores according to the purpose of doing sports. According to the results of this test, it was found that the achievement goal orientation subscale scores and attitude towards violence scale scores of university students did not show statistically significant differences ($P > 0.05$).

Table 10: The achievement goal orientation scale sub-dimension scores and attitude towards violence scale scores of university students according to their departments

Sub-dimensions	Department	n	mean	SD	median	IQR	P
Learning – Approach	Physical Education Teaching	16	51.19	1.50	8.50	1.25	0.171
	Sports Management	40	76.93	2.21	9.30	3.00	
	Coaching	66	74.86	1.81	9.30	2.58	
	Recreation	23	76.00	1.75	9.30	3.33	
Learning – Avoidance	Physical Education Teaching	16	74.31	2.25	9.30	3.00	0.742
	Sports Management	40	67.78	2.15	9.00	3.00	
	Coaching	66	73.51	1.91	8.60	2.00	
	Recreation	23	79.72	1.79	9.30	2.33	
Performance - Approach	Physical Education Teaching	16	58.03	2.08	8.30	3.67	0.213
	Sports Management	40	67.01	2.41	8.30	3.58	
	Coaching	66	77.42	1.79	9.16	2.42	
	Recreation	23	81.13	1.76	9.30	2.67	
Performance – Avoidance	Physical Education Teaching	16	57.78	2.87	11.0	2.75	0.181
	Sports Management	40	73.08	3.59	12.0	5.00	
	Coaching	66	79.20	2.41	12.0	3.25	
	Recreation	23	65.67	3.07	12.0	2.00	
Attitude Scale towards Violence	Physical Education Teaching	16	26.50	9.17	25.5	10.00	0.729
	Sports Management	40	24.17	8.16	24.0	10.00	
	Coaching	66	25.74	8.79	25.0	12.50	
	Recreation	23	24.34	10.6	23.0	15.00	

Table 10 shows the results of Kruskal Wallis-H test regarding the differences between achievement goal orientations subscale scores and the attitude towards violence scale scores according to the department variable. According to the results of this test, it was found that there was no statistically significant difference between the achievement orientation subscale scores and the attitude towards violence scale scores of university students ($P > 0.05$).

Table 11: The achievement goal orientation scale sub-dimension scores and attitude towards violence scale scores of university students according to the types of sports

Sub-dimensions	Type of Sport	n	mean	SD	median	IQR	P
Learning – Approach	Individual Sports	71	73.76	1.93	9.30	2.33	0.168
	Team Sports	57	72.92	1.95	9.30	3.17	
	I don't do sport	17	53.68	1.58	8.30	1.83	
Learning – Avoidance	Individual Sports	71	67.10	2.12	8.30	2.20	0.194
	Team Sports	57	78.27	1.66	9.30	2.20	
	I don't do sport	17	62.00	2.31	8.30	2.80	
Performance - Approach	Individual Sports	71	75.65	1.97	9.30	2.67	0.192
	Team Sports	57	70.08	2.13	9.00	3.17	
	I don't do sport	17	55.76	1.87	8.00	3.17	
Performance – Avoidance	Individual Sports	71	73.84	2.78	12.0	3.00	0.706
	Team Sports	57	69.27	3.17	12.0	3.05	
	I don't do sport	17	65.62	3.05	11.0	4.00	
Attitude Scale towards Violence	Individual Sports	71	26.20	9.20	25.00	13.00	0.043
	Team Sports	57	22.68	7.76	22.00	12.00	
	I don't do sport	17	28.05	9.85	26.00	16.00	

Table 11 shows the results of Kruskal Wallis-U test regarding the difference between the achievement orientations scale subscale scores and the attitude towards violence scale scores according to the type of sport variable. According to the results of this test, the difference between the groups' learning avoidance, learning approach, performance approach and performance avoidance subscale scores were not statistically significant while there were statistically significant differences between the groups' attitude towards violence scale scores ($P > 0.05$). According to the Kruskal Wallis-H test comparison of the difference between the mean scores of the attitude towards violence scale, it was found that the students who did not do sports had a higher mean score than the students in the other categories.

