

Examination of Sports High School Students' Attitudes to Physical Education

Course

Çağatay DERECELİ 

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Abstract

The research was conducted to examine the attitudes of sports high school students towards physical education lessons. The universe and sample of the research were 9-10-11-12 at Denizli Sports High School in the 2021-2022 academic year. It consists of a total of 214 students (90 females, 124 males) studying in their classrooms and voluntarily participating in the research. Personal information form created by the researcher and the "Physical Education Attitude Scale for Secondary Education Students" developed by Güllü and Güçlü (2009) was applied as data collection tool in the research. When the attitudes of the students participating in the research towards the Physical Education Lesson are examined; It was determined that there was no statistically significant difference between gender, age, and income status and their attitudes towards physical education lessons ($p>0.05$). It was observed that there was a statistically significant difference between the class variable and the variable of doing regular sports and their attitudes towards physical education lessons.

Keywords: Attitude, Physical Education, Sports High School, Student.

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**Spor Lisesi Öğrencilerinin Beden Eğitimi Dersine
Yönelik Tutumlarının İncelenmesi**

Öz

Araştırma spor lisesi öğrencilerinin beden eğitimi dersine yönelik tutumlarının incelenmesi amacıyla yapılmıştır. Araştırmanın evren ve örneklemini 2021-2022 eğitim-öğretim yılında Denizli Spor Lisesinde 9-10-11-12. Sınıflarında öğrenim gören ve araştırmaya gönüllü katılan toplamda (90 kadın, 124 erkek) 214 öğrenci oluşturmaktadır. Araştırmada veri toplama aracı olarak araştırmacı tarafından oluşturulan kişisel bilgi formu ile Güllü ve Güçlü (2009) tarafından geliştirilen "Ortaöğretim Öğrencileri için Beden Eğitimi Dersi Tutum Ölçeği" uygulanmıştır. Araştırmaya katılan öğrencilerin Beden Eğitimi Dersine Yönelik tutumları incelendiğinde; cinsiyet, yaş ve gelir durumu ile beden eğitimi dersine yönelik tutumları arasında istatistiksel olarak anlamlı farklılık bulunmadığı tespit edilmiştir ($p>0.05$). Sınıf değişkeni ve düzenli spor yapma değişkeni ile beden eğitimi dersine yönelik tutumları arasında ise istatistiksel olarak anlamlı farklılık olduğu görülmüştür.

Anahtar kelimeler: Tutum, Beden Eğitimi, Spor Lisesi, Öğrenci.

Yayın Bilgisi

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Introduction

The main point of education is people (Göktaş et al., 2011). Education is a phenomenon where the human focus is felt at the highest level (Ağralı-Ermiş et al., 2021) and it is very important that it is intertwined with technology (Çar et al., 2022). Education is a factor that affects not only the individual but also the whole society (Yıldız, 2020). The education-teaching process provides an opportunity for the individual to demonstrate their skills and abilities. Besides, it is a crucial part of the development of a person's potential characteristics (Çevik et al., 2021). Additionally, education is an important process in the development of societies because of its essential role in the formation of social structure and affecting individuals' life directly. To provide the educational needs of the people in Turkey, continuous development studies are carried out from kindergarden to university, from adult education to business education (Yıldız et al., 2020). In parallel with these studies, the Ministry of National Education has opened different types of secondary education institutions for our youth to develop in line with their interests and abilities. One of these institutions is sports high schools. Sports high schools aim to provide students with basic knowledge and skills in the branch of physical education and sports and to be a origin for raising qualified people in this field (MEB, 2009). In line with these purposes, it is stated that sports schools, which started in the 1980s and came with different names and applications until 2016, are not functional in terms of serving the purposes of establishment and establishment compared to the examples in Europe, and the teachers assigned to sports high schools are not sufficient in terms of number and quality (Şentürk, 2016). Öçalan and Ergin (2019) have concluded that sports high schools are insufficient in terms of facilities and materials, and the students who continue their education in these schools can not achieve success at the national level. Studies are showing that the situation is similar in different countries. As a result of the research run by Orunaboka and Nwachukwu (2012), it was determined that the lack of equipment and facilities in schools hinders the progress of physical education lessons and sports education in general. In this context, it is necessary to change the status of sports high schools and develop them physically and hardware within the framework of the developing economic potential (Berkant and Hekimoğlu, 2021). Moreover, giving priority to the students who graduated from sports high schools to enter the physical education and sports departments of universities is important for these schools to serve their purposes.

