

Selma ÇALIŞIR¹



Talha MURATHAN²



¹ Ministry of National Education, Kars, Turkey

² Inönü University, Faculty of Sport Sciences,
Department of Sport Management, Malatya,
Türkiye

The Attitudes of Secondary School Students Studying in Different School Types Towards Physical Education and Sports Lessons: Comparison of Village and City

ABSTRACT

The main aim of this study was to determine the attitudes of secondary school students towards physical education and sports lessons by making comparisons according to settlement and school types. In selecting the study group, the stratified purposeful sampling method, which is a type of purposive sampling method and one of the non-random sampling methods, was adopted. The data were collected and evaluated using a personal information form and BES course attitude scale. SPSS statistical program was used to analyze the data and the significance value was accepted as .05. As a result of the analysis, it was determined that the data were normally distributed and t-test was used for pairwise comparisons, Post-Hoc Tukey and One-Way Variance Analysis (ANOVA) were used for more than two comparisons. According to the results of the research, no significant differences were found in the mean scores of the students' attitudes towards the BES course according to variables such as gender, residence in the city center or rural area, mother's occupation, father's education level, school type and place of residence. However, significant differences were found in the mean scores of the students' attitudes towards the BES course in terms of factors such as being on the school team, gym status, class levels, transportation to school, location of the school, father's occupation, mother's education level.

Keywords: Physical education and sports, attitude, school types.

This study is derived from Master's thesis (YÖK Thesis No: 813953) completed by the 1st author under the supervision of the 2nd author.

Received Date 06.07.2024
Accepted Date 15.10.2024
Publication Date 02.02.2025

Corresponding author: Selma ÇALIŞIR
E-mail: selmacalisir65@gmail.com

Cite this article: Çalışır, S., & Murathan, T. (2025). The attitudes of secondary school students studying in different school types towards physical education and sports lessons: Comparison of village and city. *Educational Academic Research*, 56, 29-44.



Content of this journal is licensed under a Creative Commons Attribution-Noncommercial 4.0 International License.

Introduction

Human history arose as a result of the accumulation of previous generations. Humans differ from other living creatures in that they form social cultures as a result of living together. Education ensures that this culture is passed on to future generations. Education imparts to us the information and experience that humans have accumulated throughout history. People who lived in the past contributed to today's life. We support its construction by donating to it. Education elevates us to this level, and we use our knowledge and experiences to advise future generations (Aras, 2019). In the changing international order, education is one of the most crucial components for nations to keep up with global changes and innovations while also progressing by adapting to the present system.

Studies in the field of education and training emphasise the importance of PES (Physical Education and Sports) lessons. These courses can increase students' motivation, make school more fun, help them cope with stress and help them avoid bad habits. Therefore, it is important for students to

be interested in sports in order to complete their personal development. The most basic aim of education is to guide the individual in the process of self-knowledge and discovering his/her own abilities. The aim of constructivist education is to prepare each individual for future life in a way that each individual will develop in parallel with each other in cognitive, kinetic, social and spiritual areas. For this reason, PPS should be considered as an indispensable building block of general education (Eroğlu, 2011).

Education is obliged to reveal the hidden powers and talents of individuals and to help them develop them to the highest level. One of the main aims of modern education is to develop individuals in physiological, intellectual, spiritual and social competence and to participate in life. This aim can be realised through the mental and physical education of the individual. For social progress and development, the individual must be physically healthy and feel happy in his/her inner world (Kangalgil et al., 2006). In addition to developing students' abilities and increasing their knowledge, education should also make individuals self-sufficient in emotional, cognitive, social and physical

dimensions. Raising qualified individuals is the most important task of the education system. The main principle adopted in our PPS courses is to ensure that all individuals in the field of education develop according to their own abilities. The teaching method of the PPS course should be determined according to the physical and cognitive needs, interests and abilities of children (Taşmektepligil et al., 2006).

In education, it is not only enough to develop students' knowledge and skills, but also their emotional, social, mental and physical aspects should be developed and they should be helped to become self-sufficient as a whole (Ar, 1998). Individuals who are open to continuous learning in social life can also realise harmful learning when they are left alone. Therefore, the education system has a great duty in raising qualified individuals and efforts should be made for this purpose (Yanik & Çamlıyer, 2015). The aim of PES lessons is not to educate all children equally, but to ensure that each child grows according to the skills they have. For this reason, in physical education lessons, physical and cognitive needs of students, the areas they like, their ability status should be evaluated comprehensively and the transfer method should be selected (Ar, 1998; Şirinkan et al., 2007; Yanik & Çamlıyer, 2015).

The main purpose of the physical education course is to contribute to the education of healthy individuals. Thanks to this course, students who adopt an active lifestyle are expected to maintain an active life throughout their lives. This is an important factor in coping with today's rapidly developing technology and increasing stress. Physical education classes provide positive effects on students' physical, social and psychological development and help them overcome a wide range of problems. Physical education classes are considered as an activity that provides physical and psychological relaxation. These lessons help to prevent psychological problems that arise due to many factors such as a rapidly changing world, technological developments, problems in business life, communication problems, monotonous life. In order to increase student and teacher motivation, it is important how the BES lessons are taught. It is known that students are more motivated in lessons where they are happy, and similarly, teachers are more motivated when they think that the lessons are taught in a useful way (Kangalgil et al., 2006).

In addition to the age factor, the people around them also have an important effect on the formation of students' feelings and attitudes towards physical education class. It is known that the attitudes of parents play an important role especially in childhood, but the influence of other

social factors increases with adolescence (Aicinena, 1991 ; Morgan, 2006; Morey & Karp, 1998). In adolescence, the attitudes of the people around the students such as friends, relatives and teachers are effective in the formation and continuation of students' attitudes towards physical education course (Sakalli, 2001). It is known that peer groups and teachers have a great influence on the formation of the attitudes of secondary school students who spend a lot of time at school.

Religion, which is a deep-rooted institution that affects social life and whose existence is as old as human history, is a factor that protects and stabilises social order and is one of the main elements that regulate human life. Religion is a great power that keeps societies together and is related to social change (Okumu, 2003). In our country, it is thought that there is a widespread prejudice that sports are perceived negatively from a religious point of view and that doing sports may be contrary to the commandments of religion. For this reason, it was predicted that students studying in imam hatip secondary school, whose education is based on religion, may exhibit negative attitudes by having negative thoughts towards the BES course (Topalli, 2019).

In Turkey, there are various types of secondary schools: general secondary school, imam hatip secondary school and Regional Boarding Secondary School (YBO) (MoNE, 2008). YBOs are boarding schools that require students to stay at school completely. Therefore, the fact that students in these schools spend more time away from their families may lead to the emergence of problems that they do not feel in the family environment. Therefore, it is important that schools have appropriate physical structures (sports halls, libraries, hostels, cafeterias, etc.) for students to spend their free time efficiently. In addition to these factors, personal information such as the type of school, masculinity or femininity of the student, transportation, areas such as halls where activities are carried out, team membership, number of siblings, study room, parents' occupation may also have an effect on the feelings and attitudes that students develop towards the BES course. For this reason, it is necessary to evaluate the attitudes and opinions of students studying in different types of secondary schools towards the BES course in detail and to determine whether the variables at hand create differences (Ari, 2000; Kafadar, 1997; Karataş, 2006).

