



Examining the Attitudes of Students in Secondary Education Towards Physical Education and Sports Class in Terms of Some Variables

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Abstract

The purpose of this study was to compare some variables like gender, class level, engaging in sports outside of the school, sports participation status of parents, having an indoor sports facility of students studying in Edirne province secondary schools by determining their attitudes towards Physical Education and Sports class. The sample of the study consisted of 1649 students from 7th grades (448 male, 435 female) and 8th grades (401 male and 365 female). To determine the attitudes of students towards physical education class 'Physical Education Class Attitude Scale' (PECAS) developed by Sherrin and Toulmin and adapted to Turkish by Özer and Aktop (2003) was used. Statistical analysis showed that there was a significant difference between gender, class level, engaging in sportive activities outside of the schools variables in terms of physical education attitude scale total score and there was no statistically significant difference between the scale scores of sports participation status of parents, and having an indoor sports facility variable. Attitude scale scores of male students were found to be higher than female students ($p=0,05$). Attitude scale scores of 7th grade students were found to be higher than 8th grade-students ($p<0,05$). Attitude scale scores of students engaging in sportive activities outside of the school were found to be higher than those who did not participate in extracurricular activities ($p=0,00$). In addition, Pearson correlation analysis demonstrated that there was no relationship between BMI and attitude scale scores ($p>0,05$). As a result, the results obtained from the current study indicate that the attitudes of secondary school students towards physical education class were affected by gender, class level and age. It can be concluded that these factors were recommended to be taken into consideration in planning physical education lessons by relevant institutions to increase the attitudes of students towards physical education class.

Keywords: Physical education and sports, attitude, secondary school students.

Özet

Edirne İli Merkez Ortaokullarında Öğrenim Gören Öğrencilerin Beden Eğitimi ve Spor Dersine İlişkin Tutumlarının Bazı Değişkenler Açısından İncelenmesi

Bu çalışmanın amacı, Edirne ili merkez ilçe ortaokullarında öğrenim gören öğrencilerin beden eğitimi ve spor dersine ilişkin tutumlarının belirlenerek cinsiyet, sınıf düzeyi, öğrencilerin okul dışında spor yapip yapmaması, öğrenci anne veya babasının düzenli olarak spor yapip yapmaması, okullarında kapalı spor salonu olup olmamasına göre anlamlı bir fark olup olmadığı gibi bazı değişkenler açısından karşılaştırılmasıdır. Araştırmanın örneklemini 7. Sınıfta (448 erkek, 435 kadın) ve 8. Sınıfta (401 erkek, 365 kadın) öğrenim gören toplam 1649 öğrenci oluşturmaktadır. Öğrencilerin beden eğitimi dersine tutumlarının belirlenebilmesi için Sherrin ve Toulmin'in geliştirdiği; Özer ve Aktop (2003) tarafından Türkçeye uyarlanan 'Beden Eğitimi Dersi Tutum Ölçeği' (BESTÖ) kullanılmıştır. İstatistiksel analizler cinsiyet, sınıf düzeyi, okul dışında spor yapip yapmama değişkenleri arasında beden eğitimi tutum ölçeği toplam puanı açısından anlamlı farklılık bulunduğunu, anne ya da babanın spor yapip yapmaması, öğrencilerin okullarında kapalı spor salonu bulunup bulunmaması açısından ise ölçek taban puanları arasında istatistiksel düzeyde anlamlı farklılık bulunmadığını göstermektedir. Erkek öğrencilerin tutum ölçek puanı, kadın öğrencilerin tutum ölçek puanlarından daha yüksektir ($p=0,05$). 7. Sınıf öğrencilerinin tutum ölçek puanları, 8. Sınıf öğrencilerinin tutum ölçek puanlarından daha yüksektir ($p<0,05$). Okul dışında bir spor faaliyetine katılan öğrencilerin tutum ölçek puanları, okul dışında bir spor faaliyetine katılmayan öğrencilerin puanlarından daha yüksektir ($p=0,00$). Ayrıca, Pearson korelasyon analizi VKİ ile tutum ölçek puanı arasında bir ilişki olmadığını göstermiştir ($p>0,05$). Sonuç olarak mevcut çalışmadan elde edilen bulgular ortaokul öğrencilerinin beden eğitimi dersine karşı tutumlarının cinsiyet, sınıf düzeyi ve yaştan etkilendiğini göstermektedir. Öğrencilerin beden eğitimi dersine tutumlarının artırılabilmesi için ilgili kuruluşlar tarafından bu faktörlerin beden eğitimi derslerinin planlanması ve öğrencilerin tutumlarının artırılabilmesi için bu faktörlerin ele alınması gerektiği anlaşılmaktadır.

