



# Beden Eğitimi ve Spor Dersine Yatkinlık: Ortaokul Öğrencileri Üzerine Bir İnceleme



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## ÖZET

**Amaç:** Araştırmanın amacı, ortaokul öğrencilerinin beden eğitimi ve spor dersine yatkinlik düzeylerinin incelenmesidir. **Materyal & Metot:** Araştırmanın çalışma grubunu 2023-2024 Eğitim-Öğretim yılında Yozgat ili merkezinde ortaokullarda öğrenim gören öğrencilerden kolay ulaşılabilir örnekleme yöntemi kullanılarak belirlenen 222 öğrenci oluşturmuştur. Araştırmada kişisel bilgi formu (cinsiyet, yaş, sınıf ve spor yapma durumu) ve beden eğitimi dersine yatkinlik ölçeği kullanılmıştır. Elde edilen verilerin istatistiksel analizleri için SPSS 24.0 programı kullanılmıştır. Verilerin analizinde öncelikle öğrencilerin kişisel özelliklerini belirlemeye ilişkin betimleyici frekans (n), yüzde (%), aritmetik ortalama ( $\bar{x}$ ) ve standart sapma (ss) kullanılmıştır. Veri setinin çarpıklık değerlerinin  $-0,218$  ile  $-0,596$  arasında olduğu, basıklık değerlerinin  $-0,768$  ile  $-1,11$  aralığında olduğu ve normal dağılım sergilediği belirlenmiştir. Bu doğrultuda ikili grup karşılaştırmalarında bağımsız örneklem t testi kullanılmıştır. Değişkenler arasındaki ilişkiye korelasyon analizi ile bakılmıştır. Anlamlılık düzeyi olarak 0.05 belirlenmiştir. **Bulgular:** Gerçekleştirilen analizler sonucunda; cinsiyet değişkenine göre beden eğitimi dersine yatkinlik ölçeği alt boyutları (Beden eğitimi dersine verilen değer ve Beden eğitimi dersine yönelik algılanan yetenek) ve toplam puan ortalaması arasında istatistiksel olarak anlamlı fark tespit edilmemiştir ( $p>0,05$ ) Yaş ve sınıf değişkenlerine göre beden eğitimi dersine verilen değer alt boyutu arasında düşük düzeyde, negatif yönlü ve anlamlı bir ilişki olduğu görülmüştür. Spor yapma durumu değişkenine göre ise tüm alt boyutlarda ve ölçek toplam puan ortalaması arasında istatistiksel olarak anlamlı farklar tespit edilmiştir. **Sonuç:** Sonuç olarak ortaokul öğrencilerinin beden eğitimi ve spor dersine yatkinlik düzeylerinin yüksek seviyede olduğu görülmüştür.

**Anahtar Kelimeler:** Beden Eğitimi ve Spor, Ortaokul, Öğrenci, Yatkinlik

## Predisposition to Physical Education and Sports Lessons: A Study on Middle School Students

### ABSTRACT

**Purpose:** The aim of the research is to examine the predisposition levels of secondary school students to physical education and sports lessons. **Material & Method:** The study group of the research consisted of 222 students who were determined by using the convenience sampling method from the students studying in secondary schools in the centre of Yozgat province in the 2023-2024 academic year. In the study, personal information form (gender, age, class, and sporting status) and physical education course predisposition scale were used. SPSS 24.0 programme was used for statistical analyses of the data obtained. In the analysis of the data, descriptive frequency (n), percentage (%), arithmetic mean ( ) and standard deviation (SD) were used to determine the personal characteristics of the students. It was determined that the skewness values of the data set were between  $-0,218$  and  $-0,596$ , the kurtosis values were between  $-0,768$  and  $-1,11$  and the data set exhibited a normal distribution. In this direction, independent sample t test was used for pairwise group comparisons. The relationship between the variables was analysed by correlation analysis. The significance level was set at 0.05. **Findings:** As a result of the analyses, no statistically significant difference was found between the sub-dimensions of the physical education course predisposition scale (value given to physical education course and perceived ability towards physical education course) and the total score average according to the gender variable ( $p>0,05$ ) There was a low level, negative and significant relationship between the value given to physical education course sub-dimension according to age and class variables. Statistically significant differences were found in all sub-dimensions and total mean score of the scale according to the variable of doing sports. **Result:** As a result, it was observed that secondary school students had a high level of predisposition to physical education and sports lessons.