Students studying in sports high schools stated that they chose these schools to be good athletes and make sports a profession and that they also aim to get a good sports education for higher education and to study in sports sciences faculties and physical education sports colleges (Karapınar, 2007; Çoban, 2006). Besides, regular sports and exercises provide significant benefits for young people and children in terms of both mental and physical health (Dokuzoğlu et al., 2022). In line with

these goals, the physical conditions and equipment of sports high schools should be at a sufficient level so that physical education and sports classes, which constitute the majority of students' education, can be performed following their purpose (Pepe 2003). Because movement is very important for human life (Cited by Altınışık and Çelik, 2021) and contributes to the developmental dimensions of individuals (Altınışık, İhan, and Kurtipek, 2021). Therefore, the students of the physical education curriculum applied in schools are expected to be adapted and applied in a way that improves cognitive, affective, psychomotor, social development, and communication skills. Physical education is an important educational process that is directly related to human health, personality formation, a high level of common emotions and behaviors, and affects the life of the student (Aras Ö. 2013; Mosston & Asworth, 2004). While the aims of physical education and sports were evaluated by Nash (1948) in four groups which they are neuromuscular development, organic development, tiring development, and emotional development, Irwin (1960) defines physical education as social, emotional, recreational, and mental (Çelik and Pulur, 2011).

There are three main elements in according to achieve desired results which are students, teachers, and the program and they should perform in an orderly manner. To achieve this, students' attitudes towards the lesson are important. Student attitudes are an important dimension for teachers and the program. As in other lessons, students form attitudes towards physical education and sports lessons. Attitudes in people are among the most important affective features of their learning (Erden, 1995; Gardner, 1985; Tavşancıl, 2014). A positive connection has been made between people's behaviours towards the course and the person's success in the same course (Akandere, M et al., 2010). Attitudes; In addition to creating an order that facilitates the adaptation of the person to the environment, it also has the power to direct its movements (Alemdağ et al., 2014). According to Güllü and Güçlü (2009), attitudes can be seen at different levels, from the most positive to the most negative.

When the literature has examined, it has seen that the attitude studies towards physical education lessons were mostly concentrated at the level of schools providing different types of education, and there were few studies searching the behaviours of sports high school students towards physical education lessons (Duman et al., 2020; Çoban 2006).

Based on the idea that the 12-30 age group is important in the formation or development of attitudes, our study aimed to examine the attitudes of sports high school students towards the physical education lesson.

Method

Research Model

A general screening model was used in this reseach. General scanning model; Karasar (2005) describes an existing situation as a research method that aims to describe it as it exists.

Universe and Sample

The number of the participant in this research consisted of 214 students in total who were educated in the sports high school affiliated with the Denizli National Education Directorate. The sample group of the research consisted of 214 people (90 women, 124 men) who participated in our research voluntarily. Descriptive information about the participants was given in Table 1.

Attitudes of sports high school students towards physical education lessons were evaluated regarding gender, age, income status, regular exercise, and class variables.

Data collection tools

In the research, the "Physical Education Attitude Scale" developed by Güllü and Güçlü (2009) was used to determine the attitudes of sports high school students towards sports.

Physical Education Lesson Attitude Scale

"Physical Education Attitude Scale" (PEAS) consisting of 35 questions, 11 of which were negative and 34 of which were positive, was developed to determine the manners of individuals towards physical education lessons. It was found out that the Cronbach Alpha value of the scale was 0.94 and the reliability coefficient was 0.80. The minimum result that can be got from the scale was 35 and the maximum result was 175 (Güllü and Güçlü, 2009).