In addition to these results, it was found that there were weak negative relationships between the attitude towards violence scale scores and the achievement orientations scale subscale scores of university students, which were not statistically significant ($r = -0.134$ for Learning – Approach, $r = -0.033$ for Learning – Avoidance, $r = -0.110$ for Performance - Approach, $r = -0.083$ for Performance – Avoidance, $P > 0.05$).

Discussion and Conclusion

In this study, it was revealed that there was no difference between the achievement level and attitudes towards violence of male and female students who were studying at Yasar Dogu Sports Sciences Faculty of Ondokuz Mayıs University. The research findings were different from Gümüş (2018)'s findings in terms of learning approach, learning avoidance, performance approach subscores and from the findings of İlman (2018) in terms of learning approach, performance approach and performance avoidance subscales. In both studies, it was found that the mean scores of female students for achievement were higher than male students (Gümüş, 2018; İlman, 2018). It can be said that female students are constantly oriented towards self-improvement compared to male students and they act towards a more successful profile. The attitudes of the students identified in this study towards violence according to the gender do not match the findings of similar studies in the literature (Akman, 2013; Ünalımsı, 2010; Çetin, 2004; Ellickson and Saner, 1997: 985-991). Other research findings showed that male students tend to be more violent than female students. Male students are more active than female students, which can have an effect on tendency towards violence.

While there was no significant difference in achievement goal orientation according to age variable, there was a significant difference in attitudes of students towards violence. In the analysis,

the tendency of students to violence increases as the ages decrease. This result can be attributed to the more severe and consistent behaviors of students as their ages increase. In the studies which did not agree with our study results (Alikashiçoğlu, 2008: 55-59; Bozkurt 2010; Akman, 2013), it was found that as the age of the students increased, their attitudes towards violence increased. There are also similar results (Çetin, 2004) available in studies.

There was no difference between achievement level and attitudes towards violence according to active years of doing sports variable. As a result of the literature review, there was no research in which active years of doing sport variable was used.

While there was a significant difference in the learning approach sub-dimension, there was no difference between attitudes towards violence according to the sport status variable. It was found that the students who did sports had significantly higher scores of learning approach than those who did not according to the achievement approach scale. This result can show that students who are doing sports have developed high level of responsibility because of the discipline and continuity awareness within the sport.

There was a significant difference in learning orientation avoidance sub-dimension according to financial status variable while there was no difference between attitudes towards violence. It was determined that the income > expense category was significantly higher than the average of the others. In this case, it can be said that the students with high income level act as a result of avoiding losing their knowledge and skills which they got by using their financial means.

In terms of the variables of the purpose of doing sports and department, there was no difference between achievement levels and attitudes towards violence. As a result of the literature review, there were no findings regarding the purpose of doing sports.

While there was no significant difference in achievement orientation according to sport type variable, there was a significant difference between attitudes towards violence. According to the analysis, it was found that students who were interested in individual sports branches had higher attitudes towards violence than students who were interested in team sports branches and who did not do sports. It can be said that this situation is due to the low level of team integrity and social environment of students who are interested in individual sports branches compared to students who are interested in team sports branches.

When we look at the relationship between student's achievement orientations and attitudes towards violence, it was determined that there were statistically insignificant negative correlations between achievement orientation subscales (learning approach, learning avoidance, performance approach and performance avoidance and violence, as expected. It can be said that the students who are success oriented have a profile that always aims to achieve success, tries to minimize the obstacles and tries to reveal their skills in the best way. The negative impact of violence on success is obvious. As a result, as students' attitudes towards violence decrease, their achievement goal orientations may increase. In summary, this study shows that violence has a negative effect on the education, sporting activities and achievements of the students in the faculty of sports sciences. Furthermore, in future studies, the findings of this research should be taken into consideration to reveal the effects of orientation towards success.

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