Method

Research Design

This study followed cross-sectional design as one of the survey designs. Survey designs aims to quantify and qualify the ideas of large population and provides the opportunity to find answers to questions such as 'what, where, when, in what majority, at what level, in what situation'. Cross-sectional designs are the studies conducted with the aim of describing and transferring the existing event in a certain period of time as it occurred (Karasar, 2002). In our research, the dependent variable is attitudes towards the PPS course, the independent variables are gender, school type, urban centre and rural area, being in the school team, grade level, age groups, parents' occupation and education level.

Study Group

The population of the study consists of students in Kars city centre and villages connected to the centre. The sample consists of a total of 688 secondary school students, 383 female and 305 male, in Kars city centre and villages connected to the city centre in 2022-2023 (Table 1). Non-random sampling methods are classified as systematic sampling, purposive sampling and convenience sampling in accordance with Fraenkel and Wallen's (2006) classification. Patton (1990) analysed purposive sampling in 14 different strategies. One of these strategies is stratified purposive sampling. In our study, stratified purposive sampling, which is one of the types of purposive sampling method, was used. In sample selection, the estimated sample formula for continuous variables used by Çıngı, 19949 was used to calculate the sample size. The population size was $N=7300$, Likert-type five-point rating was used for the responses. For the estimation of the mean, the estimated deviation $d= .05$ points and standard deviation $.5$ were used, and the confidence level $(1-\alpha) = .95$ was taken. The t value corresponding to the confidence level is 1.96. When we substitute the values in the formula $NO=[(t\alpha S)/d]^2$, the sample size can be taken as 365.

Table 1.

Sample Table

School location		YBO	General Secondary	Imam Hatip	Total	
City Center	Gender	F	48	78	134	260
		M	46	68	98	212
		Tot.	94	146	232	472
Village Connected to Center	Gender	F	35	54	34	123
		M	22	40	31	93
		Tot.	57	94	65	216

Data Collection Tools

Physical Education and Sports Attitude Scale

Primary Education (10-12 years old) IPS course attitude scale developed by Phillips and Silverman (2012) and adapted into Turkish by Varol and colleagues (2016) was used.

Personal Information Form

'Personal Information Form' was used to examine the attitudes of the students towards the BES course in terms of some variables. The personal information form was created by the researchers by conducting the necessary research to determine the demographic characteristics of the individuals participating in the study such as gender, class, age, school type, school location, availability of a sports hall in the school, participation in the school team, number of siblings, disability status, and parental occupation.

The Primary Education (10-12 years) IPS course attitude scale developed by Phillips and Silverman (2012) and adapted into Turkish by Varol et al. The scale is a 5-point Likert-type scale consisting of 15 items, 8 of which are positive (items 2, 6, 7, 8, 10, 12, 13, 15) and 7 of which are negative (items 1, 3, 4, 5, 9, 11, 14). The points to be given to each item are in the range of 1 to 5. The rating items consist of '1) Strongly disagree, 2) Disagree, 3) Undecided, 4) Agree, 5) Strongly agree' options.

The ethical process in the study was as follows:

- Ethics committee approval was obtained from Ardahan University Rectorate Scientific Research and Publication Ethics Committee (Date: 04.07.2022, Number: E-67796128-000-2200017508)
- Written informed consent was obtained from participants who participated in this study.

Validity and Reliability

Cronbach Alpha value for the overall scale is 0.83. In this study, evaluations were made on the total score obtained from the PPS course attitude scale.

Data Collection Process

In the 2022 - 2023 academic year, the necessary permissions were obtained from the Provincial Directorate of National Education of the Governorship of Kars and data were collected by reaching 688 students, 305 male and 383 female, who were secondary school students studying in different school types in Kars city centre and villages connected to the centre.

Data Analysis

SPSS statistical package programme was used in the analysis of the data and the significance value was accepted as .05. Number, percentage, mean and standard deviation

were applied as descriptive statistical methods in the evaluation of the data. As a result of the analyses, it was determined that the data were normally distributed and t test was used to compare two groups and Post Hoc Tukey tests and One Way Variance analysis were used to compare more groups.

Results

In this section, the demographic information of the students, the findings related to the general information given in the scale and the interpretation of the findings obtained by comparing the information given in the scale with the demographic information are given. Independent sample t test was used to analyse the statistical significance of the difference between the students' attitudes towards the PPS course according to their gender and the results are given in Table 2.

Table 2.

Comparison of Attitudes Depending on Gender

Gender	N	\bar{X}	sd	t	p
Female	305	4.02	.862	.648	.517
Male	383	3.98	.852		

An independent sample t-test was conducted to evaluate the attitudes of male and female students towards the PPS course. According to the results obtained from the test, there was no significant difference between the mean scores of girls (\bar{X} =4.02, sd= .862) and boys (\bar{X} =3.98, sd= .852; $t(686)=0.648$, $p = .517$) ($p > .05$). According to the location of the school of the students participating in the study, the mean scores of the attitudes towards the PPS course were analysed by t-test for independent samples and the findings are given in Table 3.

Table 3.

Comparison of Students' Residence Status and Attitudes

School location	N	\bar{X}	sd	t	p
City Center	472	4.004	.89	.039	.969
M. Affid. Village	216	4.002	.784		

An independent sample t-test was conducted to compare the attitudes of the students participating in the study towards the PPS course with their residence in the city centre and rural areas. According to the results of the test, there is no significant difference between the scores obtained in the city centre (\bar{X} =4.004, sd= .890) and the village (\bar{X} =4.002, sd= .784; $t(686)= .039$, $p = .969$) ($p > .05$). Independent sample t test was used to examine the statistical significance of the difference between the attitudes of the students participating in the study towards the PPS course according to their participation in the school

team and the results are given in Table 4.

Table 4.

Comparison of Attitudes with Participation in School Teams

Taking part in school team	N	\bar{X}	sd	t	p
Yes	187	4.14	.847	.465	.007
No	501	3.94	.949		

The t-test was applied to evaluate the attitudes of the students participating in the study towards the PPS course and their participation in the school team. According to the data obtained from the test, there is a significant difference ($p < .05$) between the scores obtained by those who are in the school team (\bar{X} =4.14, sd= .847) and those who are not in the school team (\bar{X} =3.94, sd= .949; $t(686)= .465$, $p = .007$). It was seen from the statistical results that there was a significant difference between the attitude scores of the students who participated and did not participate in the school team in favour of those who participated in the school team. In order to look at the statistical significance of the difference between the attitudes of the students participating in the study towards the BES course according to the presence of a sports hall in the school where they study, it was analysed with the independent sample t test and the findings are given in Table 5.

Table 5.

Comparison of Sports Hall Status and Attitudes

Availability of sports hall	N	\bar{X}	sd	t	p
Yes	401	4.07	.850	2.403	.017
No	287	3.91	.860		

The t-test was applied to examine the statistical significance of the difference between the attitudes of the students participating in the study and their attitudes towards the PPS course. According to the data obtained from the test, there is a statistically significant difference ($p < .05$) between the scores obtained from students who have a gym in their school (\bar{X} =4.07, sd= .850) and students who do not have a gym in their school (\bar{X} =3.91, sd= .860; $t(686)=2.403$, $p = .017$). It was seen from the statistical results that there was a significant difference between the attitude scores of the students with and without a sports hall in their school in favour of the students with a sports hall in their school. In order to look at the statistical significance of the difference between the attitudes of the students participating in the study towards the BES course according to their grade levels, it was analysed with one-

factor variance and the findings are given in Table 6.

