

# The Impact of Starting the Day with Exercise and Sports on the Physical Education and Activity Attitude

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## ABSTRACT

The present study aimed to analyze the impact of starting the day with exercise, and sports activities on the attitudes of children towards physical education and assess the views of the children, teachers and parents on this application. The study was designed with the experimental methodology that included two study groups. Quantitative data were collected from 74 primary school students (36 girls and 38 boys), qualitative data were collected from a total of 22 participants, involving 8 primary school students, 7 primary school teachers and 7 mothers.) The Physical Education and Activity Attitude Scale (PEAAS) was used to collect the data. After the study groups participated in 20 minutes of physical training and sports activities for 12 weeks, the scale was applied as a post-test to each group. After the application, three focus group interviews were conducted with children, teachers, and mothers. In conclusion, it was determined that the attitudes of the study and control group children towards physical education and sports significantly improved between pre-test and post-test. Based on the interview findings, it was determined that individuals did not have the habit of regularly engaging in sports, measures should be taken to improve the adoption of these habits by children at an early age, and the participants considered that starting the day with sports activities had positive effects.

**Keywords:** Physical education, sports, primary education

## Güne Beden Eğitimi ve Sporla Başlamanın Beden Eğitimi ve Spora Yönelik Tutumlara Etkisi

### ÖZ

Bu çalışmada, güne beden eğitimi ve spor faaliyetleriyle başlamanın çocukların beden eğitimi ve spora yönelik tutumlarına etkisi ile öğretmen, veli ve çocukların uygulamaya ilişkin görüşlerinin değerlendirilmesi amaçlanmıştır. Deneysel desenle tasarlanan çalışmada iki farklı çalışma grubu yer almıştır. Nicel veriler, deney ve kontrol grubunu oluşturan 36 kız ve 38 erkek olmak üzere 74 ilkököl öğrencisinden, nitel veriler 8 ilkököl öğrencisi, 7 ilkököl öğretmeni ve 7 öğrenci velisi anne olmak üzere 22 katılımcıdan elde edilmiştir. Nicel verilerin toplanmasında Beden Eğitimi ve Spora İlişkin Tutum Ölçeği (BESTÖ) kullanılmıştır. Deney grubuna 12 hafta süreyle, her günün ilk 20 dakikası beden eğitimi ve spor etkinlikleri uygulandıktan sonra BESTÖ son test olarak her iki gruba yeniden uygulanmıştır. Uygulama sonrası öğretmen, veli ve çocuklarla üç farklı odak grup görüşmesi yapılmıştır. Sonuç olarak hem deney hem de kontrol grubundaki çocukların beden eğitimi ve spora yönelik tutumları ön test-son test puanları arasında anlamlı düzeyde bir artış olmuştur. Görüşme sonuçlarına göre; bireylerin düzenli spor yapma alışkanlıklarının bulunmadığı, çocukların erken yaşlardan itibaren spora alıştırılması için gerekli önlemlerin alınması gerektiği ve güne spor etkinlikleriyle başlamanın olumlu etkileri olduğu görüşünde oldukları belirlenmiştir.

**Anahtar kelimeler:** Beden eğitimi, spor, ilkököl dönemi

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## INTRODUCTION

The development of positive attitudes is a universal objective of teaching; the rationale behind this is that children with positive attitudes are increasingly likely to achieve in a specific area. From physical education and sports perspective, one such achievement might be manifested by a tendency to participate regularly in physical activity (Mortimore et al., 1988). People start moving from birth and adequately do their fundamental movement skills after birth movement is an important need with respect to health and development (Özer & Özer, 2012).

Individuals' inadequacy of movement causes health, psychical and psychological problems (Çelik & Sahin, 2013). Along with the activities done responding to needs, psychical education and sports are also activities done for fun and social interaction. Sports, alongside responding to needs to move, means gaining a statute, and it is done as an occupation that has its own rules and it involves activities like more competitions (Heper, 2012); psychical education means the education of the body through the moves (Kale, 2007).

Physical education and sports activities provide particular environments to develop physical, technical, and tactical skills, to ensure the enjoyment of playing different activities, games, and sports, and to promote lifelong fitness and good health through the recognition of the multiple values associated with the actions performed (European Commission 2015). An individual finds an opportunity to know her body and characteristics via psychical education and sports, she learns how to control herself, her action skills develop, and she has fun (Svoboda, 1994; Şahin, 2008, Çağlak Sarı, 2011; Karaman, Son, Bayazıt, Dinçer & Çolak, 2012). Psychical education and sports support an individual's development and they positively contribute to her psychical and psychological aspects while a life with limited action negatively affects all individuals from all ages and sexes (Trudeau & Shephard, 2005). Therefore, psychological education and sports should not be ignored in education. Sport awareness should be awakened in kids from young age, and children should be motivated about doing sports (Özyürek, Begde, Özkan & Yavuz, 2015). Primarily during 0-6 age pre-school period, a lot of skills can be taught to children more easily than in following ages. Gaining basic skills in early would help children become more successful in the future. Even though running and jumping kind of actions are the most natural needs of children, for the development and support of their athletic actions, adult support is needed (Kangalgil, Hünük & Demirhan, 2006; Çelebi, 2010; Öncü & Güven, 2011). In this respect, mother-father attitude in houses and teachers' attitude in schools towards children are very important. Children who adopt adults as role models develop certain types of attitudes. Attitudes regarding psychical education and sports can be developed via family, teachers, friends, or other role model individuals positively or negatively.

