COMPARISION OF UNIVERSITY STUDENTS AGANIST TO ANATOMY LESSON

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Abstract
The aim of this study is to evaluate that approach of Karamanoglu Mehmet Bey University Physical Education Sports High school and Nursing students to anatomy lesson.
Study which is descriptive is carried out in Karamanoglu Mehmet Bey University 2008-09 academic year during fall. The type of descriptive study was made in Karamanoglu University Education Mehmetbey in the fall semester in the 2008-2009 school year. Totally 272 students studying in the first, second, third and fourth classes in nursing and physical education and sports have constituted the universe of research. While the datum's were being collected, age and sex from socia-demographic datum's were put into practice for students, for measurement devotion to anatomy lesson, negative and positive behaviors which are performed during anatomy lessons, prejudice for anatomy lesson and the equal periodic liker anatomy attitude criterion in which the belief for necessity of anatomy lesson is discussed were put into practice. While analyzing the datum's number percent distribution and T test were used.
Students whose branches is nursing (X= 78.94) are more positive than the students whose branch is physical education and sport teaching (X=67.35) in the view of attitude to anatomy lesson. Students' attitude to anatomy lesson has a difference according to students' different branch.
In this research, nursing students have higher attitude to anatomy lesson than Physical Education Sports High school students. This difference may be derived from requirement to anatomy lesson of two distinct professions.
Key word: Students, nursing, physical education and sport teaching, anatomy lesson attitude criterion

Introduction
Societies try to make individuals have desired features by means of education. The desired features change with the education. The more they change, the more they change the environment (J. Lacknet, 1998), because education is an interaction. Knowledge, ability and attitudes change and improve with the interaction. In this duration the individuals' different features called *learning* can effect the duration of the behavioural change in a positive or negative way (M.S. Adegbenga, 2001).One of the features effecting the learnings of the individuals is cognitive entry behaviours (S.H. Randall, 1992). Cognitive entry behaviours can be explained as a degree of having preconditional behaviours necessary for the individual **(**A.M. Aladwani and P.C. Palvia, 2002). During the learning another feature effecting the learning of the individual is sensual entry features (R.N. Caine and G. Caine, 1991).Attitude is seen as an important explanatory of the bahaviour with the cognitive, sensual and behavioral dimensions. Determining the attitudes aimed at defined activities is essential to determine the success of these activities (G. Ekici, 1996). Biological studies, in which alternative evaluating systems are used, are carried out in order to teach the evolution and circulation system notions and to identify attitudes related to the sex difference and the effect of interpretation ability (J. Lacknet, 1998).

Occurance, change or replacement and measurement of attitudes are important issues of psychology in general, but in particular they are social psychology's issues. Attitude, as many other psychological variables (intelligence, motivation etc.)

is variant, not directly observed theoretical variable with some observed behavioral indicators by default (A. Erkuş, 2003). According to Anderson, attitude is an excitement having medium level of intensity and providing individuals tendency or readiness to respond in an appropriate manner or inappropriate manner when encountered with a specific object (A. Erkuş, 2003). Allport described the attitude in that wa; attitude is a mental or neural preparation case which has dinamic or router effect on individual's reaction related to relevant situation or objects (C. Kağıtçıbaşı, 1988; A. Erkuş, 2003). Allport pointed out that attitude is not an observable behavior. Doob described the attitude as an incentive and covered reaction which is taught to be important in society where the individual lives. (E. Tavşancıl, 2002). According to another description, attitude is a case which is gained by learning, directs the individual's behavior and causes the bias in decision-making process (E. Tavşancıl, 2002). Attitude is in the individual's mind and constitutes the basis for a lot of thoughts and behaviors. Philips has indicated that attitude can occur in two ways. Individuals constitute their own behaviors by interacting with an attitude object or being affected by others' attitudes (S.L. Phillips, 2003). When taken into consideration Philips' definition of forming an attitude, it is reached that attitudes are created at the end of the experiences and are directed with them. When all these definitions are examined, it can be seen that attitudes may change or may be changed. According to this negative attitude can change as positive attitude and positive attitude can change as negative attitude. When it is taken into consideration that attitudes provide a basis and direct for thoughts and behaviors, necessity

of developing positive attitude for the individual's success can be seen directly (E. Tavşancıl 2002).The aim of this study is to measure the attitudes of the students having anatomy lesson and attending to the nursing and physical education and sports teaching departments in Karaman oğlu Mehmet Bey University.