Table 6.

Comparison of Attitudes According to Class Levels

Classes	N	\bar{X}	sd	F	p
5th grade	172	4.17	.795	1.204	.229
6th grade	185	4.02	.788		
7th grade	189	3.96	.939		
8th grade	142	3.80	.866		

A one-factor between-groups analysis of variance was conducted to examine the effect of grade levels on PPS attitudes as measured by the PPS Course Attitude Scale. Participants were divided into four groups according to their grades. 5th grade, 6th grade, 7th grade and 8th grade did not reach statistical significance at the $p > .05$ level. Whether there is a significant difference between the attitudes of the students participating in the study towards the PPS course according to their age in terms of school type was analysed with one-factor variance and the findings are given in Table 7.

Table 7.

Comparison of Attitudes According to Age in Terms of School Type

School type		N	\bar{X}	sd	F	p
YBO	11 years <	115	4.13	.75	3.411	.036
	12-13 years	23	3.85	3.852		
	14 years >	13	3.64	3.641		
G. Middle School	11 years <	132	3.97	3.976	.896	.409
	12-13 years	86	3.92	3.926		
	14 years >	22	4.21	4.215		
Imam Hatip Secondary School	11 years <	153	4.06	4.067	2.403	.92
	12-13 years	77	4.03	4.035		
	14 years >	67	3.79	3.798		

In order to determine the effect of the age of the students participating in the study on the BES attitudes, one-factor intergroup analysis of variance was used. Participants were divided into three groups according to their ages (11 years and below, 12-13 years and over 14 years). Although the attitude scores for the three age levels reached statistical significance at $p < .05$ level for YBO students, it is seen that the difference in mean scores between the groups is small. Eta square effect size was found as .02. This is considered as a small effect size according to Cohen (1988). Cohen categorises .01 as small effect, .06 as medium effect and

.14 as large effect. 14 as a large effect. Post-hoc comparisons using the Tukey HSD test show that the mean attitude scores of general secondary school and imam hatip secondary school students are different from the mean attitude scores of YBO students. This difference is in favour of students aged 11 years and younger. In order to statistically examine the attitudes of the students participating in the study towards the BES course according to their mode of transportation to school in terms of school type, it was analysed with one-factor variance and the findings are given in Table 8.

Table 8.

Comparison of Attitudes According to School Type and Transport Status

School type		N	\bar{X}	sd	F	p
YBO	On Foot	38	4.29	.644	4.84	.003
	With service	66	4.15	.722		
	Special Vehic.	19	3.65	.875		
	Transportation	28	3.76	.845		
General Middle School	On Foot	60	3.84	1.055	2.84	.039
	With service	164	4.06	.843		
	Special Vehicle	9	3.27	.547		
	Transportation	7	4.15	.84		
Imam Hatip Secondary School	On Foot	169	3.98	.779	1.38	.24
	With service	84	4.12	.898		
	Special Vehicle	21	3.8	1.068		
	Transportation	23	3.8	1.054		

One-factor analysis of variance between groups was used to examine the effect of the modes of transport of the students participating in the study on the BES attitudes. Participants were divided into four groups according to their mode of transport (walking, shuttle service, private vehicle and transport). There is no significant difference in attitude scores for the three types of transportation to school, since $p > .05$ in imam hatip secondary schools. It reached statistical significance at the level of $p < .05$ in YBO and general secondary schools. The effect size was found to be .04. This is considered as a small effect size according to Cohen (1988). Post-hoc comparisons using the Tukey HSD test showed that there were no significant differences between the averages obtained from imam hatip secondary school students, while YBO and general secondary school students were different in terms of

attitude score averages. This difference was significant in favour of those who walked to school in YBO students and those who came to school by shuttle service in general secondary school. In order to check the statistical significance of a significant difference between the attitudes of the students participating in the study towards the PPS course according to their mode of transportation to school in terms of the location of the school, it was analysed with one-factor variance and the findings are given in Table 9.

Table 9.

Comparison of Attitudes According to Place of Settlement and Transport Status

School type		N	\bar{X}	sd	F	p
City Center	On Foot	174	3.97	.87	1.191	.313
	With service	230	4.06	.882		
	Special Vehicle	35	3.79	.977		
	Transportation	33	3.93	.94		
Village Connected to the Centre	On Foot	93	4.03	.783	7.124	.03
	With service	84	4.17	.677		
	Special Vehicle	14	3.29	.67		
	Transportation	25	3.69	.908		

One-factor intergroup analysis of variance was conducted to examine the effect of the types of transportation to school on the attitudes of the students participating in the study according to the location of the school. Participants were divided into four groups according to their mode of transport (walking, shuttle service, private vehicle and transport). There is no significant difference in the attitude scores for the four types of transportation to the school in terms of transportation type since $p > .05$ in the city centre. Although it reached statistical significance at the level of $p < .05$ in the village connected to the centre, it is seen that the actual difference in mean scores between the groups is very small. The effect size was found to be .03. This is considered to be a small effect size according to Cohen (1988). It is seen that the mean scores obtained from the students studying in the city centre do not have significant differences among themselves, while the mean attitude scores of the students studying in the villages connected to the centre are different. This difference was significant in favour of those who came to school by shuttle service in the villages connected to the centre. In order to examine the statistical significance of the difference between the attitudes of the students participating in the study towards the BES course according to their mothers' occupations, it

was analysed with one-factor variance and the findings are given in Table 10.

Table 10.

Comparison of Attitudes According to Mother's Occupation

Mother's profession	N	\bar{X}	sd	F	p
Housewife	624	4	.851	1.523	.168
Officer	30	3.82	.997		
Farmer	6	4.03	.629		
Worker	10	3.53	.924		
Self employment	7	4.68	.412		
Owner	9	4.11	.886		
Retired	2	4.26	1.037		

One-factor intergroup analysis of variance was conducted to examine the effect on the BES attitudes of the students participating in the study according to their mothers' occupations. Participants were divided into 7 groups according to their mother's occupation and there was no significant difference in terms of mother's occupation since $p > .05$ in attitude scores for 7 occupational groups. In order to examine the statistical significance of the difference between the attitudes of the participant students towards the PPS course according to their fathers' occupations, it was analysed with one-factor variance and the findings are given in Table 11.

Table 11.

Comparison of Attitudes According to Father's Occupation

Father's profession	N	\bar{X}	sd	F	p
Unemployed	143	3.96	.909	2.11	.04
Officer	111	3.9	.893		
Farmer	147	4.01	.79		
Worker	122	4.08	.79		
Self employment	83	4.2	.741		
Owner	73	3.8	1.016		
Retired	9	4.28	.778		

One-factor analysis of variance between groups was used to examine the effect of the fathers' occupations on the attitudes of the students participating in the study. Participants were divided into seven groups according to their fathers' occupations. There is a significant difference in attitude scores for seven occupational levels in terms of fathers' occupations. It reached statistical significance at the $p < .05$ level, but this difference is very small. Eta square effect size was found as .02. This is considered as a small effect size according to Cohen (1988). Post-hoc comparisons using Tukey HSD test showed that there was a significant difference between attitude scores and father's occupations. This difference was significant in

favour of those whose fathers were retired and self-employed. In order to look at the statistical significance of the difference between the attitudes of the students participating in the study towards the PPS course according to their fathers' occupations in terms of the location of the school, it was analysed with one-factor variance and the findings are given in Table 12.