Data Analysis

In the examination of the research result, explanatory data for personal information were performed, and whether the result showed normal distribution was tested with the Kolmogorov-Smirnov Test, and as a result, nonparametric tests were used since the level of significance was less than $p < 0.05$. Mann-Whitney U Test for binary variables and Kruskal Wallis H test for more than two variables.

Bulgular

Table 1

Demographic Information of Participants

Variables	f	%
Age	14 years old and below	52,3
	15 years old	18,7
	16 years old	24,8
	17 years ol	24,3
	18 years old and above	7,9
	Total	214
Gender	Female	42,1
	Male	57,9
	Total	214
Grade	9. grade	23,8

	10. grade	53	24,8
	11. grade	56	26,2
	12. grade	54	25,2
	Total	214	100
Income	0-3000 TL	52	24,3
	3001-5000 TL	104	48,6
	5001-7000 TL	32	15
	7001 TL and above	26	12,1
	Total	214	100
Regular exercising	Yes	138	64,5
	Sometimes	31	14,5
	No	45	21,0
	Total	214	100

In Table 1, there was a frequency table showing the demographic characteristics of Sports High School students. The highest percentages in their category were respectively; in the age variable the highest percentage was in the 16 age category (24.8%), in the gender variable male students were in the majority (57.9%); in the class variable, the highest percentage was in the 11. Classes (26.2%); In the income status variable, those with an income of 3001-5000 TL were the majority (24.86%), and students who regularly do sports were the majority group (64.5%).

Table 2

Descriptive Values Regarding Attitudes of Sports High School Students Towards Physical Education Lesson

Variables	Minimum	Maximum	\bar{x}	SD
Negative Reflection	107,00	175,00	151,0514	15,66169

When Table 2 was examined, the total points of the participants' Attitudes Towards Physical Education lessons were at a very high level (\bar{x} =151,0514).

Table 3

Normality Analysis Results for Scales

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PEAS	,096	214	,000	,962	214	,000

A normality test was applied to determine the tests to be applied to the data obtained according to Table 3. Since the level of significance was $p < 0.05$ according to the Kolmogorov-Smirnov test result, nonparametric tests were used in the study.

Table 4

Results of Man Witney U Test Between Sports High School Students' Attitudes Towards Physical Education Lesson and Gender Variable

Scale and Sub-dimensions	Gender	N	Rank mean	Total Rank	U value	z	p
Attitude	Female	90	99,47	8952,00	4857,000	-1,617	,106
	Male	124	113,33	14053,00			

p<0,05*

In Table 4, there was no statistically clear variance between the gender variable of sports high school students and their attitudes towards physical education lessons as a result of the Man Witney U test (p>0.05).

Table 5

Kruskal Wallis H Test Results Between Sports High School Students' Attitudes Towards Physical Education Lesson and Age Variable

Scale and Sub-dimensions	Age	N	Rank mean	Chi-square Value	df	p	Post Hoc
Negative Reflection	⁽¹⁾ 14 years old and below	52	107,29	7,830	4	,098	-
	⁽²⁾ 15 years old	40	118,28				
	⁽³⁾ 16 years old	53	88,92				
	⁽⁴⁾ 17 years old	52	112,30				
	⁽⁵⁾ 18 years old and above	17	126,06				

p<0.05*

In Table 5, there was no statistically clear (significant) variance (difference) between the age variable of Sports High School students and their Attitudes towards Physical Education Lesson as a result of the Kruskal Wallis H Test (p>0.05).

Table 6

Kruskal Wallis H Test Results Between Sports High School Students' Attitudes Towards Physical Education Lesson and Class Variable

Scale and Sub-dimensions	Grade	N	Rank mean	Chi-square Value	df	p	Post Hoc
Negative Reflection	⁽¹⁾ 9. grade	51	105,77	7,853	3	,049*	2>3
	⁽²⁾ 10. grade	53	122,15				
	⁽³⁾ 11. grade	56	90,06				
	⁽⁴⁾ 12. grade	54	112,83				

*p<0.05

In Table 6, there was a statistically clear variance between the class variable of sports high school students and their Attitudes towards Physical Education lessons as a result of the Kruskal Wallis H Test (p>0.05). As a consequence of the Post Hoc analysis performed to determine the difference between the groups, it was concluded that the Attitudes of 10th Grade students towards Physical Education lessons were higher than the attitudes of 11th Grade students.