Especially during the school period, psychical education classes can provide effective environments to develop positive manners (Özer & Aktop, 2003). It is recognized that special attention should be given to the education sector and its relevant role in health-enhancing physical activity promotion during childhood. Primary physical education contributes to developing a child's fundamental movement skills and physical competencies; supports the development of physical, cognitive and affective skills and behaviours; and creates lifetime physical activity patterns (Rink & Hall 2008; Bailey et al. 2009). Since almost all children attend school, a quality physical education program can reach most children (Trudeau & Shephard 2005). Positive approaches of teachers who carry out psychical education activities, guiding parents so that they would support their children, carrying out activities in regard to children's development and providing opportunities to children that they can enjoy and experience at the same time are very important (Güven, 2005; Altınkök, Vazgeçer & Ölçücü, 2013; Günsel, 2011). Psychical education activities will allow children to make the psychical activity a habit throughout their lives as these activities will encourage children to attend sports besides schools (Anderssen, 1993; Trudeau & Shephard, 2005). This way, awareness of the importance of regular appropriate physical activity will also increase positive perceptions.

Studies regarding attitudes toward psychical education and sports show that generally, children have positive approaches toward psychical education and sports after a certain age (Wersch, Trew & Turne, 1992; Tannehill, Romar, O'Sullivan, England, and Rosenberg, 1994; Subramaniam and Silverman, 2007). Gaining positive attitudes at an early age helps take precautions about tending toward certain sports branches. Habits adopted in young ages have a high possibility to last lifelong. A review of the published literature on pupils' attitudes towards physical education highlights the need to research primary school children's attitudes. It is crucial to increase the perception of physical activity and physical education and acquire positive attitudes. Creating educational opportunities through physical activity is considered valuable, especially in primary school. It is seen that studies conducted are usually about the assessment of a certain situation. Thus, practices regarding getting someone to adopt a habit are important. In this study, the effects of starting the day with psychical education and sports

activities on children's approaches to psychological education and sports and also, in this respect, teachers', parents' and children's opinions about these practices are intended to be reviewed.

## METHOD

This study is conducted as a pretest-posttest design. Experimental research aims to determine the cause-effect relationship. Groups are randomly created, something different is applied to the groups, and if the change between the groups is different, it is concluded that it may have resulted from the application (Johnson & Christensen, 2014). This chapter includes study groups, data collecting tools, study process, and data analysis information.

### Study Group

For the experimental study, a primary school with two 3rd and 4th grades was determined by cluster sampling method, and it was approved to participate in the research. After meeting with the 3rd and 4th-grade teachers at the school, the teachers who approved that the experimental study is carried out in their classes were assigned to the experimental group, and the other classes were assigned to the control group (Baltacı, 2018). Accordingly, seventeen students in one of the third grades were taken to the experimental group while twenty students from the other class were taken to the control group. Sixteen students among one of the fourth grades were taken to experimental group whilst twenty-one students from other classes were taken to the control group. Therefore, the first study group consists of seventy-four elementary school students in (thirty-six female and thirty-eight male) in total.

In the qualitative study, eight volunteer elementary school students, seven elementary school teachers, and seven mothers as student parents, meaning twenty-two attendants in total, were brought together as the first study group, using the easy way/convenient sampling method (Baltacı, 2018). Collecting the data is conducted with three different groups that children, teachers, and mothers attended. Three different focus group interviews were conducted with teachers whose lesson hours were proper, mothers who came to drop off their children at school, and volunteers from randomly selected students from the class list. The first focus group discussion was made with seven teachers in total as two male, five female teachers of the experimental group children. At the time of data collection, one of the teachers was thirty-three, two of them were thirty-four, one of them was thirty-five and two of them were forty-five years old. Teachers have seniority of fifteen to twenty years. The second focus group meeting was held with seven parents. Two of the mothers were thirty, one was thirty-six, the other was forty-four and all of them were housewives. Three of the mothers were elementary school, one was secondary school and two of them were high school graduates. The third meeting was held with eight elementary school children as four of them were from the experimental group and four of them were from the control group. Four of the children were girls and the other four were boys. Four of them continue third grade while the other four continue fourth grade.

### Data Collection Tools

Attitude toward psychological education and sports scale (PEAAS), which was revised by Demirhan and Altay (2001) was used while gathering quantitative data. Scale is five-point likert type and it consists of twelve positive, twelve negative, i.e., a total of twenty-four matters in total and a single factor. High points taken from the scale show positive attitude whilst low points show negative attitude. Points between 1-24 mean the most negative attitude, 25-48 indicate negative attitude, 49-72 indicate neutral attitude, 73-94 indicate positive attitude and 95-100 indicate the most positive attitude. The Cronbach Alpha reliability coefficient of the scale was 0.93, the intraclass correlation coefficient was 0.85, and the criterion validity correlation coefficient 0.83 was determined.

Interview questions should be prepared in detail according to the type of interview (Karasar, 2005). In line with the aim of the study, a pool of questions was created for the semi-structured interview form by scanning the literature. The researchers reviewed the questions and arranged them following the study group, and a draft form was created. The Opinions of five different field experts were taken to ensure the internal validity of the created form. Experts were asked to evaluate the interview questions in terms of their suitability for the research, and clarity and make suggestions about changing, correcting or removing the questions if necessary. A pilot study was conducted with a small group after the corrections were made according to expert opinions. In this application, the clarity of the questions and whether the answers reflect what is expected from the questions were evaluated, and the interview form was given its final form by making changes in the questions that were thought to cover each other. Internal validity in qualitative research is about whether the researcher can measure the data he wants to measure with the tool or method he uses (Yıldırım & Şimşek, 1999). The researchers concluded that the interview

questions could provide the desired data, and the data collection process was started. Open-ended questions about psychical education and sports are in the form. There was a total of 9 questions related to sports. In order to examine the appropriateness of the questions contained in the form for the research, the validity of the scope was provided by obtaining opinions from three experts in the field of physical education and child development. Sentences with incomprehensibility were corrected following the opinions, then the gender, age, profession and educational status of the participants were added, and the form was made available for application.