Materıal and method

The kind and place of the research: The type of descriptive study was made in Karamanoğlu Mehmetbey University in the fall semester in the 2008-2009 academic year. *The working group of the research:* Totally 272 students studying in the first, second,third and fourth classes in nursing and physical education and sports have constituted the universe of research. At first stage the aim was to reach all of the students in the institutions of higher education. 112 students attending to the department of physical education and sports and 160 student attending to the department of nursing participated in the research. As there are two departments in the university having anatomy lesson, only these schools has been taken into the scope of the research.*Method and tools of collecting data:* while getting the datum, age and sex which are social demographic datum, were applied to the students. And also, to question the devotion to the lesson, positive and negative behaviours acted in anatomy lesson, prejudices related to the anatomy lesson and the belief in the need of the anatomy lesson, the equal periodic likert anatomy attitude criterion was applied to the students. D. Bahçeci, 2006, said in the doctorate thesis that 34 sentences thought to have effected the attitude of the student towards the lesson were defined and they were converted the Likert criterion (same- spaced five-branched classification criterion). The criterion was decreased to 27 items in order to evaluate the structure and scope validity and while the statements of some items were changed, some were removed completely by the help of the views of the experts. After the factor analysis of the materials had been made, the statements showing the material load below 0,40 were removed and then there were 24 items at the criterion. The rest of the materials were attached to the 24 items. These are;

Factor 1: devotion to Anatomy lesson

Factor 2: positive and negative behaviours acted in Anatomy lesson

Factor 3: prejudices related to the Anatomy lesson

Factor 4: the belief in the need of the Anatomy lesson.

The inner consistency of the criterion was calculated as Cronbach alfa(α)=0,75, and as it provided enough reliability, the criterion was used in the research (D. Bahçeci, 2006).

The research datum were collected as a group in the classroom on 12-25, January 2009 and based on the student's own-decleration as a researcher-controlled with the survey method.

Independent variants: Age, sex, department and which grade at university Dependent variants: 24 questions directed at the scale

Statistical analysises: In data analysis the range of the number percentage and t test were used. While being evaluated datum, SPSS 10.0 programm was benefitted.

Findings and discussion

The age average of the students joining the research is 22.79. 66.2 % of the students is female and 33.8 % is male. 58.8 % of the students is in the department of nursing; 23.0 % in the second class, 18.5 % in the third class, 17.3 % in the fourth class; 41.2 % of students in department of the physical education and sports, 16.7 % of students in the second class, 11.7 % of students in the third class and 12.8 % of students in the fourth class.

Table 1. T Test Results of Anatomy lesson attitude points of Nursing and Physical Education and Sports Departments

Measurement	Method	N	*X(ort)*	S	sd	t	P
Attitude	physical education teaching	112	71.98	11.34	274	8.76	**0.000***
	Nursing	160	87.34	7.43			
	Total	**272**	**79.66**	**10.46**			

*p<0,01 meaningful

Ovidius University Annals, Series Physical Education and Sport / SCIENCE, MOVEMENT AND HEALTH
29 code CNCSIS category B+, Vol. 11, ISSUE 1, 2011, Romania
The journal is indexed in: 1. SPORTDiscus, Ebsco, INDEX COPERNICUS JOURNAL MASTER LIST. 2. DOAJ DIRECTORY OF OPEN ACCES JOURNALS

As seen in Table-1, attitudes of the students towards anatomy lesson show a meaningful difference as they are attending to the different departments [t (274)=8,76, p<,01]. The attitude of the nursing students
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(X = 87.24) is more positive than than the physical education and sports students' (X =71.98). This situation can be interpreted as a meaningful relation between the department and the attitude to the lesson