Anahtar Kelimeler: Beden Eğitimi ve Spor, Tutum, Ortaokul Öğrencileri.

INTRODUCTION

Attitude is a predisposition of behavioral, mental and emotional reaction of someone against an object or incident. For a more productive physical education class, It is important for students to exhibit positive attitude towards physical education class (1). The attitudes of students who are receiving education in secondary schools offer a perspective emphasizing the significance of physical activity and sports within an education system (8). The effect of physical education class on students, the contribution on physical health, the effects on personal development and general perception of the course establish a significant research discipline to investigate the factors shaping the attitudes of students in this field and how young individuals evaluate this course. For this reason, understanding the attitudes of students towards physical education and sports class, evaluating the importance that education system gives to physical activity and sports, and to encourage positive attitudes in this discipline have a critical importance. Attitudes arise from the beliefs we have in the people and objects. However, attitudes may often alter people's behavior and make us decide in terms of a participation in any activity or they may cause us to deviate from our goals (17).

People express their daily beliefs and attitudes through their languages and behaviors. Gaining insight towards the beliefs of students in physical education class forms a significant basis for understanding their attitudes, interest and participations in the class (26). From past to present, many scientific studies have been conducted examining students' attitudes towards sports activities. The mutual purpose of these research was to aid students to develop positive attitudes towards for those who had negative attitudes and alter their perceptions regarding this subject (12). Research on the perceptions of primary school students contributes to our understanding of their views on physical education class. For example, in a research conducted; it was revealed that students find physical education class entertaining and it made students feel special and happy (25). According to another study, it was determined that primary school students were able to assess physical

education lesson partially and these assessments might be helpful in terms of revising the instructional plan (19).

According to a research carried out in secondary education level; course content of physical education lesson was the most significant factor on developing a positive or negative attitude towards physical education class regardless of gender and selecting physical education class or not (18). In this study, the attitudes of students attending secondary schools in the central district of Edirne towards physical education and sports class were compared with respect to variables such as gender, grade level, extracurricular activities, availability of sports facilities in the schools, the education level of their parents, and whether their parents participate in sports regularly or not. The data obtained from this research is expected to foresee activities that can positively shift the negative attitudes of students towards physical education class.

METHOD

Research Model

In this study, descriptive survey model from general survey models was designed. When examining the general characteristics of the survey model, it was observed that these models were designed to collect data for the purpose of identifying specific attributes of a group, and they focus on determining participants' views, interests, skills, and attitudes related to particular subject or event (4).

Sample and Population of The Study

The population of the study consisted of a total of n=2756 students, including n=741 male students and n=650 female students in the seventh grade, as well as n=718 male students and n=647 female students in the eighth grade, who were enrolled in 20 primary schools in the central district of Edirne province. The sample of the study consisted of a total of n=1789 students, including n=483 male students and n=480 female students in the seventh grade, as well as n=424 male students and n=402 female students in the eighth grade. The proportional sample size formula (21) was used to determine the sample size, and according to this formula, reaching 364 students was sufficient to conduct the study with a 95% confidence interval (5% margin of error) (21).

Data Collection Tools

In the study, a data collection instrument consisting of two parts was used to measure students' attitudes toward physical education classes. The instrument was developed by the researcher and included a personal information form containing details such as the student's gender, class, age, height, weight, the presence of a sports hall in the school, engagement in extracurricular sports activities, and whether their parents engaged in regular sports. Additionally, the instrument included the "Physical Education Class Attitude Scale" (PECAS), adapted into Turkish by Özer and Aktop (2003), originally developed by Sherrin and Toulmin (23).

