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ORIGINAL RESEARCH

Investigation of Sport High School Student's Attitudes Towards School

Abstract

Attitudes are the performative step of potential behaviors. They can give prior knowledge about behaviors to be exhibited in the future. Thus, they can be essential in providing foresight on testing the attitudes. It is important to know the sports students' attitude levels regarding the schools which provide education towards sports. In this research, it is aimed to examine the sports high school students' attitude regarding school. Research participants; 394 students who are studying at Sivas and Çorum Sports High Schools and are stated according to the convenience sampling method. Personal information form and "Attitude Regarding School Scale" which is developed by Adıgüzel (2012) are used to collect data. Besides, "t-test" and "one way ANOVA" tests are used to detect whether the difference between the attitudes according to the sportsmen's country, gender, class level they study, school preference state and family wealth are important. Research significance level is accepted as $p<0.05$. As a result, significant difference is detected at these extents: only trust sub-dimension according to gender factor; value and adaption sub-dimensions according to class level factor; trust, value and adaption sub-dimensions according to school preference state factor; value sub-dimension according to grade repetition factor; love and value sub-dimensions according to family wealth factor. From this point of view, attitude regarding school can be changed positively by organizing intramural and extrascholastic social activities with male and female students from different levels and from those who have negative or positive attitudes regarding school, or by providing activities for spending more time together.

Keyword: Sports, high school, school, attitude, student.

INTRODUCTION

The school is a very important institution for communities where everyone can learn about the integrity and ease of life (Krishnamurti, 1994). It is very important how the students perceive the "school", where a significant part of human life passes while directing the human being (Arslan, 2006). The experiences of the students until their arrival in the school environment, the sensations they receive from their environment, the lives they observe in their family, friends and social circles affect their expectations and perspectives and attitudes towards the school and their future. All these factors can be classified as physiological, psychological, emotional, social, physical conditions, and can also be called as learning variables. These variables affect students' attitudes towards school positively or negatively (Gelişli, 2010).

Attitudes that are reported to have significant effects on students' educational attainment are defined as the tendency of the individual to react to this situation in a certain way according to Oppenheim (1994). The attitude towards the school reflects how well the students feel at school and their good and bad opinions about the school (Stern, 2012; Uyan 2012). Considering that students' attitudes towards school have a significant effect on educational outcomes, it is possible to give positive attitudes towards the school and to shape the attitudes towards the school by only determining the attitudes of the students towards the school (Slee, 1992). Developing a positive attitude towards school will contribute to the increase of students' school success. Accordingly, it is very important for the students to adopt, love and see the school as their own home in order to have a positive attitude towards the school. A positive school environment means a positive impact on student academic achievement (Alıcı, 2013). The school is an important place and an important turning point in terms of both academic and social development of individuals. In addition, thanks to their positive attitudes towards the school, students can achieve the deserved and desired achievements, and their positive attitudes can influence their important decisions about their future educational field (Gürbüz & Kışoğlu, 2007). In this respect, it is important how the students' attitudes towards school are reflected in sports high schools where sports education is given. Attitudes are the pragmatic steps of possible behaviors. They can give preliminary information about future behavior. Therefore, measurement of attitudes may be important in terms of providing foresight for the situations to be encountered. Determining the attitudes of students attending sports high schools increases the importance of the research in terms of their contribution to the literature.

METHOD

The Model of the Research

Descriptive scanning model, which is one of the quantitative research methods, was used in the study. An existing situation is tried to be described as it is in the research model (Karasar, 2009). The survey model is a model that can be used without affecting the existing processes in the institutions of the research sample during the study. An advantage of the screening model is that it can be used without disturbing the existing order in the research institution and without administrative difficulties for the personnel of the institution (Kaptan, 1999).

Participants

The population of the study consisted of students of sports high schools in Turkey. There are a total of 17 554 sports high school students in Turkey according to the Ministry of

Education 2019 data. The sample of the study included 394 sports high school students considering Krejcie and Morgan's (1970) sample determination table. The participants of the study were determined by the convenience (appropriate) sampling method among the students studying in Sivas and Çorum sports high schools. The demographic characteristics of the students participating in the research are given in Table 1.