Table 2. According to the Departments of Students' Attitude Points Towards Anatomy Lesson to the Factors

Attitude factors	Group	N	X	S	Sd	t	P
1-Devotion to the anatomy lesson	physical education teaching	112	67.35	11.75		4.08	**0,001***
	Hemşirelik	160	78.94	6.87			
	Total	**272**	**73.15**	**9.78**			
2-Behaviours in the anatomy lesson	physical education teaching	112	69.78	14.98	274	6.77	**0,000***
	Nursing	160	83.76	7.06			
	Total	**272**	**76.74**	**11.86**			
3-Prejudices related to the anatomy lesson	physical education teaching	112	77.84	14.83		3.92	**0,003***
	Nursing	160	69.70	8.58			
	Total	**272**	**73.77**	**10.38**			
4-Belief in the need of the lesson	physical education teaching	112	73.86	9.82		1.64	**0,001***
	Nursing	160	84.36	13.48			
	Total	**272**	**79.11**	**10.96**			

*p<0,01 meaningful

The first factor effecting the attitude related to anatomy lesson is "Devotion to Anatomy Lesson". As seen in the first part of the Table-2, because of having training in different departments, there is a meaningful difference in this stage[t(274)=4,7, p<,01]. With regard to the devotion to anatomy lesson (X = 78.94) the nursing students are more positive than the physical education and sports students (X=67.35). This situation can be interpreted as a meaningful relation between getting training in different departments and the devotion to anatomy lesson.The second factor effecting the attitude related to anatomy lesson is "Attitudes in Anatomy Lesson". As seeen in the second part of the Table-2, the attitudes of the students have meaningful differences due to being in different departments [t (274)=6,77, p<,01]. The attitudes of the students in nursing department (X =83.76) are more positive than the students' in the physical education and sports (X =69.78). The third factor effecting the attitude related to anatomy lesson is "Prejudices Related to Anatomy Lesson". As seeen in the third part of the Table-2, the attitudes of the students, because of getting education in different departments, show a meaningful difference [t (274)=3.92,p<,01]. The prejudice attitudes related to

the lesson of the students in nursing department (X = 69.70) are less than the students' in the physical education and sports (X=77.84). The fourth factor effecting the attitude related to anatomy lesson is "The Belief in the Need of the Lesson". As seeen in the fourth part of the Table-2, owing to being in different departments, in terms of the belief in the need of the lesson, there is a meaningful difference [t (274)=1.64, p<,01]. The attitudes of the students in nursing department (X = 84.36) are more than the students' in the physical education and sports (X =73.86) in the way of the belief in the need of the lesson.H. Daniş and H. Genç (2007) show in their research that there is a link between the attitudes of students to the lesson and the importance they give to the lesson. In this study the attitudes of nursing students show meaningfulness when compared to the physicaL educaiton and sports students. This situation may be attributed to the usage of the lesson among the departments.

Conclusion

Lesson enjoyment is a good start for the active learning (R. Ozer, 1999). People usually want to be more engaged in the topic they interested in and therefore, they will be more successful in that area. If

a student develops a good attitude towards a lesson he acts in the same way to that lesson. Not seeing a lesson as a need and thinking "where and how these issues will be useful for our business" may cause student to be bored and show negative attitudes towards lesson (M. Demirbaş and R. Yağbasan, 2006). For the students studying in nursing and physical education, the importance of anatomy lesson is as important as not to be discussed. Besides many factors, this is closely related with the attitude towards anatomy lesson. Anatomy lesson is essential for Nursing profession because Nursing department students graduate from their departments and start to work and while they are performing their professions in many areas such as injection, signs of life, first aid practices, they will need anatomy information a lot. Students, training in physical education department and sport teaching, will also need the anatomy information against the accidents which may occur during the training or different sitiuations. It can be said that the students' attitudes towards anatomy lesson at the nursing occupation are higher than the students' attendig to the physical educaiton and sports training because of the the fact that there is a difference between the jobs according to the need.

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