Table 12.

Comparison of Attitudes According to Place of Residence and Father's Occupation

Location of the school		N	\bar{X}	sd	F	p
City Center	Unemployed	109	3.95	.926	2.781	.011
	Officer	104	3.9	.902		
	Farmer	60	4.09	.0826		
	Worker	66	4.15	.773		
	Self employ.	63	4.24	.732		
	Owner	63	3.72	1.054		
	Retired	7	4.42	.619		
Village Connected to the Centre	Unemployed	34	4	.861	.312	.93
	Officer	7	3.88	.822		
	Farmer	87	3.96	.764		
	Worker	56	4	.808		
	Self employment	20	4.08	.776		
	Owner	10	4.26	.576		
	Retired	2	3.76	1.367		

Variance analysis was used to examine the effect of fathers' professions on students' attitudes towards BES based on the location of their school. For two groups, since the attitude scores in the city center showed a significance level of $p < .05$, there is a meaningful difference in terms of fathers' professions. In villages connected to the center, since $p > .05$, there is no significant difference regarding fathers' professions. In the city center, statistical significance was reached at $p < .05$, but this difference is minimal. The effect size, measured by Eta squared, was found to be .03, which, according to Cohen (1988), is considered a small effect size. When the data is evaluated, it is observed that there is no significant difference in the attitude scores of students residing in villages. The statistical results indicate a significant difference in favor of students attending schools in the city center. This difference was notably in favor of those whose fathers were retired or self-employed. To examine the statistical significance of the difference in students' attitudes towards the BES course based on their fathers' professions and the type of school they attend, a one-way ANOVA was conducted, and the findings are presented in Table 13.

Table 13.

Comparison of Attitudes Based on School Type and Fathers' Professions

School type and father's occupation		N	\bar{X}	sd	F	p
YBO	Unemployed	22	4.46	.519	3.798	.002
	Officer	6	4.21	.823		
	Farmer	73	3.78	.804		
	Worker	23	4.17	.69		
	Self employment	15	4.15	.734		
	Owner	7	4.6	.382		
	Retired	5	4.36	.942		
General Secondary School	Unemployed	50	3.83	.889	2.772	.13
	Officer	46	3.78	.984		
	Farmer	27	4.3	.717		
	Worker	52	4.13	.811		
	Self employment	32	4.25	.757		
	Owner	30	3.64	1.085		
	Retired	3	4.33	.692		
Imam Hatip Middle School	Unemployed	71	3.91	.973	1.362	.23
	Officer	59	3.95	.825		
	Farmer	47	4.22	.706		
	Worker	47	3.98	.817		
	Self employment	36	4.18	.748		
	Owner	36	3.78	.986		
	Retired	1	3.73	.86		

A one-factor intergroup analysis of variance was conducted to examine the effect of the school type of the students participating in the study on their attitudes towards BES according to their fathers' occupations. When the data obtained are evaluated, it is seen that the mean attitude scores obtained from the students studying in general and imam hatip secondary schools according to their fathers' occupation are not significantly different among themselves, while the mean attitude scores of the students studying in YBO are different according to their fathers' occupation. This difference was significant in favor of those whose fathers were business owners and unemployed. In order to examine the statistical significance of the difference between the attitudes of the students participating in the study towards the PPS course according to their mother's education status, it was analyzed with one-factor variance and the findings are given in Table 14.

Table 14.

Comparison of Attitudes According to Mother's Education Level

Mother's education status	N	\bar{X}	sd	F	p
Illiterate	67	3.93	.905		
Primary School	183	3.98	.82		
Middle School	219	4.07	.769	1.001	.406
High School	142	4.02	.955		
University	77	3.86	.946		

One-factor analysis of variance between groups was used to evaluate the mean attitude scores and mother education levels of the students participating in the study. Participants were divided into five groups according to their mothers' occupations. When the data obtained were analyzed, it was seen that there was no significant difference since $p > .05$. Whether there is a significant difference between the attitudes of the students participating in the study towards the PPS course according to their mother's education level in terms of the location of the school was analyzed with one-factor variance for independent samples and the findings are given in Table 15.

Table 15.

Comparison of Attitudes According to Place of Residence and Mother's Education Level

School Location	N	\bar{X}	sd	F	p
City Center	Illiterate	43	4.09	.834	
	Primary School	104	3.99	.821	
	Middle School	137	4.08	.808	1.167 .324
	High School	115	4	1.012	
	University	73	3.81	.95	
Village Connected to the Center	Illiterate	24	3.65	.975	
	Primary School	79	3.97	.823	
	Middle School	82	4.05	.704	2.26 .064
	High School	27	4.12	.667	
	University	4	4.68	.295	

For the two groups, there is no significant difference in attitude scores for the city center and villages connected to the center since $p > .05$. However, the mean attitude scores of those residing in the city center (3.99) are lower than those residing in the villages connected to the center (4.09). In order to look at the statistical significance of the difference between the attitudes of the students

participating in the study towards the PPS course according to their mothers' education levels in terms of school type, it was analyzed with one-factor variance and the findings are given in Table 16.

Table 16.

Comparison of Attitudes According to School Type and Mother's Education Level

School type and mother's education	N	\bar{X}	sd	F	p
YBO	Illiterate	19	3.8	.932	
	Primary School	48	3.83	.785	
	Middle School	62	4.11	.697	4.393 .002
	High School	17	4.48	.601	
	University	5	4.05	.381	
General Secondary School	Illiterate	10	3.89	1.252	
	Primary School	43	4	.951	
	Middle School	80	4.13	.709	1.066 .374
	High School	68	3.89	.986	
	University	39	3.82	.955	
Imam Hatip Middle School	Illiterate	38	4.01	.802	
	Primary School	92	4.06	.768	
	Middle School	77	3.96	.877	.796 .528
	High School	57	4.05	.971	
	University	33	3.76	.935	

Since $p > .05$, there is no significant difference in terms of mother's education level in general secondary schools and Imam Hatip secondary schools. RDS reached statistical significance at the level of $p < .05$. The eta squared effect size was found to be .03. This is considered a small effect size according to Cohen (1988). When the data obtained were evaluated, it was found that there was no significant difference between the attitude scores of the students studying in general and imam hatip secondary schools. It is seen that there is a difference in the mean attitude score of the students studying in YBO according to their mother's education level. This difference was significant in favor of students whose mothers were high school graduates. The statistical significance of the difference between the attitudes of the students participating in the study towards the PPS course according to their father's education level was analyzed with one-factor variance and the findings are given in Table 17.

Table 17.

Comparison of Attitudes According to Father's Education Level

Father's education status	N	\bar{X}	sd	F	p
Illiterate	31	3.81	.959		
Primary School	108	3.99	.823		
Middle School	195	4.04	.817	1.041	.385
High School	206	4.05	.867		
University	148	3.92	.897		

When Table 17 is examined, it is seen that there is no significant difference between the type of transportation and attitude score averages since $p > .05$. In order to look at the statistical significance of the difference between the attitudes of the students participating in the study towards the BES course according to their father's education status in terms of the location of the school, it was analyzed with one-factor variance and the findings are given in Table 18.