### Data Collection and Analysis

PEAAS was used as a pre-test for the experimental and control group. For twelve weeks, each and every day's first twenty minutes of psychical education and sports activities were conducted on the experimental group, and later on, PEAAS was conducted again as posttest for both of the groups. In analysis of quantitative data, t-Test was used. Open ended questions in the interview form were asked to attendees and their answers were recorded. Each t focus group interview lasted about forty-five minutes. Later, these recordings were inscribed, and the answers to the questions were brought together. Content analysis was used in this part of the study. Content analysis refers to a set of carefully and systematically carried out operations that involve the rigorous analysis, examination, and verification of the content of written data (Cohen, Manion, & Morrison, 2007). The primary purpose of content analysis is to reach the concepts and relationships that can explain the collected data. The collected data must first be conceptualized, and then the data must be organized logically according to the emerging concepts and the themes that explain the data must be determined accordingly (Yıldırım & Şimşek, 1999). In content analysis, the researcher primarily creates categories related to the research subject in the analysis and then divides these categories into sub-codes (Özdemir, 2010). For this reason, the subject of the study includes categories such as regular sports, people's avoidance of sports, the benefits of sports, the age of sports, the types of sports that children can do, encouraging sports, making children do sports. Physical education and sports evaluation were created in the primary education curriculum, starting the day with sports activities categories. The researcher then counted the words or sentences falling into these categories in the examined data set. Since more than one answer was given for some questions, only frequencies are presented in the table created. As a result of focus group interviews, data obtained were gathered from titles that were created as the basis of questions on research. In order to ensure data validity, direct quotations from the opinions of the participants were included. Each of the attendees was given a code. For example, Code EO11 represents the male teacher, BO33 is the female teacher; A1 is the mother number one, CK1 girl number one and CE2 represents boy number one.

### Statements of publication ethics

In this study ethics committee approval from Karabuk University Social and Human Sciences Research Ethics Committee (decision dated 21/09/2016 and numbered 2016/05) and Karabuk Governorship Approval were received.

## FINDINGS

In this section, findings of quantitative and qualitative data were discussed as tables and were interpreted.

### Quantitative Findings

Table 1. Experimental and Control Group PEAAS pre-Test and Post Test Points t-Test Results

	Group	N	$\bar{x}$	S	t	p
Pre-Test	Experimental	33	72,78	7,55	0,493	0,623
	Control	41	71,39	14,78		
Post- Test	Experimental	33	74,51	6,51	-0,138	0,891
	Control	41	74,70	5,45		

When Table 1 is analyzed, it is seen that there is no significant difference between the points of PEAAS pre-test and posttest of experimental and control group students ( $p > 0,05$ ). According to this, one can say that both in the beginning of the practice and after it, experimental and control groups' attitudes toward sports are similar.

Table 2. Comparison of Experimental and Control Group's PEAAS Pre-test and post Test Points

	Group	N	$\bar{x}$	S	t	p
Pre-Test	Experimental	33	72,78	7,55	55,330	0,000*
	Control	33	74,51	6,51		
Post-Test	Experimental	41	71,39	14,78	30,911	0,000*
	Control	41	74,70	5,45		

\* $p < 0,001$

When Table 2 is analyzed, in PEAAS pre-test and posttest comparison, both experimental and control group children have a significant difference between their pre-test and post-test points ( $p > 0,001$ ). In both groups, students' PEAAS points have increased. According to this, psychological education and sports activities implemented on the experimental group have a significant effect on developing positive attitudes. In the control group, one can say that students' psychological education and sports attitudes have increased considerably in elapsed time. In both groups, children's attitudes toward psychological education and sports have increased from neutral attitude to positive attitude.

### Qualitative Findings

As a result of the content analysis of focus group interviews, data obtained were gathered under "Opinions about doing sports regularly", "Opinions about avoiding from doing sports", "Opinions about the benefits of sports", "Sports age and sport types that children can do" "Sports Encouragement and things can be done to get children to adopt sports", "Assessment of psychological education and sports in elementary school syllabus" and "Opinions about starting the day with sport activities" titles that were created on the basis of the questions in the current research.

#### Opinions about Doing Sports Regularly

Under this title, attendees were asked whether they attend sport activities and also its duration. The frequencies of the answers are presented in Table 3.

Table 3. The opinions of the participants about attend sport activities and its durations

		Teacher (f)	Mother (f)	Children (f)
Availability of participation in sports events in everyday life	Yes	3	-	8
	No	3	7	-
	Whenever Possible	3	-	4
Duration of participation in sports events (for the answer yes)	Everyday	-	-	2
	Weekend	-	-	1
	Once a week	-	-	1

As seen in Table 3, the question of whether they participated in sports activities in daily life was answered by two males, one female, three teachers in total answered this question as 'Yes'; the other three teachers expressed they did not do sports much. EO1, who said he/she does sports, said, "I try to walk with my family at certain times. Because of work, we make one or one and a half hour to walk at weekends" EO2 said "Badminton and football. During the time in school, we do it necessarily with children." and BO5 said "There is no day that I do not walk. Every day I walk for half an hour while coming to school and going from school. I do not do any other sports. However, that is it, there is nothing more" and BO4 said "I do not do sports, but I would like to have it as a habit. It is too much for me now to start.". According to this, half of the teachers do sports as they find the opportunity and the other half do not do sports and do not have regular sport habits.