Table 1: Personal Information of the Students Participating in the Research

Personal Information	**Variables**	**f**	**%**
Province	Sivas	237	60.2
	Çorum	157	39.8
Gender	Female	138	35
	Male	256	65
Class of study	9th grade	101	25.6
	10th grade	101	25.6
	11th grade	94	23.9
	12th grade	98	24.9
School preference	I preferred	376	95.4
	My family preferred	12	3.0
	I couldn't score another school	6	1.6
Repetition status	Yes	23	5.8
	No	371	94.2
Family welfare status	Middle	152	38.6
	Good	163	41.4
	Very good	79	20.0
Total		394	100

According to Table 1, the participants of the study consisted of 394 high school students. 237 (60,2%) of these students were from Sivas Sports High School and 157 (39,8%) students were Çorum Sports High School. 138 (35%) of the participants were females and 256 (65%) of the participants were males. 101 (25,6%) of the participants were in the 9th grade, 101 (25,6%) of the participants were in the 10th grade, 94 of the participants (23,9%) were in the 11th grade and 98(24,9%) of them were in the 12th grade. 376 (95.4%) of the students who participated in the study stated that they preferred the school themselves, 12 (3.0%) stated that their parents made the preference, and 6 (1.6%) stated that their score was not enough for another school. 23 (5.8%) of the students who participated in the research stated that they did grade repetition and 371 (94.2%) said they did not repeat the grade. 152 (38.6%) of the participants evaluated their welfare status as moderate, the welfare of 163 (41.4%) students were good and the welfare of 79 (20.0%) students were very good.

Data Collection

Personal information form and School Attitude Scale were used as data collection tools. The School Attitude Scale developed by Adıgüzel (2012) consists of 21 items and four sub-dimensions. There are 14 positive and 7 negative items in the dimensions of Trust, Love, Value and Harmony. The Cronbach's Alpha value for the total of the scale was .86. The higher the total score, the more positive the attitude towards the school and the lower the negative. Data collection tools were applied to the participants person to person. In order to collect the data, necessary permissions were obtained from the official institutions and parents of the students under the age of 18 with the Parental Permit Certificate. The data of the study were collected in the spring semester of the 2018-2019 academic years.

Statistical Analysis of Data

SPSS 22 program was used for statistical analysis of the obtained data. Kolmogorov-Smirnov test was used to determine whether the data showed normal distribution. When the skewness and kurtosis values were examined, it was found that the data showed normal distribution. Independent Sample T-Test and One Way ANOVA tests were used to determine whether the scale scores differed between the groups in the demographic data of the participants. LSD test from Post-Hoc tests was used for binary comparisons. Significance level was accepted as p <0.05. The demographic data of the individuals were determined by frequency analysis.

FINDINGS

Independent samples T-Test was used in order to determine the differences of the attitudes of the participants towards school according to gender.

Table 2. Evaluation of School Attitudes by Gender

Lower dimension	Gender	n	$\bar{x}$	ss	t	p
Confidence	Female	138	16.19	3.66	2.26	.024*
	Male	256	15.36	3.41	2.21	
Love	Female	138	14.85	3.17	0.40	.684
	Male	256	14.71	3.21	0.40	
Value	Female	138	15.10	3.73	0.61	.541
	Male	256	14.85	3.96	0.62	
Harmony	Female	138	9.93	3.51	1.24	.213
	Male	256	9.48	3.30	1.22	

*p < .05

When Table 2 was examined, it was observed that there was a significant difference (p <0.05) between the gender and the sub-dimensions of the students, while there was no significant difference in the other dimensions (p>0.05). The mean attitude scores of female students in the trust dimension (16.19) were higher than male students (15.36). An analysis of variance was performed to determine the differences between the attitudes of the participants towards the school level.

Table 3. Evaluation of School Attitudes According to Class Level

Sub- dimension	Grade	n	$\bar{x}$	ss	f	p	LSD
Confidence	9th grade	101	15.53	3.45	1.623	.184	-
	10th grade	101	15.62	3.28			
	11th grade	94	15.17	2.77			
	12th grade	98	16.27	4.34			
Love	9th grade	101	15.18	2.76	.969	.407	-
	10th grade	101	14.43	3.21			
	11th grade	94	14.69	3.40			
	12th grade	98	14.72	3.36			
Value	9th grade	101	16.27	3.73	7.333	.000*	11<10<12<9
	10th grade	101	14.51	3.77			
	11th grade	94	13.82	3.36			
	12th grade	98	15.08	4.22			
Harmony	9th grade	101	11.27	2.89	14.646	.000*	11<12<10<9
	10th grade	101	9.50	3.08			
	11th grade	94	8.26	2.85			
	12th grade	98	9.43	3.92			

*p < .05

When Table 3 is examined, it is seen that there is a significant difference between the students' grade levels and sub-dimensions scores in the Value and Adaptation sub-dimensions, while there is no significant difference in the other sub-dimensions (p>0.05). LSD test was applied to determine the level of significant differences in the Value and Harmony sub-dimensions. When we compare the sub-dimensions in binary, Value sub-dimension shows differences between 9th grade and 10th grade, between 9th grade and 11th grade, between 9th grade and 12th grade, and between 11th grade and 12th grade, but at the other grade levels no difference is seen. When we examine the sub-dimension, there are significant differences between 9th grade and 10th grade, between 9th grade and 11th grade, between 9th grade and 12th grade, between 10th grade and 11th grade, and between 11th and 12th grade. There are no significant differences in other grade levels. The difference is in favor of 9th grade.