**Keywords:** Physical education and sport, middle school, student, predisposition

## INTRODUCTION

Education is the process of developing people in general and making them acquire behaviours that will enable them to be more successful in their later life and to be a productive individual who is beneficial to their state and nation (Fidan & Erden, 1998). At the centre of education is the human being. Humans need to move constantly due to their physiological characteristics. As in other living things, humans have a structure that will sustain their own lives, meet their needs and defend themselves even in the most difficult situations. Until the last century, people had to do their work with body strength and muscle strength, and therefore, concepts such as physical activity, sports, physical education, movement and training science started to emerge (Eken, 2008).

Today, when we consider the concept of physical education from these concepts, it is very important for children and young people who spend most of their time in schools to participate in physical activities and sports activities in order to develop their psychomotor skills and abilities and to maintain their lives as a healthy individual (Erdođdu & Öçalan, 2010). Considering that the physical education course is an integral part of education, one of the concepts that the individual should gain can be considered as the development of positive attitudes towards sports (Balyan, Yerlikaya-Balyan, & Kiremitçi, 2012). An individual does not start to live with his/her attitudes from the first moments he/she comes into the world. He/she forms his/her attitudes as a result of his/her family, environment, social life and experiences. The events experienced by the person, some situations and especially in adolescence, especially in adolescence, may change in attitudes (Özgüven, 2000).

Especially the foundation of children's approaches, attitudes and predispositions to sports starts in educational institutions. Individuals' characteristics such as social skills, interpersonal communication, self-efficacy as in sports are shaped in educational institutions and continue for a lifetime (Balyan et al., 2012). In this context, the concept of self-efficacy, which constitutes the predisposition factor in middle school children, is also known as self-confidence by coaches, athletes and teachers and it is stated that it directly affects performance and success (Feltz & Öncü, 2014). In other words, self-efficacy is defined as an individual's belief in his/her ability to do work individually (Kurbanođlu, 2004) and self-efficacy is defined as an individual's belief in his/her ability and capacity to struggle with difficulties and to achieve certain activities (Senemođlu, 2005).

In the literature review on the subject, it is seen that in many studies on the attitudes and self-confidence of middle school students towards the physical education course, students' age,

gender, class levels (Aktürk & Aylaz, 2013; Balyan, 2009; Bartık & Kubis, 2016) as independent variables. It is seen that they addressed the subject with variables such as age, gender, grade level of the students. It has been stated that the predisposition of middle school children to physical education lessons positively affects their participation in some physical activities in their lives outside of school (Belton et al., 2014; Hilland et al., 2009). There are a limited number of studies on examining and determining the predisposition levels of middle school children towards physical education course. From this point of view, it was aimed to investigate the predispositions of middle school students towards physical education course and to contribute to the literature.

In line with this purpose, middle school students;

- Gender

- Age

- Classroom

- It was sought to answer the questions of whether there is a significant difference between the levels of predisposition to physical education lesson according to the variables of doing sports.

## **METHOD**

In this part of the study, the research model, study group, data collection tools and data analysis are given.

### **Research Model**

In this research, it was carried out with the screening method model in order to examine the predisposition levels of middle school students towards physical education and sports lessons. The survey method is a research method for describing the past or ongoing situations as they are (Karasar, 2011). With this method, the predisposition levels of middle school students towards physical education course were determined.

### **Research Group**

The research group of the study consisted of 222 students who were determined by using the convenience sampling method among the students studying in middle schools in the centre of Yozgat province in the 2023-2024 academic year.

## **Data Collection Tools**

### ***Personal Information Form***

The personal information form created by the researcher includes the variables of gender, age, class and sporting status.