Data Collection

Attitude scales were distributed by the researcher to students in company with physical education teachers in a physical education class, informing students about the scale. Students were asked to fill the forms within an hour of lesson duration and attitude scales filled by the students were collected back by the researcher.

Statistical Analysis

Within the scope of the research, 1,789 people were contacted and asked to complete the scale. However, 140 scales were excluded from the study due to incompleteness or incorrect completion. Therefore, 1,649 scales were used for statistical analysis. The data of a total of 1649 students attending seventh grade, consisting of 435 girls and 448 boys, and eighth grade, consisting of 365 girls and 401 boys, in the central middle schools of Edirne province, were taken into consideration for evaluation. Statistical analysis of all the data were carried out by using SPSS 18 program. Minimum, maximum, mean and standard deviation parameters were used in determining descriptive statistics of the data. In addition, frequency and percentiles were controlled. The normality values of the data were determined by checking the Kurtosis and Skewness values. The values for

the assumption of normality were stated to be within the range of -1 to +1 (20). In this case, the data was determined to meet the normality assumption. Independent Sample T test was used in comparing this result with independent two groups. Cohen’s d formula was utilized in determining the effect size of statistical difference between groups. Pearson Product-Moment correlation coefficient analysis was used for the relationships between measuremental variances. $P < 0,05$ value was accepted as statistically significant.

FINDINGS

Age, height, weight, Body Mass Index of the participants and comparison of attitude scale scores in terms of gender were given in Table 1. In Table 2, Age, height, weight, Body Mass Index of the participants and comparison of attitude scale scores in terms of grade, and in Table 3, Age, height, weight, Body Mass Index of the participants and comparison of attitude scale scores in terms of sports participation were given. The data obtained from the comparison of scale scores between participants whose mothers engage in sports and who do not is given in Table 4. Table 5 presents the comparison of scale scores between participants whose fathers engage in sports and those who do not. The comparison of scale scores between participants with and without an indoor sports facility in their school (without gender distinction).

Table 1. Comparison of Participants’ Age, Height, Body Weight, BMI, and Attitude Scale Scores by Gender

Variables	Female Students		Male Students		t	p	d
	n = 800		n = 849				
	Mean	Sd	Mean	Sd			
Age (year)	13,12	0,66	13,15	0,67	-0,897	0,37	-
Height (cm)	160,48	6,58	163,94	9,77	-8,472	0,00*	-0,41
Body Weight (kg)	52,01	11,34	57,08	13,76	-8,197	0,00*	-0,40
BMI (kg/m ²)	20,10	3,71	21,03	4,01	-4,899	0,00*	-0,24
Scale Score	183,38	28,46	193,05	26,41	-7,156	0,00*	-0,35

p < 0,05*; d = Cohen’sd; t = Independent Sample t test Score

According to the results of independent samples t-test; the comparison of age groups in terms of gender did not reveal a significant difference among the participants ($p > 0.05$). However, in the comparison of height, weight, BMI, and scale scores based on gender, statistically significant differences were identified between male and female students (respectively, $t_{(1647)} = -8.472, -8.197, -4.899, -7.156$; $p < 0.05$). Male participants are found to be statistically heavier and taller than female students. Additionally, male students have higher BMI values and attitude scale scores compared to female students. The effect sizes of these differences are detailed in Table 1 as follows: -0.41, -0.40, -0.24, -0.35, respectively.

Table 2. Comparison of Participants’ Age, Height, Body Weight, BMI, and Attitude Scale Scores by Class Level

Variables	7th Grade		8th Grade		t	p	d
	n = 883		n = 766				
	Mean	Sd	Mean	Sd			
Age (year)	12,74	0,51	13,58	0,53	-32,142	0,00*	-1,61
Height (cm)	160,14	7,79	164,71	8,73	-11,208	0,00*	-0,55
Body weight (kg)	52,67	12,51	56,87	12,97	-6,671	0,00*	-0,32
BMI (kg/m ²)	20,39	3,94	20,80	3,84	-2,100	0,03*	-0,10
Scale Score	189,91	27,41	186,68	28,19	2,286	0,02*	0,11

p < 0,05*; d = Cohen’s; t = Independent Sample t test Score

According to the results of independent samples t-test; there is a statistically significant difference in favor of 8th grades in terms of age, height, weight (respectively, $t_{(1647)} = -32.142, -11.208, -6.671$; $p < 0.05$), and BMI values ($t_{(1647)} = -2.100$; $p < 0.05$), while the attitude scale scores of 7th grades are higher than those of 8th grades ($t_{(1647)} = 2.826$; $p < 0.05$) (Table 2).