All the mothers expressed they do not do sports regularly. A1 said, "I do not do any sports. I have no time to sit due to house works anyway. If I could do, it is really cool but unfortunately, I have no opportunity. But I like to walk while going somewhere.", A4 said, "No not, I do not do sports much. Sometimes I go to school with children. It lasts approximately ten minutes. If you walk fast, it lasts five minutes." and A7 said, "I did sports regularly after giving births. Now, I stopped. I only go to school three times. It lasts ten minutes with a fast walk.". According to this, one can say that mothers qualify walking from home to school activity with their children as sport, they do not have a special sportive activity.

All the children expressed they do sports. Their answers were as follows: CK2, "I do sports while going to swimming one time a week for twenty minutes." CE1, "I do sports by doing push-ups and tumbling until I sweat at home.", CE3, "Every weekend, I play two hours football, basketball and badminton sports." and CK4 "Once in

a day, I do sport as an exercise for half an hour after I finish my homework." Accordingly, one can say that children do sport-oriented activities in their daily lives.

### **Opinions about Avoiding Sports**

Under this title, attendees were asked about the reasons for avoiding sports. The answers were given, and their frequencies are presented in Table 4.

Table 4. The opinions of the participants about doing regular sports\*

	Teacher (f)	Mother (f)	Children (f)
The difficulty of living conditions	1	-	-
Intensity of work/household chores	3	1	2
Familial causes	1	1	-
Economic reasons	1	-	-
Development of technology	1	1	-
Lack of sports habits	1	1	2
Seeing sports as unnecessary / being lazy	1	1	2
Seeing sports only as a weight loss tool	1	-	-
Unsuitability of seasons/weather conditions	-	1	-
Lack of safe sports fields	-	1	-
Follow television programs	-	1	-
Not knowing the benefits of sports	-	-	2
Thinking that exercise will be harmful	-	-	1

\* More than one opinion has been expressed.

As can be seen in Table 4, the participants made the following comments about the reasons that prevent people from doing regular sports: EO1 "We live a very intense life as society. Workload, family reasons, negative things in daily life, family's living conditions avoid doing sports." EO2, "Opportunities were not quite convenient before but there were activities done in life. Now, possibilities increased, technology increased. We can sit on the desk till evening. Technology restricted our possibility to move. Due to working conditions, doing sport chance cannot be found. At the same time, it is not done because there is no habit. I have friends working at eight in the morning until eight in the evening, how can he do sports after that hour?" and BO3, "People may not need to do sports. Thin ones can say I am thin anyway. Working people think they get very much tired at work. Doing sports seems only necessary to become thinner. More than being healthy, it is to become fit or thin."

A1 from mothers, "Excuses are found for everything. It is something like I do not realize how it became evening. For example, I go home, tidy up, prepare a meal, swipe the house, and wait for children's homework to finish. Later on, my partner comes from work, I prepare a meal for him, I look at the time and it is very late. You are in constant move in the house, but it is not sports. Winter circumstances pose an obstacle as well, we cannot go out and do walking kind of sports." A3, "People became clumsy as they stayed at home. We got used to do the same stuff, like robots. We do not set aside time for ourselves. It may be due to lack of sport areas. There is no safe place to do sports." A4, "Television prevents it. We have time to watch series or so, but we do not do sports because of watching series. Sometimes I watch television programs, and I make the same moves. Television is sometimes an obstacle, sometimes it promotes." A7, "Devoting special time to sports is not in culture, I think. People stare at the ones doing in a weird way, people got used to it recently. We were not a society like this before, we were active. Technology pushed us to laziness a bit, too." expressed as such.

Children expressed the reasons preventing people from doing sports as such: CK1, "They think they are healthy because they eat food, and also probably, they are being lazy." CE1, "I think they do not love sports; they do not think sports does good." CE2, "They think sports is tiring and it does bad to them." and CK4 "They do not do sports because sports are boring, and they do not have free time." According to this, teachers and mothers see changing life circumstances, work intensity, television and technological developments, society's cultural structure and various personal reasons as obstacles to doing sports; whilst according to children, adults do not like doing sports, they find it boring, and they are lazy to do so as reasons.

### **Opinions about the Benefits of Sports**

Under this theme title, the question was: "How people do sports according to you, why?". The frequency of the answers given is presented in Table 5.

Table 5. The opinions of participants about the benefits of sports\*

	Teacher (f)	Mother (f)	Children (f)
Ensures good health	7	6	8
Feels fresh/opens the mind	2	-	1
Improve muscle	2	-	-
Provides regular functioning of the body	-	1	-
Allows stay vigorous	-	1	2
Relieves stress	-	1	-
Make strong	-	-	1

\* More than one opinion has been expressed.

As seen in Table 5, all of the participants answered that people should do sports to be healthy. In this regard, while EO2 and BO3 generally implied that people should do sports to be healthy, and to feel energetic, BO1 and BO4 looked at the issue from students' perspective. BO4, "Especially, it would be good to do things for first grades to develop their small muscles. They get tired very fast and do not want to write in the first grade." and BO1, "children's back muscles are very weak, their way of sitting positions affects their back and neck muscles. When they start elementary grade especially small muscles are very weak." They stated that for the development of children's small muscles, neck and back muscles, they need to do sports.