### ***Physical Education Course Predisposition Scale***

In the study, the "Physical Education Course Predisposition Scale" developed by Hilland et al. (2009) and adapted into Turkish by Erbaş et al. (2015) was used. The scale consists of 2 sub-dimensions and a total of 11 questions. The first dimension consisting of 6 items is 'the value given to physical education course' and the second dimension consisting of 5 items is 'perceived ability towards physical education course'. The scale is a five-point Likert-type scale ranging from (1) Strongly Disagree to (5) Strongly Agree. Since items 3, 4 and 5 contain negative expressions, reverse scoring is done. A minimum score of 11 and a maximum score of 55 can be obtained from the scale. When a classification is made, 1-11 indicates very low, 12-22 low, 23-33 medium, 34-44 high and 45-55 very high predisposition. The total reliability coefficient of the scale was found to be .71.

In the present study, the Cronbach alpha value of the scale was determined as .93. It was seen that the reliability of the scale was at a sufficient level.

### **Analysing the Data**

SPSS 24.0 programme was used for statistical analyses of the data obtained. Before starting the analyses, it was examined whether the data exhibited a normal distribution. At this point, skewness and kurtosis values were analysed. Skewness values in the range of  $\pm 3$  and kurtosis values in the range of  $\pm 7$  indicate that the data exhibit normal distribution (Kline, 2005). It was determined that the skewness values of the data set were between  $-0.218$  and  $-0.596$ , and the kurtosis values were between  $-0.768$  and  $-1.11$  and exhibited a normal distribution. Accordingly, independent sample t test was used for pairwise group comparisons. The relationship between the variables was analysed by pearson correlation analysis. The significance level was determined as 0.05.

## FINDINGS

The findings related to the demographic characteristics of the students are given in Table 1.

**Table 1.** Findings about the students

|                     |        | N   | %    |
|---------------------|--------|-----|------|
| <b>Gender</b>       | Male   | 136 | 61.3 |
|                     | Female | 86  | 38.7 |
| <b>Age</b>          | 11.00  | 26  | 11.7 |
|                     | 12.00  | 56  | 25.2 |
|                     | 13.00  | 100 | 45.0 |
|                     | 14.00  | 40  | 18.0 |
| <b>Classroom</b>    | 5      | 22  | 9.9  |
|                     | 6      | 50  | 22.5 |
|                     | 7      | 102 | 45.9 |
|                     | 8      | 48  | 21.6 |
| <b>Doing Sports</b> | Yes    | 96  | 43.2 |
|                     | No     | 126 | 56.8 |

When Table 1 is analysed; (61.3%) of the students were male, (38.7%) were female, (11.7%) were 11 years old, (25.2%) were 12 years old, (45.0%) were 13 years old and (18.0%) were 14 years old. (9.9%) were in 5th grade, (22.5%) were in 6th grade, (45.9%) were in 7th grade and (21.6%) were in 8th grade. While (43.2%) of the students do sports, (56.8%) do not do sports.

**Table 2.** Descriptive statistics related to the scale

|   | N   | Min.  | Max.  | Mean  | Sd    |
|---|-----|-------|-------|-------|-------|
| Value Given to Physical Education Lesson Sub-dimension            | 222 | 2.00  | 5.00  | 3.84  | .840  |
| Perceived Ability Towards Physical Education Lesson Sub-dimension | 222 | 2.00  | 5.00  | 4.10  | .863  |
| Physical Education Course Predisposition Scale Total              | 222 | 22.00 | 55.00 | 43.59 | 8.592 |

When Table 2 was analysed; the mean score of the sub-dimension of the value given to physical education course was found to be 3.84 and the mean score of the sub-dimension of the perceived ability towards physical education course was found to be 4.10. It was determined that the students had a high level of predisposition to physical education and sports course ( $\bar{x} = 43.59$ ).