Table 18.

Comparison of Attitudes According to Place of Residence and Father's Education Level

School location	N	\bar{X}	sd	F	p
City Center	Illiterate	23	3.81	1.017	
	Primary School	62	4.01	.794	
	Middle School	107	4.02	.853	1.335
	High School	149	4.06	.893	.252
	University	131	3.89	.929	
Village Connected to the Center	Illiterate	8	3.8	.83	
	Primary School	46	3.81	.835	
	Middle School	88	4.07	.774	1.179
	High School	57	4.02	.801	.321
	University	17	4.16	.555	

When Table 18 is examined, it is seen that there is no significant difference between the attitude scores in terms of settlement and father's education level since $p > .05$. In order to look at the statistical significance of the difference between the attitudes of the students participating in the study towards the PPS course according to their fathers' education levels in terms of school type, it was analyzed with one-factor variance and the findings are given in Table 19.

Table 19.

Evaluation of Attitudes According to School Type and Father's Education Status

School type and literacy	N	\bar{X}	sd	F	p
YBO	Illiterate	8	3.56	1.037	
	Primary School	34	3.78	.803	
	Middle School	66	4.08	.718	3.931
	High School	29	4.17	.797	.005
	University	14	4.58	.331	
General Secondary School	Illiterate	5	3.45	1.022	
	Primary School	20	4.01	.82	
	Middle School	48	4.24	.907	2.565
	High School	96	4.02	.835	.039
	University	71	3.76	.963	
Imam Hatip Middle School	Illiterate	18	4.01	.907	
	Primary School	54	4.12	.825	
	Middle School	81	3.89	.817	.697
	High School	81	4.05	.932	.595
	University	63	3.94	.842	

When Table 19 is examined, it is seen that there is no significant difference between the level of education of the fathers whose children study in imam hatip secondary schools and the mean scores of the attitudes, while the mean scores of the attitudes of the students studying in YBO and general secondary schools are different according to the level of education of their fathers. This difference was significant in favor of students whose fathers were university and high school graduates.

Discussion

According to the results of the attitude scale in the overall study, when the general average of the scale, which is 4.00 points, is taken into consideration, it is determined that the thoughts and attitudes of the students participating in the study towards the PPS course are positive at an acceptable level (Table 2). This result is supported in line with previous studies. In the studies of Kangalgil and colleagues (2006), Güllü (2007), Yağcı (2012) and Kaya-Saridede (2018), it was concluded that the emotional states of the students towards the PPS course were at a very good level. In addition, in the study conducted by Kaya and colleagues (2010), it is seen that primary school students are generally positive about the physical education course. In their study, Koç et al. (2015) found that students have a positive attitude towards the concept of sport and see sport as entertainment, health and a quality life.

When the data related to the difference between the attitudes of the female and male secondary school students towards the PPS course were analyzed in detail,

the mean score of the attitude towards the PPS course of the female secondary school students participating in the study was $\bar{X}=4.02$, while the mean score of the male students participating in the study was $\bar{X}=3.98$. Based on the data obtained between the attitudes of male and female secondary school students towards the PPS course, more positive results were obtained for female students and significant differences were found compared to male students (Table 2).

In their study, Güllü et al. (2016) examined the attitudes of secondary school students towards the PPS course according to gender. The findings show that the attitude scores of male and female students are similar and positive. However, no statistically significant difference was found between genders (Güllü et al., 2016).

In a study conducted by Gürbüz and Özkan (2012), attitudes towards the PPS course were examined between genders. The findings showed that the mean attitude scores of male students were higher, but there was no statistically significant difference between genders (Gürbüz et al., 2012). Şişko and Demirhan (2002) reached a similar conclusion in a study they conducted and stated that female students were more closed to communication than male students due to factors such as family and social environment (Şişko & Demirhan, 2002).

In a study conducted by Özyalvaç (2010), secondary school students' attitudes towards the PPS course were examined according to gender. The findings showed that there was a statistically significant difference and the difference was in favor of male students (Akandere et al., 2010; Aslan, 2019; Çelik & Pulur, 2011; Doğan, 2011; Kaya-Sarıdede, 2018).

In general, in most studies, it is observed that female students' attitudes towards the PPS course are lower than those of male students. However, it is observed that the gap in attitude scores closes over time and the differences between genders are generally not significant. However, there are many studies that have observed an increase in women's attitudes towards sport. We can say that factors such as encouraging sports more in schools, improving the communication skills of physical education teachers, increasing awareness raising activities on obesity, and the effect of social media contribute to the positive progress of women's attitudes towards sports. Therefore, in general, it is seen that women's attitudes towards sports and physical education have changed in a positive direction. In addition, by increasing the compulsory BES class hours in Imam Hatip Secondary School, more comfortable choices can be made in the clothes that students should wear to do activities during the lesson. As a preference, it can be ensured that the student can participate in the lesson in the clothes he /

she wants, feel happy with this method, adopt the lesson and draw a path for himself / herself in the sportive sense in the future.

When the findings related to the difference between the attitudes of the middle school students participating in the research towards the PPS course according to the location of the school were examined (Table 3), it was seen that the average of the attitude towards physical education course in the city center was $\bar{X}=4.004$ and the average of the attitude towards physical education course in the villages connected to the center was $\bar{X}=4.002$. It is seen that there is no statistically significant difference between the attitudes of the students towards the PES course and the averages are close to each other.

When the findings related to the difference between taking part in the school team and the attitudes of the middle school students participating in the study towards the BES course are examined (Table 4). It was seen that the mean attitude score of the students who wanted to take part in the school team was $\bar{X}=4.14$, while the mean attitude score of the students who did not take part in the school team was 3.94. The mean attitude score of the students who wanted to take part in the school team was statistically significant compared to the students who did not want to take part in the school team. The mean attitude scores of the students who wanted to take part in the school team were statistically significant in favor of the students who did not want to take part in the school team.

In a study conducted by Yanik and Çamlıyer (2015), a total of 849 students, 451 girls and 398 boys, studying in the 9th grade in secondary schools selected by random sampling method in Balıkesir province center. As a result of the study, a significant difference was found between the attitude scores of the students according to variables such as academic achievement, active participation in the lesson and participation in the school team (Yanik & Çamlıyer, 2015).

When the findings related to the difference between the presence of a gymnasium and the attitudes of the secondary school students participating in the study towards the PPS course are examined (Table 5), it is seen that there is a statistical difference in the attitudes of the students with a gymnasium towards the PPS course. The mean attitude score of the students whose school has a gymnasium is $\bar{X}=4.07$ and the mean attitude score of the students whose school does not have a gymnasium is 3.91 and $p < .05$. In studies such as Yetim (2001), Mamak (2010) and Orhan (2017), appropriate physical space and facilities were emphasized in terms of the activities to be done for the PPS course. In these studies, it was stated that one of

the factors affecting students' attitudes was the gymnasium. It was stated that it is important to have a suitable gymnasium for students to perform their sportive activities comfortably. Such gyms provide students with the opportunity to explore different sports branches, to exercise in these branches and at the same time to make it a professional discipline.