Mothers stated that they know doing sports has benefits as well. A2, "For our whole body's regular functioning, for us to be more energetic, sport is really beneficial." and A6, "For health, walking is really fine for stress."

All of the children stated that they do sports because they believe in sport's benefits. They expressed as such: CK2, "It ensures being healthy." E3, "People should do sports. They become energetic and lively. If some of them have eyes not open, then they have never done sports, if some have eyes very open, very glowing, then they have done sports early in the morning." and CK4, "One becomes both healthy and strong, sport opens the mind." Therefore, it can be said that all of the attendees have the same opinion as sports are needed to become healthy.

#### **Sports age and sport types that children can do**

Under this title, attendees were asked what ages are suitable to do sports and its reasons. The frequency of the answers given is presented in Table 6.

Table 6 . Opinions of the participants about the age of sports and the types of sports that children can do\*

The age of starting sports	Teacher (f)	Mother (f)	Children (f)
In childhood	7	6	8
At as young an age as possible	1	2	-
Kindergarten/4-6 years old	2	2	1
At school age	1	1	-
After the age of 15	-	1	-
Before entering puberty	-	1	-
After 6-7 years	-	-	2
What kind of sports can children do			
Swimming	1	-	1
Athletics	1	-	1
Gymnastics	1	-	-
Sports played with a ball, such as football, volleyball, basketball	2	3	4
Table tennis	1	-	1
Badminton	2	-	1
Sports without much physical contact	1	-	-
Body exercise/kakin sports	1	2	1
Muscle building sports	1	-	-
All sports	1	-	-
Unfamiliar, interesting sports	-	1	-

\* More than one opinion has been expressed.

As shown in Table 6, teachers think that not starting sports at a young age is one reason that prevents children from doing sports regularly in the future. In this regard, EO1, "When I look at the families' socio-economic status, it must be started at young ages as early as possible. I believe leading children to any sport branch latest at seven or eight years of age would contribute to their lives." BO3, "In every age, sports should be done, every age has their suitable sports for them. Walking is a suitable sport for every age, there are sports suitable for children as

well. At every age sport should be done. Sports can be started during school era or in kindergarten at four-five years old." and EO2," Children's psychological anatomy is important. In the Far East, they start at four-five years old to gain experience. At further ages, becoming professional can happen in his/her strong suit. For that matter, related to that, there should be branching out at schools after secondary, and elementary school finishes."

Mother expressed their opinions about doing sports as: A1, "It needs to be started after fifteen years old. There is no need before that as she/he is already active, he/she slows down after fifteen, that is why it must be started during these ages." A2, "Until school period, the child is already active, since there is a certain action capacity at school, I think it must be started regularly from first grade. It would be better in the future for child. It is always good to start everything early." A4, "It is always good to do. The early he/she starts the better, in following ages, it must be in every age." A6," As the twig is bent, so is the tree. If he/she starts early, this child develops faster and his/her ground would be more beautiful. I think, age five-six is very convenient. There may be things done to him/her for bone and muscle development." and A7," It depends on the sports he/she will do. For example, if she/he does ballet, a child cannot start doing it at fifteen. Depending on his/her ability and desire, what she/he chooses, his/her age can be younger. Before the child reaches puberty, I think she should be canalized to sports or to an artistic area."

Four of the children stated that they should start doing sports after six or seven years old. CK1," Young or old, everybody should do sports. The old would become healthier, the young get into form as they wish." CK2," I think sports should be done at every age Sports is healthy in every age. and CK3, " I think they should start after seven, before that, they should not do it as they are young." and CE3," I think they should start between four to five and do it in all ages. My sibling is four years old, he started at four and continues. Somersaults at home and runs with the ball."

According to that, the participants have an idea about the age of starting sports based on their own experiences. Teachers and mothers think one should start sports as young as possible and for the talented ones to become athletes, they should lay emphasis on it especially after six-seven years old. Children think doing sports is equal to being active.

EO1 expressed on doing what kind of sports would be appropriate," Swimming, athletics, gymnastic, badminton, football can be. Badminton is a bit hard sport; they can start in third-fourth grade. Sports like football that, they are talented and appears in young ages." EO2," Children can do sports activities in elementary school level especially the ones psychical contact is not much, not hurting each other kind of sports (karate, handball vb. may be harmful), calm sports and exercises." BO1," It must be started from the simplest exercise, later on it should be continued. Table tennis, badminton and muscle building posts can be." BO2," Children like activity games more. Not action but playing kind of such as match.", BO3,"As long as the environment is convenient, they can attend any kind of sports activity. Aside from weightlifting etc. Especially, they like games with the ball. It can be dodgeball, football, volleyball." and BO4," Especially, it would be suitable for kids to do back muscle improving sports." Therefore, attendees expressed their opinions as stated.

A1 from mothers, "Generally speaking, running kind of exercises are suitable." A3," It can be areas where they can consume their energy. Enthusiastic and intriguing sports can be. Sports they do not know about and interesting sports can be."A5," Decisions should be made by looking at their needs and according to children's interest." A6," Tennis, basketball, running, badminton kind of things are suitable sports" expressed as such. And children, related that matter, sorted the sports suitable for children as running, tumbling, exercising, volleyball, basketball, tennis, swimming, badminton, and football.