**Table 3.** Gender variable t test findings

|   | Gender | N   | $\bar{X}$ | Sd   | t     | p    |
|---|--------|-----|-----------|------|-------|------|
| Value Given to Physical Education Lesson Sub-dimension            | Male   | 136 | 3.83      | .83  | -.279 | .780 |
|   | Female | 86  | 3.86      | .85  |       |      |
| Perceived Ability Towards Physical Education Lesson Sub-dimension | Male   | 136 | 4.07      | .85  | -.657 | .512 |
|   | Female | 86  | 4.14      | .88  |       |      |
| Physical Education Course Predisposition Scale Total              | Male   | 136 | 43.36     | 8.61 | -.494 | .622 |
|   | Female | 86  | 43.95     | 8.60 |       |      |

When Table 3 is analysed; there was no statistically significant difference between the sub-dimensions and total mean scores of the physical education course predisposition scale according to gender variable ( $p>.05$ ).

**Table 4.** Age variable correlation analysis findings

|  |   | <b>Age</b> |
|--|---|------------|
| Value Given to Physical Education        | r | -.213      |
| Lesson Sub-dimension                     | p | .001       |
| Perceived Ability Towards Physical       | r | -.011      |
| Education Lesson Sub-dimension           | p | .867       |
| Physical Education Course Predisposition | r | -.131      |
| Scale Total                              | p | .052       |

When Table 4 is analysed, it is determined that there is a negative, low level and significant relationship between the age variable and the sub-dimension of the value given to physical education lesson. The value given to physical education and sports lesson decreases with increasing age ( $r= -.213$ ;  $p<.05$ ).

The correlation analysis findings of the class variable are given in Table 5.

**Table 5.** Class variable correlation analysis findings

|  |   | <b>Class</b> |
|--|---|--------------|
| Value Given to Physical Education        | r | -.276**      |
| Lesson Sub-dimension                     | p | .008         |
| Perceived Ability Towards Physical       | r | -.001        |
| Education Lesson Sub-dimension           | p | .989         |
| Physical Education Course Predisposition | r | -.104        |
| Scale Total                              | p | .122         |

When Table 5 is analysed, it is determined that there is a negative, low level and significant relationship between the class variable and the sub-dimension of the value given to physical education course. The value given to physical education and sports lesson decreases with the increase in grade level ( $r= -.276$ ;  $p<.05$ ).

**Table 6.** t test findings for the variable of doing sports

|  | <b>Doing sports</b> | <b>N</b> | $\bar{X}$ | <b>Sd</b> | <b>t</b> | <b>p</b> |
|--|---------------------|----------|-----------|-----------|----------|----------|
| Value Given to Physical Education        | Yes                 | 96       | 4.31      | .72       | 8.179    | .000     |
|  | No                  | 126      | 3.49      | .74       |          |          |
| Perceived Ability Towards Physical       | Yes                 | 96       | 4.54      | .69       | 7.587    | .000     |
|  | No                  | 126      | 3.76      | .82       |          |          |
| Physical Education Course Predisposition | Yes                 | 96       | 48.58     | 6.97      | 8.870    | .000     |
|  | No                  | 126      | 39.79     | 7.74      |          |          |

When Table 6 is analysed; a statistically significant difference was found between the sub-dimensions and total mean scores of the physical education course predisposition scale according to the variable of doing sports ( $p<.05$ ). In the sub-dimension of the value given to physical education lesson in favour of those who do sports ( $\bar{x}= 4.31$ ;  $p<0.05$ ), in the sub-dimension of the perceived ability towards physical education lesson in favour of those who do sports ( $\bar{x}= 4.54$ ;  $p<0.05$ ) and in the total mean score of the physical education lesson

predisposition scale in favour of those who do sports ( $\bar{x} = 48.58$ ;  $p < 0.05$ ) differences were found.

## **DISCUSSION and CONCLUSION**

In the study, it was determined that the students' level of predisposition to physical education and sports lessons was at a high level. The high predisposition of students to physical education and sports lessons is an important indicator for the development of the young generation and the effectiveness of the education system. This high level of predisposition is due to a combination of a number of factors and these factors have positive effects on the health, social skills and academic achievement of young people. The effects of physical education and sport on young people have a broad perspective, going beyond promoting physical health. These lessons can empower young people socially and emotionally, as well as support their academic success. In this context, addressing the effects of physical education and sport on young people may allow our education system to adopt a more comprehensive and balanced approach. In the studies conducted by Erbaş and Ünlü (2016) and Erbaş, Ünlü and Kalemoglu-Varol (2016), it was understood that the predisposition of middle school students to physical education course was high. The finding obtained from the research is in parallel with the results of this research.