Variance Analysis was conducted to determine the differences between the attitudes of the participants towards the school preference.

Table 4. Evaluation of School Attitude According to School Preference

Sub-dimension	O.T.D	n	$\bar{x}$	ss	f	p	LSD
Confidence	I Prefer	376	15.72	3.39	14.755	.000*	My Score Was Not Enough for Another School <I Prefer <My Family Preferred
	My Family Preferred	12	16.98	3.43			
	I Didn't Score Another School	6	8.36	4.36			
Love	I Prefer	376	14.78	3.14	3.503	.031*	My Score Was Not Enough for Another School <I Prefer <My Family Preferred
	My Family Preferred	12	15.66	4.45			
	I Didn't Score Another School	6	11.58	2.26			
Value	I Prefer	376	15.06	3.76	11.380	.000*	My Score Was Not Enough for Another School <My Family Preferred<I Prefer
	My Family Preferred	12	14.88	4.06			
	I Didn't Score Another School	6	7.63	4.32			
Harmony	I Prefer	376	9.66	3.33	8.800	.000*	My Score Was Not Enough for Another School <I Prefer <My Family Preferred
	My Family Preferred	12	11.52	3.50			
	I Didn't Score Another School	6	4.62	0.91			

*p < .05

When Table 4 is examined, it is seen that there is a significant difference between the preference of these schools and the scores of their sub-dimensions in all sub-dimensions (p>0.05). The LSD test is used to compare the differing sub-dimensions. When we compare the sub-dimensions in pairs, there are differences between the Trust, Love and Harmony sub-dimensions, I preferred and I did not have enough scores for another school sub-dimensions, My parents preferred and I did not have enough scores for another school sub-dimensions. There is no difference between the other situations. The differences were in favor of the situation that my family preferred. In the value sub-dimension, there are significant differences between I preferred and my parents preferred, I preferred and I did not have enough points for another school, My family preferred and I did not have enough points for another school sub-dimensions. There is no difference between the other situations. The differences were in favor of the case I preferred.

An independent sample T-test was used to determine the differences in the attitudes of the participants towards the school according to class level.

Table 5. Evaluation of School Attitudes According to Repetition Status

Sub-dimension	S.T.Y.D	n	$\bar{x}$	ss	t	p
Confidence	Yes	23	15.89	3.63	0.34	.734
	No	371	15.64	3.52	0.33	
Love	Yes	23	15.54	3.93	1.20	.228
	No	371	14.71	3.14	0.99	
Value	Yes	23	13.37	3.33	2.00	.046*
	No	371	15.03	3.89	2.29	
Harmony	Yes	23	9.10	3.69	-.78	.435
	No	371	9.67	3.36	-.72	

*p < .05

When Table 5 is examined, it is seen that there is a significant difference in Value dimension between students' repetition status and sub-dimensions scores, while there is no significant difference in other dimensions (p>0.05). The significant difference in the value sub-dimension was in favor of those who did not repeat the grade.

Variance Analysis was conducted to determine the differences between the attitudes of the participants towards school according to their family welfare status.

Table 6. Evaluation of School Welfare According to Family Welfare Status

Sub- dimension	A.R.D	n	$\bar{x}$	ss	f	p	LSD
Confidence	Medium	152	15.47	3.50	.342	.710	
	Good	163	15.72	3.45			
	Very good	79	15.85	3.72			
Love	Medium	152	14.41	3.64	4.264	.015*	Medium<Good<Very Good
	Good	163	14.64	2.98			
	Very good	79	15.67	2.44			
Value	Medium	152	14.07	4.00	6.372	.002*	Medium<Very Good<Good
	Good	163	15.50	3.77			
	Very good	79	15.45	3.58			
Harmony	Medium	152	9.43	3.38	1.470	.231	
	Good	163	9.56	3.40			
	Very good	79	10.21	3.30			

*p < .05

When Table 6 is examined, there is a significant difference between the scores of the families' welfare status and sub-dimensions of the students in the Love and Value sub-dimensions, while there is no significant difference between the other sub-dimensions (p>0.05). LSD test is used to compare the scores in the Love and Value subscales dually. When the sub-dimensions are compared in binary, there is a significant difference between the level of moderate welfare in the Love sub-dimension and the level of very good welfare, and between good welfare and very good welfare. There is no significant difference between other family welfare states. In the value sub-dimension, there is a significant difference between the middle welfare and good welfare status and between the middle welfare and very good welfare status, but there is no significant difference between other family welfare states. Differences are found to be in favor of moderate welfare status.