According to this, one can say that teachers and mothers hold the opinion that children can do sports harmless and proper for their age and for their level of development, whilst children hold the opinion that they can do sports they know.

**Sports Encouragement and Things Can be Done to Get Children Adopt Doing Sports**

Under this title, attendees were asked what should be done to encourage people to do sports. The frequency of the answers given is presented in Table 7.

Table 7. Suggestions of the participants for inculcating sports habits in children \*

	Teacher (f)	Mother (f)	Children (f)
To raise awareness of individuals	2	-	6



To encourage sports activities/actors by showing them	2	2	3
Take advantage of the game	1	-	-
Making time for sports/continuous exercise	1	1	3
Getting professional support for playing sports	3	1	-
Providing family support	2	2	1
Directing children to non-school sports activities/courses	1	1	-
Creating suitable sports grounds	3	4	-
Creating free/living-friendly sports fields	-	2	-
Being a model as an adult (parent-teacher)	2	5	-

\* More than one opinion has been expressed.

As seen in Table 7, two male teachers expressed that individuals' awareness should be heightened, two of them expressed that it must be encouraged and it must be helped to become visible, one of them expressed professional support should be taken and the other one expressed that games should be used.

In this respect, they expressed their opinion as: EO1, " Since we were an agricultural society before, sports were being done perforce without knowing. Now, with technology's development, people gathered in cities and they were kept out of this. It seems a bit hard but at least time should be taken for small sports at certain times. It would be beneficial if people add action into their lives. These should be brought to people by informative works, and public service announcements. It is a bit hard subject, but it can be done." BO3, " More professional support should be received to do sports. It can be a psychical education teachers. It is good to have psychical education teacher at secondary school during elementary school, we handle it more like a game. It is mentioned as game and free time anyway. Parent's support on this matter is important. Children come short at school, they can be lead to different courses outside. Since we have not got an education, there is team plays, competing games and competitive game kind of things occur. It is not as leading to sports generally." and BO4, " If families push children, they would have to do it too. I mean, they affect each other."

Mothers indicated that doing sports does not seem nice in society, there is need to have indoor sport areas to do sports. A1, A4, A7, expressed their opinion as follows: A1, " Doing moves on sport mechanics in parks does not seem pleasant. Open space, cars pass by. You are always in the limelight. We do sports faintheartedly. If there is an indoor place, I will take my child, too." A4, " If it was in an indoor place, women get used to this kind of activities as well. Instead of going home with our child, we would go there for an hour. We spend time." and A7, " For people on our income standard, there should be free places and they should be organized according to people's lifestyle. There should be an indoor place embracing everybody. For men, working hours do not match with this. How many hours does a worker work? When will he do sports? It must be free for them too. Economics and time should be arranged in accordance with sports."

Children stated people need information and encouragement. CK2 expressed this situation as, " I think if we make someone watch someone doing sports, he will want to do sports too.", and CK3 said, "if we talk about sports' benefits, he would do sports." and CE3 noted, " I bring my mothers to running waking them up, if they do not, I insist, they accept." Accordingly, teachers hold the opinion of their needs role models and supportive families to encourage individuals on sports as mothers think if there is private convenient places for them and children holds the idea that people would do sports if the benefits of it are known.

Attendees were asked especially what can be done to bring sports habits to children. In this respect, teachers hold the idea that especially families' and individuals' awareness should be ensured, and experts should give sports education in the field. On this subject, EO1, " families should take care of their children. When a child does something, family's presence, family's smile, encouraging her would help child to be aware of her powers. Children are doing sport trainings, attending tournaments. Even though they do not win, it is important to tell them that it is effective for their future lives, and to give them support in regards of encouragement. Swimming pools can be used, families can lead children to different directions by spending time with them. Family creates children's point of view. Little supports given to children help them to have a totally different point of view in the future." BO5, " I attend to class in game time, too. But first I say that I define the class first then we can play. Unavoidably, class ends before starting the game. If someone else comes in the class I will have to step back doing." expressed as such.

Mothers indicated that adults should be models. A2 expresses this situation as, " It would become habit if it is done obligatory at schools." A4, " If they do it with friends, it is more different for children. If teachers say it, they would accept sports as beneficial and do it. Teacher comes before mother or father. What teacher says comes

righter." A7," *He needs to see in the family. 'Bird builds up the nest that it sees' say our ancestors. Psychological education classes could be more active.*"

Children expresses their opinion as CK1," *We can bring children to running every morning for them to get used to it.*", CE1," *Always they should watch sports and turn off the television and do the same.*" CE4," *They would become accustomed if they do it once a day.*"

Generally, on the subject of children playing sports as a habit, teachers and mothers think families should become models for children and encourage them whilst children think sports would turn into a habit if it is done regularly.

**Assessment of Psychological Education and Sports in Elementary School Syllabus**

Under this title, attendees were asked if they find psychological education and sport classes are sufficient and its reasons. The frequency of the answers given is presented in Table 8.

Table 8. Evaluations of the participants about physical education and sports lessons in primary school curriculum

	Teacher (f)	Mother (f)	Children (f)
Weekly class hours are sufficient	7	6	8
The courses are not taught in accordance with the purpose / the quality is insufficient	7	6	-
Not enough physical education teachers	1	1	-
Instead of open space, it is replaced by classroom games	1	-	-
The physical environment of the gym and classroom is inadequate	1	1	-
Processing of other theoretical courses in physical education	-	1	-

\* More than one opinion has been expressed.