Table 3. The Comparison of Participants in Terms of Sports Participation Regarding Age, Height, Weight, BMI, and Attitude Scale Scores

Variables	Sports Participants		Non Sports-Participants		t	p	d
	n = 473		n = 1176				
	Mean	Sd	Mean	Sd			
Age (year)	13,09	0,66	13,15	0,66	-1,595	0,11	-
Height (cm)	162,86	8,05	162,02	8,73	1,792	0,07	-
Weight (kg)	54,34	13,13	54,73	12,80	-0,556	0,57	-
BMI (kg/m ²)	20,33	3,88	20,68	3,90	-1,672	0,09	-
Scale score	193,86	26,35	186,14	28,13	5,130	0,00*	0,28

p < 0,05*; d = Cohen'sd; t = Independent Sample t test Score

According to the results of independent samples t-test; in Table 3, data obtained from the comparison of participants in terms of sports participation regarding age, height, weight, BMI, and attitude scale scores reveal that only the attitude scale scores of students who participate in sports are statistically significantly higher than those who do not participate in sports ($t_{(1647)} = 5.130$; $p < 0.05$). Among other variables, there is no statistically significant difference ($p > 0.05$).

Table 4. The Comparison of Scale Scores Between Participants Whose Mothers Engage in Sports and Those Whose Mothers do not Engage in Sports

Variable	Those Whose Mothers Engage in Sports		Those Whose Mothers Don't Engage in Sports		t	p	d
	n = 139		n = 1510				
	Mean	Sd	Mean	Sd			
Age (year)	13,14	0,63	13,13	0,67	0,137	0,89	-
Height (cm)	163,77	8,91	162,12	8,50	2,177	0,03*	0,18
Weight (kg)	55,69	13,23	54,52	12,86	1,025	0,30	-
BMI (kg/m ²)	20,56	3,73	20,58	3,91	-0,044	0,96	-
Scale Score	189,84	28,31	188,22	27,80	0,658	0,51	-

p < 0,05*; d = Cohen'sd; t = Independent Sample t test Score

According to the results of independent samples t-test; the data presented in Table 4 indicate that there is no statistically significant difference in attitude scale scores between students whose mothers engage in sports and those whose mothers do not engage in sports ($p > 0.05$). However, the height of students whose mothers engage in sports is statistically higher than those whose mothers do not engage in sports ($t_{(1647)} = 2.177$; $p < 0.05$).

Table 5. The Comparison of Scale Scores Between Participants Whose Fathers Engage in Sports and Those Whose Fathers do not Engage in Sports

Variable	Those Whose Fathers Engage in Sports		Those Whose Fathers Don't Engage in Sports		t	p	d
	n = 138		n = 1511				
	Mean	Ss	Mean	Sd			
Age (year)	13,13	0,61	13,13	0,67	0,023	0,98	-
Height (cm)	163,59	8,27	162,14	8,56	1,905	0,06	-
Weight (kg)	55,39	12,92	54,55	12,89	0,736	0,46	-
BMI (kg/m ²)	20,52	3,84	20,58	3,90	-0,171	0,86	-
Scale Score	188,97	29,17	188,30	27,73	0,271	0,78	-

p<0,05*; d = Cohen'sd; t = Independent Sample t test Score

According to the results of independent samples t-test; the data presented in Table 5 indicate that there is no statistically significant difference between students whose fathers engage in sports and those whose fathers do not engage in sports regarding the dependent variable (attitude scale score) and independent variables (age, height, weight, BMI) (p>0.05).