DISCUSSION AND CONCLUSION

In this study, students' attitudes towards school were evaluated in terms of various variables. When the attitudes of the students towards the school were taken into consideration, it was seen that the attitudes of the students were moderate.

In this study, it was determined that female students' attitudes towards school were higher than male students. According to Eichorn and Adams (1995), male students have more school attitude difficulties than female students. This is due to the fact that male students need a higher level of independence than girls in adolescence, which makes them slightly lower in attitude. There are similar studies in the literature with research findings (Berberoğlu & Balcı, 1994; Ramey, Lanzi, Phillips & Ramey 1998; Sözbilir, Akıllı & Ozan, 2010; Adıgüzel & Karadaş, 2013; Nergiz, 2018). On the other hand, results that are not similar to the findings of the research (Gülcemal, 2019; Çetin, 2017) are also included.

When the attitudes according to grade level were examined, it was seen that the attitudes of 9th grade students towards school were higher than the other grade levels. The reason for this situation may be that as the class level increases, boredom from the school and the deterioration of the attitude with the departure from school due to the increase in school problems. There are similar studies in the literature with research finding. (Gülcemal, 2019; Berberoğlu & Balcı, 1994; Balcı, 2001; Mokk & Flyyn, 2002; Durmuş, 2010; Alıcı, 2013; Nergis, 2018). Similar studies were also found according to the grade level variable. On the other hand, results that are not similar to the findings of the research (Gün, 2018; Çetin, 2017) are also included.

When the attitude according to school preference was examined, it was found that there was a significant difference between the scores of the sub-dimensions. The reason for this situation is that students make a decision in line with their own wishes and when this decision is supported by their family, it is thought that they will adapt to their environment more quickly. In the study conducted by Çetin (2017), it was found that there was a significant difference between school preferences and attitudes towards school, while there was no significant difference between school preferences and sub-dimensions. There have been other studies which do not show similarity in terms of school preference (Durmuş 2010; Adıgüzel & Karadaş, 2013).

According to the results of the research, it was determined that there was a significant difference between the scores of the repeating status and sub-dimensions. The reason for this situation is that the students who repeat the class can see themselves as unsuccessful and worthless, and as a result of this, it is thought that they have difficulty in adapting to their environment. When the literature was reviewed, no similar studies were found. Durmuş (2010), on the other hand, found no significant difference between students' adaptation to school according to the repetition variable. In the study conducted by Çetin (2017), it was observed that there was no significant difference between students' repetition status and scores of the school adaptation sub-dimensions.

According to the results of the study, there was a significant difference between family welfare status and scores of love and value sub-dimensions, but not significant differences in other sub-dimensions. There are studies showing that low level of family welfare is associated with school problems, adjustment disorder, emotional difficulties and disruptive behavior disorders (Işıklar, Bilgin & Bilgin, 2015). It is thought that due to these economic problems, students have difficulty adapting to their environment. There are similar studies

in the literature with research findings. (Gülcemal, 2019; Özdemir, 2012) On the other hand, it is possible to come across results that do not resemble the research findings (Adıgüzel & Karadaş, 2013; Çetin, 2017).

CONCLUSIONS AND RECOMMENDATIONS

As a result, there is a significant difference between gender and attitudes towards school. Female students have higher attitudes towards school. There is a difference between class levels and attitudes towards school. This difference is in favor of the students in the lower classes. There is a difference between school preference and school orientation. Students who choose themselves and those who choose these schools have higher school attendance. There is a difference between repetition and attitudes towards school. Students who do not repeat grade have higher attitudes towards school. There is a difference between family welfare and attitudes towards school. Students with good family welfare status have higher adaptation.

Various activities and interviews can be conducted to improve male students' attitudes towards school. It is recommended that the stimulants that reduce male students' adjustment to school relationships should be investigated in wide-ranging studies. Seminars and social and cultural organizations can be organized with the common participation of the classes in order to reduce differences in attitudes towards the school. In particular, events and activities can be organized to increase the attitudes of 11th and 12th grade students towards school. Information and awareness-raising activities for students and parents can be carried out by experts or guidance counsellors about what kind of problems can be caused by school repeatability problems. In order to increase the adaptation of the students to the school, it may be considered to involve them in the decision-making process in the activities to be done in the school. The same study can be done with a larger sample and the results can be gained in the literature. An experimental study on school attitudes can be used to investigate differences in students.

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