As seen in Table 8, all of the teachers stated that five hours of class is set for psychological education and spare time, and it is enough, however, there are problems because lessons were not taught in accordance with the purpose. Regarding this EO1, "*We have not got problems about psychological education classes as class hour, but it is gappy regarding quality. If psychological education teachers attend the class different benefits can be taken. Enough for the hours, there is problems about teacher. Classroom teachers usually skip this hour by plays, more amateur.*" EO2, "*Formally, it seems five hours, but I do not think teachers do it accordingly.*", BO2," *It is enough for the classes as it is five hours in a week, but it is debatable if it is being implemented. Just for fourth and fifth grades, two hours a week is limited.*" and BO3," *In fact, there are five hours, which is enough. Means one hour a day. When it is not summer, we cannot do it outdoors, but we play games in the class. Generally, we put it on the last class. In the classroom, we play calm games such as night and day, hot and cold etc. or I let free, I give them homework. Our sport saloon and classroom environment are not wide enough. Due to weather conditions, we cannot go out as well.*" expresses as such.

Mothers stated content is not sufficient even though the class hours are enough. In this regard, A1, "*I know it as it is done five hours a week if it is done, it is good. I think it is enough to do it one hour a day.*" A3," *There must be a sport saloon for sure. Class hours are enough but places to use these hours are limited. There should be places other than garden and classroom.*" A4, "*Psychical education classes are not given enough, it is not being done. They do not see psychical education as lesson. When 'psychical education' is said to children, they say 'we read books or solve math problems. That is why we cannot make children love sports.*" and A7, "*Lesson hours are enough but lessons should be given wholly and not classroom teacher but branch teacher should attend lesson which is one hour a day*" expressed as such.

All the children stated that they find psychological education class hours enough, which is one hour a day. According to this, it can be said that even though teachers and mothers see psychological education class hours as enough, they believe that the class is not taught in accordance with its purpose.

**Opinions about starting the day with sport activities**

Under this title, attendees were asked about their opinion to start the day with sports activities in every morning. All of the teachers gave positive feedback regarding this subject. There answers included the following: EO2, meaning the project conducted," *This thing you do, sixty-seventy years old people do, walking very early in the morning. But, this habit should be developed from childhood.*", BO5," *Children are locked in the house due to*

circumstances. There is no environment to play. Which site has playgrounds? I thought when we allow time for sports, they would stay behind their classes, but it has not happened at all." BO4," If they start the day with psychical education, they would dispose their energy, and be calmer. For example, we have students with behavioral disorder. It would have big effects to calm them down a bit more." and teacher of the children in experimental group BO3," It is very good to start the day with sport activities. Children came to school with an excitement every morning. They enjoyed much. When I attend the class in second hour, I met a more sobered class. But now, if they say, 'make the first hour psychical education', I cannot. Weather conditions are not convenient anyway. I teach the lessons in second class hour, I used to do life sciences class then breakfast then math. That two months long period was very productive in terms of my classes. Children were starting the class as enjoyed and woken up from sleep. I did not see a visible class success effect since there were no exams. But it had a positive effect in terms of class attendance definitely." expressed as such. Regarding this subject, EO2," If informing is done at each school, branching is provided according to children's desire and physical structures, I think we would bring up more conscious individuals both in sportive matter and life. It is not something can be done with school per se. We unavoidably have to postpone sportive activities due to intensity. Our friends and colleagues come to school for sports at weekends. It cannot be done without a sacrifice. Branching would be good. It would be very good if the sports suitable for children's psychical structure were determined, families are informed. Not only about school but we have problems enough and unwillingly, we have to postpone sportive activities. Syllabus becomes priority. Our friends who want to make children do sports come to school at weekends as do sportive activities voluntarily." and BO3," I wish psychical education teachers can attend the class in elementary school. It can be very helpful. We cannot be sufficient in many things. Our information level stays on a certain level, we try to suit the program. For it to be more serious and toned, it can be in company with psychical education teachers. Obesity increased in children anyway, inactivity increased. Children are in front of the computer most of the time."

All of the mothers stated positive opinions about starting the day with sports. They expressed their opinion as following: A2, "Children stay awake if sport is done regularly at schools. If possibility provided for housewives, sports is done.", A3," Practice was very good in here. More yield would be taken if it was continued. It must be sports first." and A6," If sports was given weight as classes were given weight, maybe we would not be like this. Sports will be better in terms of our children."

All of the children stated positive opinion about starting the day with sports. In this subject, CK2," I think it happened very beautiful but ended in short time. I wish it would continue.", CE1," It made me feel healthier. It made me feel strong. Just like I do here every morning, I started doing it at home too." expressed their opinion

According to this, it can be said that teachers hold the opinion that one of the factors on sustainability of sport activities is psychical education teachers should attend the psychical education classes. Generally, all of the teacher, mother and children attendees hold the opinion that there are positive effects of starting the day with psychical education and sport activities.

## DISCUSSION, CONCLUSION & SUGGESTIONS

This study aims to evaluate the effects of starting the day with physical education and sports activities on children's attitudes towards physical education and sports and evaluate the views of teachers, parents, and children about the practice. According to the results obtained from the study's quantitative data, there was a significant increase in the children's physical education and sports attitudes in the control group between the pre-test and post-test scores. According to the results obtained from the qualitative data, it was seen that the participating mothers and teachers did not have regular sports habits. In addition, the participants attributed not doing sports to factors such as workload, being lazy, and watching television. However, it has been determined that they think it is necessary to do sports to be healthy, that role models are essential to encourage sports, and that starting the day with sports activities has positive effects. Generally, lack of information, irregularly doing sport activities, and not providing suitable areas may cause insufficient move in children (Şimşek, 1998). For this reason, both regular daily activities and psychical education classes present in syllabus may have caused children's behavior to change positively towards psychical education and sport. Leading children to sports in young ages is important for them to continue their sports habits in future years (Kerkez, 2012). In this study, the practice done with elementary school third and fourth grade students may be suggested to be applied in earlier years by experts in psychical education.