Table 7

Kruskal Wallis H Test Results Between Sports High School Students' Attitudes Towards Physical Education Lesson and Income Status Variable

Scale and Sub-dimensions	Income	N	Rank mean	Chi-square value	df	p	Post Hoc
Negative Reflection	⁽¹⁾ 0-3000 tl	52	104,97	2,246	3	,523	-
	⁽²⁾ 3001-5000 tl	104	108,25				
	⁽³⁾ 5001-7000 tl	32	119,11				
	⁽⁴⁾ 7001-9000 tl	26	95,25				

*p<0.05

In Table 7, no statistically clear variance was seen (found) between the income status variable of sports high school students and their Attitudes towards Physical Education lessons as a result of the Kruskal Wallis H Test (p>0.05).

Table 8

Kruskal Wallis H Test Results Between Attitudes of Sports High School Students Towards Physical Education Lesson and Regular Exercise Variable

Scale and Sub-dimensions	Sport past	N	Rank mean	Chi-square value	df	p	Post Hoc
Negative Reflection	⁽¹⁾ Yes	138	115,37	9,669	2	,008*	1>2
	⁽²⁾ Sometimes	31	77,47				
	⁽³⁾ No	45	104,04				

p<0,05*

In Table 8, a statistically clear variance was found out as a result of the Kruskal Wallis H Test performed between the variable of regular sports and Attitudes Towards Physical Education Lesson of sports high school students (p>0.05). Post Hoc analysis was applied to find the variance between the groups, and it was concluded that the Attitudes of the students who regularly do sports are sometimes higher than the attitudes of the students who regularly do sports.

Discussion, Conclusion and Recommendation

The results of this study, in which the behaviours (attitudes) of the participants towards physical education and sports lessons were examined, were discussed in this section, and conclusions and suggestions were given. According to the evaluation of the behaviour points of the sports high school students participating in the research towards the physical education lesson, the level of behaviour towards the physical education lesson was very high. When the literature was examined (Keskin et al., 2017; Harrison, 1984; Çelik and Pulur 2011; Diaz, 2015; Kannan, 2015; Barney, 2003; Chatterjee, 2013; Ashutosh et al., 2016; Marttinen, 2015; Güllü et al., 2016) The conducted studies supported the results of our study. In this framework, we can associate the result of our study with the fact that physical education lessons were interesting and loved by students, and positive emotions were also fed.

No clear variance was seen between the behaviours of the participants towards physical education up to the gender variant. When the literature was examined, Gürbüz and Özkan, 2012; Diaz, 2015; Siegel, 2013; Sharp, 2015; Göksel and Jazz, 2016; Gosset, 2015; In their study, they concluded that gender did not show a clear variance in behaviours towards physical education. Moreover, some studies found the attitude toward physical education to be high in favor of male students in terms of gender variable (Şişko and Demirhan 2002; Tavlaş 2012; Kangalgil et al., 2006; Güllü, 2007; Taşgın and Tekin, 2009; Koca et al., 2005; Demirhan and Koca). , 2004; Phillips, 2011; Güllü et al., 2016). In some studies conducted in primary education (Altay and Özdemir, 2006; Koçak and Hürmeriç, 2006; Koçak & Hürmeriç, 2004; Birtwistle and Brodie, 1991), it was specified that the attitude quantities of female students were bigger than male students. We can say that the reason why we could not detect a variance in terms of gender variable in our study was that students with an interest and ability in sports prefer sports in high school, and therefore, all students had a high quantity of behaviour toward physical education, regardless of gender. Attitude towards school was the interest and feelings of students towards school (Çalık, 2008).