Table 6. The Comparison of Scale Scores Between Participants in Schools with and without Indoor Sports Facilities

Variables	Indoor Sports Facility		No Indoor Sports Facility		t	p	d
	n = 180		n = 1469				
	Mean	Sd	Mean	Sd			
Age (age)	13,11	0,54	13,13	0,68	-0,638	0,52	-
Height (cm)	162,02	7,84	162,29	8,63	-0,399	0,69	-
Weight(kg)	53,91	12,06	54,71	12,99	-0,781	0,43	-
BMI (kg/m ²)	20,41	3,68	20,60	3,92	-0,615	0,53	-
Scale Score	187,82	29,75	188,42	27,61	-0,275	0,78	-

p<0,05*; d = Cohen'sd; t = Independent Sample t test Score

According to the results of independent samples t-test; the data presented in Table 6 indicate that there is no statistically significant difference between students in schools with and without indoor sports facilities regarding the dependent variable (attitude scale score) and independent variables (age, height, weight, BMI) (p>0.05).

DISCUSSION AND CONCLUSION

The aim of this study was to investigate whether there was a significant difference in the attitudes towards physical education and sports classes among 7th and 8th-grade students attending secondary schools in the central district of Edirne. The study examined this difference in relation to various variables such as grade level, gender, engagement in sports outside of school, whether the students' parents engage in regular sports, and the presence of an indoor sports facility in the school they attend.

The discussion section of the study has been formulated based on the results obtained from the responses of a total of 1649 7th and 8th-grade students enrolled in 20 secondary schools located in the central district of Edirne regarding their attitudes towards physical education classes. According to the data in Table 1 when looked at the middle school 7th and 8th-grade students in the central district of Edirne based on their genders, it was observed that the attitude scores taken from the scale for male students were higher than the scale scores for female students. This indicates that male participants have more positive attitudes towards physical education class. In the context of the discussion, some of the studies reviewed in the literature share

similar results with the current study, indicating that students' attitudes towards physical education and sports classes vary based on gender.

In the study conducted by Canlı (2013), it was determined that the attitude scores of male students were higher than the attitude scores of female students (5). The study also noted a statistically significant difference in favor of males in terms of attitude scale scores between the two groups. In the study conducted by Korkmaz and Haloğlu (2011), they concluded that the attitude scores obtained by male students from the scale were statistically significantly higher than the scores obtained by female students (15). Within the scope of the research, some of the studies reviewed in the literature, in contrast to our study's results, have concluded that, in terms of gender, female students exhibit more positive attitudes towards physical education class compared to male students.

In the study conducted by Zekioğlu, Gürsoy, Gürsoy, and Çamlıyer (2020), they reached the conclusion that female students showed a more positive attitude towards physical education class compared to male students (31). The differences in results between their study and the current study may be attributed to variations in the scales used and the socio-economic conditions of the region under investigation. Within the scope of the discussion, some studies reviewed in the literature share different results from the current study, concluding that there was no difference in attitudes towards physical education class based on gender.

In the research conducted by Kural, Dilek, and Kural (2022), they concluded that there was no significant difference in attitudes towards physical education class between female and male students (16). The results obtained in the study conducted by Kural, Dilek, and Kural seemed to differ from the findings of the present study. These differences are thought to be attributed to factors such as the population of the region, social opportunities, and the specific scale used by the researchers. In the research conducted by Gürbüz and Özkan (2012), they concluded that a significant difference based on gender could not be detected when comparing the scores obtained from the attitude scale for participants (10).

Similarly, the difference in the results between the study conducted by Gürbüz and Özkan and the results of the current study is thought to be due to the use of a different scale in their study compared to the one used in this study and may also arise from the socio-cultural structure of the research sample (10). According to the findings obtained from Table 2, when looked at based on the class levels of 7th and 8th-grade students in the second stage of primary education in the central district of Edirne province, it is observed that the attitude scores obtained from the scale were higher for 7th-grade students compared to 8th-grade students. This result indicates that the attitudes of 7th-grade students towards physical education and sports class were more positive than those of 8th-grade students.