The findings related to the difference between the grade levels of the middle school students participating in the study and their attitudes towards the PPS course were analyzed (Table 6). The mean attitude scores of 5th grade students were $\bar{X}=4.17$, 6th grade students were $\bar{X}=4.02$, 7th grade students were $\bar{X}=3.96$ and 8th grade students were $\bar{X}=3.80$. As can be understood from the results, as the grade level increases, there is a negative decrease in students' interest in physical education and sports lessons. In their study (Mücevher et al., 2016), in which the effect of sportive activities on academic achievement was emphasized, it was stated that the academic achievement of students who do sports is higher. When the mean attitude scores are compared, it is seen that the mean attitude scores of students with lower grade level are higher. Similar results were found in previous studies such as Koca and Aşçı (2006), Güllü (2007), Yağcı (2012) and Özyalvaç (2010). In these studies, it was also observed that students' attitude scores towards the PPS course decreased as the grade level increased. It was stated that students' future professional and academic concerns, their worries about the university exam and their focus on academic success instead of sportive achievements were effective in this decrease.

The findings related to the difference between the attitudes of the middle school students participating in the study towards the PPS course according to their age in terms of school type were analyzed (Table 7). Participants were divided into 3 groups according to their grades. It was observed that the mean attitude scores of the students decreased as the age of the student increased. When analyzed in terms of school type, the difference between the mean attitude scores of general secondary school and imam hatip secondary school students was statistically significant ($p > .05$). There was a statistically significant difference between the mean attitude scores of YBO students and age groups ($p < .05$). This difference was in favor of students aged 11 and under. According to the studies of Güllü (2007), Taşğın and Tekin (2009) and Göksel and Caz (2016), it is seen that there is variability in the attitude scores of students according to their age groups, but these differences are not statistically significant. Although the studies we cited are not in parallel with our study, they show that there is no significant difference between age groups in attitudes towards the IPS course.

The differences between the attitudes of secondary school students towards the IPS course according to their transportation to school in terms of school type were examined (Table 8). Participants were divided into four groups according to their mode of transportation (walking, service, private vehicle and transportation). There is no significant difference in the attitude scores for the four age levels in terms of the type of transportation in imam hatip secondary schools. When the data obtained are examined, it is seen that the averages obtained from imam hatip middle school students do not have significant differences among themselves, while YBO and general middle school students are different in terms of attitude score averages. This difference was significant in favor of those who walked to school in YBO students and those who came to school by shuttle service in general secondary school. Transportation to activities is seen as an important factor in recreation practices. In this case, it is important to show that the presence of sports halls next to our schools is very useful in increasing the effectiveness of physical education classes.

The findings related to the difference between the attitudes of secondary school students towards the IPS course according to their transportation status to school in terms of the location of the school were examined (Table 9). Participants were evaluated into four groups according to their mode of transportation (walking, service, private vehicle and transportation). There is no significant difference in attitude scores for the four transportation levels in terms of transportation type since $p > .05$ in the city center. It reached statistical significance in the village connected to the center, but this difference is very small. Post-hoc comparisons using the Tukey HSD test show that there are no significant differences between the mean attitude scores of the students in the city center, while the mean attitude scores of the students studying in the villages connected to the center are different. This difference was significant in favor of those who came to school by shuttle service in the villages connected to the center.

The findings related to the difference between the attitudes of middle school students towards the PPS course according to their mothers' occupations were analyzed (Table 10). Participants were divided into 7 groups according to their mothers' occupation. For 7 occupation levels, there is no significant difference in attitude scores. Post-hoc comparisons using the Tukey HSD test showed that there were no significant differences between the averages of the data obtained from the students participating in the study. Levent and Asma 2020 did not find a statistically significant difference in terms of mother's occupation attitude scores.

As a result of this study, it was determined that mother's

occupation did not make a difference in students' attitudes towards the PPS course. Similarly, it was observed that similar results were reached in previous studies such as Koçak and Humeriç (2006), Güllü (2007), Özyalvaç (2010) and Yağcı (2012). The data on the attitudes of middle school students towards the PPS course according to their fathers' occupations were analyzed (Table 11). Participants were divided into seven groups according to their fathers' occupations. There is a significant difference in attitude scores for seven occupational levels. There was statistical significance in father's occupations, but this effect was very small. The eta squared effect size was found to be .02. This is considered a small effect size according to Cohen (1988). Post-hoc comparisons using the Tukey HSD test revealed that there was a significant difference between attitude scores and father's occupations. The highest mean attitude score was observed in the students of retired parents and the lowest mean attitude score was observed in the students of parents of business owner occupational group.

The findings related to the difference between the attitudes of the secondary school students participating in the study towards the IPS course according to their fathers' occupations in terms of the location of the school were evaluated (Table 12). There is no significant difference in terms of the father's occupation of the students studying in the village connected to the center. In the city center, it reached statistical significance at $p < .05$ level, but this difference is very small. The eta squared effect size was found to be .03. This is considered a small effect size according to Cohen (1988). It was seen from the statistical results that there was a significant difference between the attitude scores in favor of the students studying in the city center. This difference was significant in favor of those whose fathers were retired and self-employed. Levent and Asma (2020) did not find a statistical difference between father's occupation and attitude scores in their study.

The data on the attitudes of the secondary school students who participated in our study towards the PPS course according to their fathers' occupations in terms of school type were analyzed (Table 13). When the obtained data are examined, it is seen that there is no significant difference between the mean attitude scores according to the father's occupation obtained from the students studying in general and imam hatip secondary schools, while the mean attitude scores according to the father's occupation of the students studying in YBO are different. This difference was significant in favor of those whose fathers were business owners and unemployed.

The findings related to the difference between the attitudes of middle school students towards the PPS course according to their mother's education level were analyzed

(Table 14). Participants were divided into five groups according to their mothers' occupations. There is no significant difference in attitude scores for five education levels since $p > .05$. The group with the highest mean attitude scores were the students whose mothers were middle school graduates.

In Yağcı's (2012) study, it was stated that mothers' education levels had a significant effect on students' attitudes, but fathers' education levels did not have a significant effect. In the studies of Özyalvaç (2010) and Kaya Sarıdede (2018), it was observed that parents' education levels did not have a significant effect on students' attitudes towards the PPS course. The results obtained are consistent with our own study.

Özkan (2011), on the other hand, stated that the educational status of mothers who were educated in different education types did not make a significant difference on the attitudes of students. Yıldız (2013) investigated the attitudes of mothers and fathers towards physical education course according to their school graduation positions, but did not find a significant difference. Kumartaşlı (2010), on the other hand, did not find a significant difference between mother's education level and students' attitudes towards physical education course. These studies are also incompatible with our study.

However, in Yıldız's (2015) study, there was no statistical difference in students' attitudes towards the PPS course according to the level of mother's education. In this study, it was stated that the attitude scores of the children of university graduate mothers were higher than the attitude scores of the children of mothers with other education levels. In Yıldız's study, it was seen that students' attitudes towards the PPS course increased as the level of education increased. This result is not compatible with our study.

In general, most of the studies conclude that parental education level does not affect students' attitudes towards the PPS course. However, in some studies, it is seen that the educational level of students' parents has an effect on their own attitudes. These different results may be due to the fact that different samples and variables were taken into account. It is an important point for future research to bring these studies together and evaluate them from a broader perspective and to examine in more detail how different factors affect attitudes.