In the study, there was no statistically significant difference between the sub-dimensions and total mean scores of the physical education course predisposition scale according to the gender variable. It is in parallel with the findings of Chatterjee (2013), Keskin (2015), Diaz (2015), Eraslan (2015), Erden (2017), Kalemoglu-Varol, Erbaş ve Ünlü (2014), Kır (2012), Kumartaşlı (2010), Marttinen (2015). This finding suggests that gender does not have a direct effect on physical education course predisposition levels. It may suggest that physical education courses do not need to adopt different approaches to students on the basis of gender. However, these results suggest that more comprehensive studies are needed to address the effects of gender on individuals' personal preferences towards sport and physical activities. Again, this result should be interpreted based on more comprehensive and detailed research. Future studies may need to focus on physical education lessons in a more sensitive way in terms of gender equality and to better respond to the individual needs of students.

In the study, it was determined that there was a negative, low level and significant relationship between the age variable and the sub-dimension of the value given to physical education lessons. With the increase in age, the value given to physical education and sports lesson

decreases. This negative relationship under the value given to physical education course shows that age has a significant effect on individuals' attitudes towards these courses. It can be thought that with increasing age, the value that students associate with physical activities and sports decreases. This may be a reflection of the negative perception of senior middle school students, who are preparing for the exam, on participation in physical activities in this process.

In the study, it was determined that there was a negative, low level and significant relationship between the class variable and the sub-dimension of the value given to physical education course. The value given to physical education and sports lesson decreases with the increase in grade level. It is similar to the results of the studies conducted by Erbaş and Ünlü (2016), Evangelou and Digelidis (2018), Alenezi (2005), Philips (2011), Siegel (2013) Lazerevic et al. (2015). This situation reveals an important factor affecting students' attitudes towards physical education between age and grade levels. The negative relationship between the grade level and the value given to physical education course may indicate that there is a change in students' attitudes towards these courses throughout their educational life. This situation can be interpreted as a kind of indifference or apathy towards physical education lessons in the following grade levels.

In the study, a statistically significant difference was found between the sub-dimensions and total mean scores of the physical education course predisposition scale according to the variable of doing sports. In the sub-dimension of the value given to the physical education course, a difference was found in favour of those who do sports. This finding is similar to the results of the studies conducted by Çivril-Kara (2018), Dinçer (2019), Aslan and Karafil (2022). This situation shows that the interest and valuing levels of individuals who do sports are higher than those who do not do sports. This finding may suggest that practising sports increases positive attitudes towards physical education lessons. In the sub-dimension of perceived ability towards physical education lessons, a difference was found in favour of those who do sports. This shows that individuals who do sports tend to feel themselves more talented and successful in physical education lessons. Increasing the level of perceived ability may strengthen individuals' participation in the lessons and their positive attitudes towards these lessons. In the total mean score of the scale of predisposition to physical education lessons, differences were found in favour of those who do sports. This shows that individuals who do sports have a more positive attitude towards physical education lessons in general and have a higher predisposition towards these lessons.



In conclusion, this study aimed to examine the predisposition levels of middle school students towards physical education and sports lessons and provided a framework for understanding the relationships between various variables. The findings obtained provide important information to understand student attitudes, behaviours and perceptions towards physical education and sports courses.

In line with the findings obtained from the research, the following suggestions were made;

- They can diversify the content of physical education and sports lessons, focus on different sports branches and physical activities, and offer students a more interesting and motivating lesson experience.
- They can increase student participation by organising activities suitable for different age groups and genders.
- By organising sports clubs, tournaments and sports events in schools, students' desire to do sports can be supported.
- Schools can increase their support for sports activities and physical education classes by involving families in the process. By organising activities that encourage family participation, they can strengthen students' commitment to these lessons.
- Physical education and sports classes have the potential to provide students with long-term healthy life habits that are not limited to the school period. Educators can focus not only on physical activity, but also on strategies that promote healthy living habits and lifelong participation in sport.

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