No statistically clear relationship was connected between the level of attitudes toward physical education regarding the age variable of the participants. When the literature was studied, there were also studies supporting the results of the research (Doğan, 2011, Gürbüz, 2011, Gürbüz and Özkan, 2012, Türkmen et al., 2016, Göksel et al., 2017, Göksel and Caz, 2016, Keskin, 2015). Found in their study that there was no clear variance in the attitude towards physical education lesson among age groups. Besides, the study by Akandere et al. (2010) with secondary school students, Butcher, 1983; Wersch et al., 1992; In their studies with female students in adolescence, they stated that the level of attitude toward physical education lessons increases as the age levels of the students decrease. The reason why we could not detect a difference in terms of age variable in our study can be related to the fact that the students studying at sports high schools have had the aim of being good athletes in the future by developing their existing skills even more, from an early age, and that they continue these goals in every age period.

When the behaviours of the participants towards physical education according to the class variable were examined, the attitude points of the 10th-class students were found to be significantly higher than the 11th-grade students. When the literature was examined, some studies showed similarities with the research results according to the class variable, and find the attitudes of 10th-grade high school students towards physical education and sports significant (Taşgın and Tekin, 2009; Tavlaş, 2012). Contrary to these studies, there were also studies in which no clear (significant) variance (difference) was found in the attitudes of students towards physical education and sports according to the grade level they attend (Göksel and Caz, 2016; Varol, 2017). In our study, we can associate the higher scores for physical education in the 10th grade compared to the 11th-grade

students, with the fact that the students in the 10th grade have passed through the school adaptation process and do not have exam anxiety that needs to be prepared for entry to the next higher education, while the 11th-grade students begin to develop university exam anxiety.

There was no clear variance between the income status of the participants and their attitude scores towards physical education lessons. When the literature was examined, Belli et al., (2019), which showed similarity with the research result, concluded that the income levels of the participants did not show a clear variance in their attitude towards sports. This result supports the result of our study. In addition, Güllü et al. (2016) found a clear variance in their study called “Examination of secondary school students' attitudes towards physical education and sports lessons according to some variables. Kotan et al., (2009) found in their study that as the income level of families increases, the rate of sending their children to sports schools also increases. We can associate the reason why we could not detect a difference in terms of the income status variable in our research, because the students acquired the right to receive education at a sports high school as a result of the talent exam, and therefore income status was not effective in being a student at sports high schools, and talent was effective.

When the effect of the participants' regular sports on the level of attitude towards the physical education lesson, a clear variance was found in favor of the students who regularly do sports. When the literature was examined (Kangalgil et al., 2004; Güllü 2007; Çelik et al., 2018; Hünük 2006; Singh and Devi, 2013; Özdiñç, 2005; Sarı and Taylan, 2019; Cox et al. 2008; Chung and Philips, 2002; Keskin, 2015), it was concluded that the attitudes of individuals who regularly exercise towards physical education lesson are higher than those who did not. These results support the result of our study. We can associate the result of our study with the fact that the students who do sports regularly like sports and include sports in their spare time, sports integrate with their personalities, and therefore their attitudes towards physical education lessons may sometimes be higher than those who do regular sports.

In the study, it was deduced that the behaviours of the participants towards the physical education lesson were very high. It was an expected situation that the level of attitude towards physical education of students who prefer sports in high school following their interests and abilities and who are successful after the aptitude test in the field of physical education is very high. It can be said that the positive attitudes of sports high school students, who aim to work as sports specialists, physical education teachers, or trainers after graduation, will contribute significantly to their professional lives.

Conclusion And Recommendations

As a result, it was seen that gender, age, and income status did not change the attitude levels of our participants towards the physical education lesson the attitude levels of the 10th-grade students

were bigger than the 11th-grade students, and the students who do regular sports sometimes had higher attitude levels than the students who regularly did sports.

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Araştırmanın tamamı, araştırmanın tek yazarı tarafından gerçekleştirilmiştir.

Çatışma Beyanı

Yazarın araştırma ile ilgili bir çatışma beyanı bulunmamaktadır.

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