Within the scope of the discussion, some of the studies reviewed in the literature share similar results with the findings of the current study, indicating that the attitudes of 7th-grade students towards physical education and sports class were higher than those of 8th-grade students. In contrast to the results of the current study, Yıldız and Özbek (2018) reported that as the class level decreased, the attitude levels towards physical education class increased, and as the class level increased, the attitude levels towards physical education class decreased (29). Şarvan Cengiz, Öztaşyonar, and Kaplan (2016) reached a conclusion similar to the results of the current study (9). They found that as the educational levels of participants increased, the attitude scores towards physical education class decreased.

Within the scope of the discussion, some studies reviewed in the literature share different results from the findings of the current study, indicating that there was no difference in attitudes towards physical education class based on educational levels. Türksoy and Kurtuluş (2022) stated that there was no significant difference in attitude scores among students at different class levels (27). Hasdemir and Azar (2021) concluded that they could not reach a significant difference in students' attitude scores based on class levels (11). As the age of middle school students increases, the reasons for a decrease in their attitudes towards physical education may include their preparation for the High School Entrance Exam. They might have shown more interest in academic subjects to succeed in the exam and gain admission to a good high school.

According to the data obtained from the comparison of attitude scale scores of participants in 7th and 8th grades in secondary school in the central district of Edirne, as presented in Table 3, it has been determined that the attitude scale scores of students participating in sports outside of school are statistically significantly

higher than those of students who do not participate in sports outside of school. This result indicates that students participating in sports outside of school have higher attitudes towards physical education class compared to those who do not participate in sports outside of school. Within the scope of the discussion, some studies reviewed in the literature share similar results with the findings of the current study, indicating that students participating in sports outside of school tend to have relatively higher attitudes towards physical education class compared to students who do not participate in sports outside of school.

The results of Yücekaya's (2020) research indicated that the happiness levels of students engaged in licensed sports in any branch significantly differed from those who did not engage in licensed sports in any branch (30). According to the results of Keskin's (2015) research the attitude scores of students with a regular sports habit were found to be significantly higher when compared to students without a regular sports habit (13). Uslu and Özlü (2022) stated in their research on secondary school students that the attitude scores of participants engaging in regular physical activity were higher than the attitude scores of participants not engaging in regular sports, and a significant difference was obtained between the two groups (28). In Zengin's research (2013), it was found that students who engage in sports regularly had higher attitude scores compared to students who do not engage in regular sports (32).

When Table 4. and 5. are examined, according to the results obtained from the research, it has been concluded that the attitude scale scores of participants in 7th and 8th grades in the central district of Edirne, based on whether their mothers or fathers engage in regular sports or not, are close to each other, and no statistically significant relationship could be found. Within the scope of the discussion, some studies reviewed in the literature share different results from the findings of the current study, indicating that students who have a family member engaged in a sport have more positive attitudes towards physical education class compared to students whose family members are not engaged in a sport. According to the results of Çolak's (2019) research, it was understood that the attitude scores of students whose mothers or fathers participate in physical activity were higher compared to those whose mothers or fathers did not participate in physical activity (6). Sivrikaya and Kılıç (2017) concluded that students with family members engaged in sports had higher attitude scores compared to those without family members engaged in sport (24).

The result of this study differs from the result of the current research. Erden and Özmütlu (2017) found a significant difference between individuals with family members engaged in sports and those without family members engaged in sports (7). This result differs from the findings of the current study. According to the research results of Öncü and Güven (2011), they concluded that the attitudes of children whose parents engage in sports towards participating in physical education class were more positive compared to those whose parents did not engage in sports (22).

Within the scope of the discussion, some studies reviewed in the literature share similar results with the findings of the current study, indicating that there was no significant difference in the attitudes of students towards physical education and sports class based on whether their mothers or fathers regularly participated in exercise. According to the results of Kılıç's (2015) study, it was stated that there was no significant difference in students' attitudes towards the class based on the variable of whether there was an individual in their family who had actively exercised or continued to exercise. The result of this study is similar to the result of the current study.