The findings related to the difference between the attitudes of the middle school students participating in the study towards the PPS course according to their mother's education level in terms of the location of the school were examined (Table 15). There is no significant difference in terms of mother's education level in the city center and

villages connected to the center. The mean attitude score of the city center was found to be $\bar{X}=3.99$ and the mean attitude score of the villages connected to the center was found to be $\bar{X}=4.09$. It was observed that the mean attitude score of the students residing in the villages connected to the center was higher.

The data on the attitudes of the secondary school students participating in the study towards the PPS course according to their mother's education level in terms of the type of school were analyzed (Table 16). When the obtained data are evaluated, it is seen that the mean attitude scores of the students studying in general and imam hatip secondary schools according to their mother's education level are not significantly different, while the mean attitude scores of the students studying in YBO are different according to their mother's education level. This difference was significant in favor of students whose mothers were high school graduates.

The data related to the difference between the attitudes of the middle school students participating in the study towards the PPS course according to their father's education level were analyzed (Table 17). Participants were divided into 5 groups according to father's education level. For 5 education levels, there is no significant difference in attitude scores since $p > .05$. Post-hoc comparisons using Tukey HSD test, it was obtained from the statistical results that there was no significant difference between educational status and attitude scores.

In Yıldız's (2013) study, it was observed that the educational status of the father did not create a significant difference in students' attitudes towards the PPS course. Kumartaşlı (2010) examined students' attitudes towards the PPS course and their productive outlook on life by taking into account the level of father's education, but no significant difference was found between the attitude towards the course and father's education. In the study conducted by Yıldız (2015), a significant difference was found in the attitudes of students towards the PPS course according to the father's education level by looking at statistical data. These studies support the results of our study.

The findings related to the difference between the attitudes of the middle school students participating in the study towards the IPS course according to their father's education level in terms of the location of the school were examined (Table 18). When the data obtained were examined, it was seen from the results that there were no significant differences between the mean attitude scores of students studying in the city center and villages connected to the center according to their father's education levels ($p > .05$).

The data on the attitudes of the secondary school students participating in the study towards the PPS course according to their father's education level in terms of the type of school were analyzed (Table 19). When the results are evaluated, it is seen that there is no significant difference between the mean attitude scores obtained from the parents of the students studying in imam hatip schools according to the level of father education, while the mean attitude scores of the students studying in YBO and general secondary schools are different according to the level of father education. This difference was significant in favor of students whose fathers were university and high school graduates.

Conclusion and Recommendations

In the preparation phase of the course programs, the individual wishes of the student, the expectations of the lesson should be taken into consideration, and learner-oriented programs should be prepared in accordance with the constructivist education approach, in which the student can perform more comfortable, active and willing behaviors.

The norm staffing status of teachers in urban centers and villages is not the same. In rural areas, more paid teachers are employed. It is thought that addressing such situations, which are to the detriment of students between schools, in a planned manner will affect attitudes.

Since more rural areas are opened for initial assignments, the difference in the professional seniority of physical education teachers working in urban centers and rural areas may have influenced their attitudes and behaviors toward students, thereby affecting students' attitudes towards physical education. To eliminate such discrepancies, incentives could be implemented to encourage more experienced teachers to work in rural areas through specific regulations.

Since teachers working in villages have transportation problems, BES lessons may be squeezed into a certain day of the week. By solving the transportation problems of teachers, they can spend more time with their students at school.

Providing material opportunities such as equipment, teacher norm status, physical and social area, and provision of course materials and equipment among YBO, general secondary schools and imam hatip schools will directly affect the student's attitude towards BES. Situations like these need to be arranged in a way that is based on equal opportunities among schools.

Based on the data we obtained from the results of our study, if the evaluation is made by concluding that the attitudes of female students towards the BES course are

more negative than male students, it is assumed that the attitudes of female students will increase if activities that are appropriate for their physical characteristics, self-esteem and real-life needs are frequently carried out.

The number of professional areas where we can carry out our activities in our educational institutions should be increased, physical facilities should be improved, and financial resources should be created for the purchase of course materials and equipment, which we always have difficulty in obtaining, in order to be a practical course.

Clubs operating in various branches should be opened in our schools, and incentives should be provided to increase the number of licensed students who will engage in activities in this way.

Considering the family pressures on students in choosing a career, parents should be informed about the importance of the BES course at certain periods.

Future studies can be compared with other studies conducted in different cities and with groups at different levels of education and with different demographic characteristics.

Ethics Committee Approval: Ethics committee approval was obtained from Ardahan University Local Ethics Committee (Date: 04.07.2022, Number: E-67796128-000-2200017508)

Informed Consent: Written informed consent was obtained from participants who participated in this study

Peer-review: Externally peer-reviewed.

Author Contributions: Concept - T.M., S.Ç.; Design- T.M., S.Ç.; Supervision- T.M., S.Ç.; Resources- T.M., S.Ç.; Data Collection and/or Processing- T.M., S.Ç.; Analysis and/or Interpretation- T.M., S.Ç.; Literature Search- T.M., S.Ç.; Writing Manuscript- T.M., S.Ç.; Critical Review- T.M., S.Ç.; Other- T.M., S.Ç.

Conflict of Interest: The authors have no conflicts of interest to declare.

Financial Disclosure: The authors declared that this study has received no financial support.

References

Aicinena, S. (1991). The teacher and student attitudes toward physical education. *Physical Educator*, 48(1), 28.

Akandere, M., Özyalvaç, N. T., & Duman, S. (2010). The attitudes of the students in secondary education to physical education lesson and the investigation of their success motivations (Konya anatolian high school sample). *Journal of Selçuk University Institute of Social Sciences*, 24, 1-10.

Ar, E. (1998). *Student recognition techniques for success in education*. National Education Press.

Aras, L. (2019). *Examination of the attitudes of the students studying in different types of secondary education institutions towards physical education and sports class (The example of Van province)* (Publication No. 578072) [Master thesis, Van Yüzüncü Yıl University-Van]. Council of Higher Education National Thesis Centre.

Arı, A. (2000). *The evaluate of primary education normal, transportation and dormitory schools* (Publication No. 99823) [Master thesis, Afyon Kocatepe University-Afyon] Council of Higher Education National Thesis Centre.

Aslan, H. H. (2019). *The predictive power of parental attitudes towards the physical education lesson over the teenage students' attitudes towards the lesson (Example of Nevşehir)* (Publication No. 542666) [Master thesis, Ankara University-Ankara]. Council of Higher Education National Thesis Centre.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Academic Press.

Çelik, Z., & Pular, A. (2011). Secondary school students' attitudes of physical education and sport. *Van Yüzüncü Yıl University Journal of Faculty of Education*, 8(Special).

Çıngı, H. (1994). *Sampling theory* (2nd edition). Hacettepe University Press.

Doğan, N. (2011). *Niğde city the research on physical suitability and attitude of high school students in different statue high schools to physical education courses* (Publication No. 290054) [Master thesis, Niğde University-Niğde]. Council of Higher Education National Thesis Centre.

Eroğlu, B. (2011). *Effects of teaching practice on professional competence and professional directed attitudes of physical education teacher candidates* (Publication No. 290694) [Master thesis, Gazi University-Ankara]. Council of Higher Education National Thesis Centre.

Fraenkel, J. R., & Wallen, N. (2006). *How to design and evaluate research in education*. McGraw-Hill Education.