It was determined that half of the teachers participating in the study played sports as much as possible. In contrast, half did not play sports and did not have regular sports habits, mothers evaluated the activity of walking from home to school with the child as a sport, and did not engage in any special sports activities, and the children engaged in sports activities according to themselves. Teachers and mothers see changing living conditions, workload, television and technological developments, the cultural structure of society and various personal reasons as obstacles to doing sports; On the other hand, it has been determined that children do not like to do sports, but find it boring and see being lazy as the reason. In his study, Hamilton (2002) revealed that children need comfortable spaces, especially in order to play games involving physical activity. However, some reasons (media use, unplanned urbanization, changing living conditions, etc.) have caused children's lifestyles to become more sedentary in recent years. An inactive lifestyle is a source of worry because children develop by moving, like Piaget, Montessori, and other scientists draw attention (Steffen, Dai, Fulton & Labarthe, 2009). Movement is quite important for the physical development of a child. Therefore, extracurricular sports games that will meet movement and free up energy are very important.

In the study, it can be said that all participants thought it necessary to do sports to be healthy. Teachers and mothers think that it is necessary to start sports as early as possible and that special attention should be given to talented people after the age of 6-7 in order for them to become professional athletes. On the other hand, it was determined that children thought of doing sports as synonymous with being active. The individual learns a role behaviour by observation, imitation, and modelling. Attitudes and behaviours get affected by opinions. Even though adults do not do sports, positive opinions can be reviewed as essential steps to support their children. This study states that teachers and mothers think children can do sports that will not harm them and are suitable for their age, interest, and level of development while children think they can do the sports they know about. Psychological activity and sports choices can be changed according to age, gender, socio-economic level and country of residence (Hoffman & Harris, 2000). In a study by Frömel, Formánková & Sallis, girls between the ages of 10-14, swimming, dancing and skating, men preferred swimming, sports games and skating.

According to the study, it has been determined that teachers believe they need positive role models and supportive families to encourage individuals to do sports, that mothers will do sports if there are particular areas suitable for them and when the benefits of sports for children are known. In general, it has been determined that teachers and mothers should be models and encouraged by the family when children acquire sports habits, while children believe that sports can become a habit if it is done constantly. According to the learning process, the individual learns an appropriate role behaviour from significant others through observation, imitation, and modelling. This process results in the teaching and learning skills, tendencies and knowledge that enable people to function in society by interacting with others (Bandura, 1977). Determining and understanding the correlates of school children's participation in physical education activities is critical for encouraging children's current and lifelong participation in physical activity.

It is suggested that the social and physical environments in which children spend time have a substantial impact on their physical activity levels (Bower et al., 2008; Dowda et al., 2004; Finn, Johannsen & Specker, 2002). Overall, research on children's interest in sports has shown that active parents are more involved in their children's sports than passive parents (Anderssen & Wold 1992; Colley, Eglinton, & Elliot, 1992; Freedson & Evanson 1991). In addition, it has been stated that parental support has a positive correlation with the pleasure and interest the child receives while doing sports (Power & Woolger 1994; Weiss & Hayashi 1995).

The study determined that although teachers and mothers found the class time sufficient for physical education, they believed that the course was not processed in accordance with the purpose. Primary Education Institutions (Primary School-Middle School) Physical Education lesson is seen as 2 hours in the weekly lesson schedule to be applied in the 2018-2019 academic year (<https://ttkb.meb.gov.tr/www/haftalik-ders-cizelgeleri/kategori/7>). Achieving the targets set for Physical Education lessons is directly related to the weekly number and duration of the practices, the facility used, the area and the presence of a sufficient number of qualified physical educators (Özdemir, 2000). Taşmektepligil, Yılmaz, İmamođlu, Kılıcıgil (2006) found in their studies that instead of physical education teachers, classroom teacher attends physical education classes of elementary school fourth and fifth grade and weekly physical education class hour is not enough to reach general and special aims of this lesson. To increase physical education classes' functionality, one can say that regulation about class hours should be made, branch teachers should attend classes, and activities out of purpose should not be done.

It has been determined that one of the necessary factors in the sustainability of sports activities of teachers is that the Physical Education teacher should attend the Physical Education lesson, and in general, all teachers,

mothers or children think that starting the day with physical education and sports activities has positive effects. For bodily health, the body must move. Positive attitudes towards physical education and sports will effectively do sports activities frequently, and regular sports practices from an early age will be effective in gaining habits. For this reason, it seems essential to gain the habit of doing sports and knowing the benefits of sports for the individual's health. Doing sports activities at a particular time of the day will become a requirement, just like satisfying the need to eat at certain times. Thus, the habit of playing sports will be acquired, sports can be adopted as a way of life.

In this study, starting the day with sports activities was done with primary school students. In a different study, experimental studies can be conducted with preschool children. Sports activities, including teachers and adults, can be planned and their effects can be examined.

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#### **Conflict of Interest**

The authors declare that there is no conflict of interest.

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