According to the results of Keskin's (2015) research, there was no significant difference in students' attitudes towards physical education class based on their mothers' participation in exercise (14). However, it was mentioned that the attitudes of students whose fathers engage in sports were significantly higher compared to students whose fathers did not engage in sports. When Table 6. is examined, according to the findings obtained from the research in the central district of Edirne, in secondary schools with or without an indoor sports hall, the results indicate that the attitude scale scores towards physical education class were similar, and no statistically significant relationship could be found. Within the scope of the discussion, some results obtained from studies in the literature share different results from the findings of the current study, indicating that students with indoor sports halls in their schools have more positive attitudes towards physical education and sports class compared to students without indoor sports halls in their schools. According to the results of Kılıç's (2015) study, participants with a sports hall in their schools have higher attitude scores compared to participants without a sports hall in their schools (14). Aras and Asma (2020) concluded that

participants with a sports hall in their schools exhibit a more positive attitude towards physical education and sports class compared to participants without a sports hall in their schools (2). Atik (2020) found that students who reported that their school does not have a sports hall have a higher level of attitude towards physical education and sports class compared to students who reported that their school has a sports hall (3).

In our literature review, we did not come across a study that specifically investigated the presence or absence of indoor sports facilities in secondary schools in Edirne city center. Therefore, we have compared our study results with research conducted on secondary school students in different cities and within Edirne city center. The reasons for the different outcomes reported in the literature compared to our study are multifaceted. Firstly, in Edirne city center, out of the 20 secondary schools included in our study, only one had an indoor sports facility, while the remaining schools did not. This scarcity of indoor sports facilities may have influenced the preferences of the students in this age group, as they tend to enjoy various recreational activities, not limited to indoor sports. Consequently, we believe that the results of our study differ from others due to the abundance of activities available in different areas, not just limited to sports facilities. Moreover, variations in the measurement tools used for attitude assessment, differences in the socio-economic structures of the study locations, and disparities in the income and education levels of the participating students' families may account for the divergent outcomes observed between our study and those in the literature.

The comparative analysis of the attitudes of students attending middle schools in Edirne city center towards physical education and sports classes, considering variables such as student gender, grade level, participation in sports activities outside of school, whether the student's parent engages in regular sports activities, and the presence of an indoor sports facility at their schools, is presented in the results obtained from our study."

According to the data obtained from our research, it has been determined that male students exhibit higher attitudes towards physical education and sports classes compared to female students. Additionally, a significant difference based on gender in attitudes towards physical education classes among the middle school students who participated in the study was identified.

Our research findings indicate that as students' educational levels increase, there is a decrease in their attitudes towards physical education classes. Furthermore, a notable difference in attitudes towards the class was observed when comparing middle school students across different grade levels. According to our research results, it has been determined that students engaged in any branch of sports outside of school exhibit more positive attitudes towards the class compared to students who do not participate in any sports outside of school.

The comparison based on whether their mothers or fathers engage in regular sports did not yield significantly different results, as the obtained outcomes were found to be similar, and no statistically significant relationship was identified. According to the comparison based on whether there is a closed sports hall in their schools, the obtained results were found to be similar, and no statistically significant relationship was identified.

Based on the results of this research, the following recommendations can be made:

-Taking into consideration the age and sensory characteristics of middle school students, fun activities can be organized in mixed groups by physical education and sports teachers to include both genders.

-As the age of entry into adolescence is determined, students' interests may change as they get older during this period. Therefore, physical education and sports teachers can plan sports activities and educational games to keep the interests of students whose interests change as class levels increase.

-Due to the susceptibility of this age group to guidance, it is important to direct them to sports centers during their free time outside of school to keep them away from harmful habits.

-Collaborative efforts between the Ministry of Youth and Sports (GSB) and the Ministry of National Education (MEB) can be planned to ensure that they engage in sports and maintain a healthy lifestyle.

-Educating parents on the indispensability of sports for a healthy lifestyle through workshops, seminars, and similar activities is crucial.

-Encouraging active participation in sports and serving as role models for their children in terms of engaging in physical activities should be emphasized. By observing their families adopting a habit of exercising, students can develop a positive attitude towards physical education and sports classes.

-Physical education lesson plans should be designed to include indoor sports, especially in schools with appropriate facilities. By organizing competitions, tournaments, and other activities related to indoor sports in schools with suitable facilities, a positive attitude towards physical education can be fostered.

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