Göksel, A. G., & Çağdaş, C. A. Z. (2016). Examining of physical education course attitudes of anatolian high school students. *Marmara University Journal of Sport Sciences*, 1(1), 1-9.

Güllü, M. (2007). *Investigating the attitudes of the secondary education students towards the physical education lesson* (Publication No. 211831) [Master thesis, Gazi University-Ankara]. Council of Higher Education National Thesis Centre.

Güllü, M., Cengiz, Ş. Ş., Öztaşyonar, Y., & Kaplan, B. (2016). Study of behaviors of secondary school students towards the physical education lesson in terms of some variances (Case of Şanlıurfa). *Gaziantep University Journal of Sport Sciences*, 1(2), 49-61.

Gürbüz, A., Özkan, H., & Gürbüz, A. (2012). Determining the attitude of secondary school students towards physical education and sport lesson (Muğla sample). *Pamukkale Journal of Sport Sciences*, 3(2), 78-89.

Kafadar, O. (1997). *Westernization in Turkish educational thought*. Vadi Publications.

Kangalgil, M., Hünük, D., & Demirhan, G. (2006). Comparison of elementary school, high school and university students' attitudes toward physical education and sport. *Journal of Sport Sciences*, 17(2), 48-57.

Karasar, N. (2002). *Scientific research method*. Nobel.

- Karataş, N. Y. (2006). *Recreational habits of the students attending in boarding schools (bingöl sample)* (Publication No. 192799) [Master thesis, Uludağ University-Bursa]. Council of Higher Education National Thesis Centre.
- Kaya Sarıdede, Ş. (2018). *Investigation of secondary school students' attitudes towards physical education classes* (Publication No. 896218) [Master thesis, İstanbul Gelişim University-İstanbul]. Council of Higher Education National Thesis Centre.
- Koca, C. & Aşçı, F. H. (2006). An examination of self-presentational concern of Turkish adolescents: An example of physical education setting. *Adolescence*, 41, (161), 185-197.
- Koç, M., Murathan, F., Yetiş, Ü., & Murathan, T. (2015). Perceptions of 7thgrade elementary students about sports concept. *Journal of Academic Social Research*, 3(9), 294–303.
- Koçak, S., & Hürmeriç, İ. (2006). Attitudes toward physical education classes of primary school students in Turkey. *Perceptual and Motor Skills*, 103, 296-300.
- Kumartaşlı, M. (2010). *Second-grade elementary school students attitudes toward physicaleducation and investigation of life satisfaction* (Publication No. 279582) [Doctoral thesis, Gazi University-Ankara]. Council of Higher Education National Thesis Centre.
- Levent, A., & Asma, M. B. (2020). Examination of the attitudes of the students studying in different types of secondary education institutions towards physical education and sports class. *Gaziantep University Journal of Sport Sciences*, 5(1), 27-39.
- Mamak, H. (2010). *8 years of continuous elementary school physical education and sport course and purpose of transportation recognition of the application level (Konya city application)* (Publication No. 278109) [Doctoral thesis, Gazi University-Ankara]. Council of Higher Education National Thesis Centre.
- Ministry of National Education (MoNE). (2008). *Administrator's guide for regional primary boarding schools*. State Books.
- Morey, R. S., & Karp, G. G. (1998). Why do Some Students Who are Good at Physical Education Dislike it So Much? *Physical Educator*, 55(2), 89.
- Morgan, C. T. (2006). *Introduction to psychology*, (Trans. Hüsnü Arıcı et al.). Hacettepe University psychology department publications.
- Mücevher, M. H., Demirgil, Z., & Erdem, R. (2016). The effect of sportive activities on academic achievement: A research on SDU FEAS students. V. *Turkish Postgraduate Studies Congress – Proceedings*, 119-132.
- Okumu, E. (2003). Social change and religion. *Electronic Journal of Social Sciences*, 8(30), 323-347.
- Orhan, R. (2017). Investigation of the distribution of secondary school students in Turkey on open and indoor sports fields on the schools. *International Journal of Cultural and Social Research (UKSAD)*, 3(Special Issue 2), 153-165.
- Özkan, R. (2011). *Comparison of attitudes of general high school and religious oriented high school students related with physical education and sport lessons* (Publication No. 288806) [Master thesis, Gazi University-Ankara]. Council of Higher Education National Thesis Centre.
- Özyalvaç, N. T. (2010). *The attitudes of the students in secondary education to physical education lesson and the investigation of their success motivations* (Publication No. 288806) [Master thesis, Konya Selcuk University-Konya]. Council of Higher Education National Thesis Centre.
- Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods*. SAGE.
- Sakallı, N. (2001). *Social influences who influences whom and how*. open.metu.edu.tr.
- Şirinkan, A., Çalışkan, E., Gündoğdu, K., Şirinkan, S., Erdal, B. A. Y., & Kürkçü, R. (2010). Perceptions of elementary second stage students on physical education and sports courses (the case of Erzurum). *Journal of Physical Education and Sport Sciences*, 10(1), 53-60
- Şişko, M., & Demirhan, G. (2002). The attitudes of male and female students from the primary and secondary schools towards physical education courses. *Hacettepe University Journal of Faculty of Education*, 23, 205–210.
- Taşğın, Ö. & Tekin, M. (2009). Determination of opinions and attitudes of students who follow elementary and middle level education against the courses of physical education and sport for different variables. *Journal of Kastamonu Faculty of Education*, 17, 457-466.
- Taşmektepligil, Y., Yılmaz, Ç., İmamoğlu, O., & Kilcigil, E. (2006). Realization level of physical education lesson's purposes in primary education schools. *Spormetre Journal of Physical Education and Sport Sciences*, 4(4), 139-147.
- Topalli, M. (2019). *The comparison of the students' attitudes against callisthenics and sports course, that are training in the general and religious secondary schools* (Publication No. 576841) [Master thesis, Atatürk University-Erzurum]. Council of Higher Education National Thesis Centre.
- Varol, Y. K., Hüseyin, Ü., Erbaş, M. K., & Sünbül, A. M. (2016). Turkish adaptation of the elementary physical education attitude scale. *Journal of Sport Sciences*, 27(1), 16-26.
- Yağcı, İ. (2012). *Attitudes of secondary school students to physical education lessons (The example of Afyonkarahisar province)* (Publication No. 319016) [Master thesis, Afyon Kocatepe University-Afyon]. Council of Higher Education National Thesis Centre.
- Yaldız S. (2013). *Student's and parent's behaouviors for physical education lesson at primary schools* (Publication No. 334124) [Master thesis, Ankara University-Ankara]. Council of Higher Education National Thesis Centre.
- Yanik, M., & Çamlıyer, H. (2015). The Relationship between the High School 9th Graders' Attitudes Towards Physical Education And Sports And Their Levels Of AlienationFrom School. *International Journal of Sport Exercise and Training Sciences-IJSETS*, 1(1), 9-19.

Yetim, R. (2001). *Current situation and management of student services in boarding elementary regional schools* (Publication No. 100300) [Master thesis, Hacettepe University-Ankara]. Council of Higher Education National Thesis Centre.

Yıldız A. (2015). *Parents' attitudes toward their children's participation in physical education and sports in the course of examining (Example of Tokat province)* (Publication No. 378261) [Master thesis, Gazi University-Ankara]. Council of Higher Education National Thesis Centre.