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## ASSESSMENT OF THE ATTITUDES OF THOSE HIGH SCHOOL STUDENTS ACTIVELY DOING SPORTS AND NOT ACTIVELY DOING SPORTS TOWARD PHYSICAL EDUCATION AND SPORTS CLASSES

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### Abstract\*

*Aim:* This study has been conducted to assess the attitudes of those high school students actively doing sports and not actively doing sports toward physical education and sports classes.

*Method:* The study is the one conducted according to scanning model. The population of the study consists of the high school institutions in the center of the province of Burdur and districts selected and the sample group consists of the students studying in those schools. The data was obtained by means of a survey method in the study. As the survey, the physical education and sports class attitudes scale developed by Güllü and Güçlü (2009) was used by updating. The Cronbach's Alpha reliability coefficient of the survey was scrutinized. Cronbach's Alpha reliability coefficient was found as 0,94. The surveys were conducted through the random sampling method in the sampling group by means of one-to-one discussions. Totally 950 individuals responded to the survey, 522 of whom being female and 428 males.

As a statistical operation form the data obtained, frequency (%) Independent Samples T-test was applied. In the determination of the differences, 0,05 significance level was accepted and the comments were made according to the averages of the responses given to each question.

*Results:* Upon the assessment of the data obtained, it appears that the attitudes of the students studying at various high schools toward physical education and sports classes are in general positive but, upon the comparative analysis between the variables, it is determined that those students actively doing sports exhibit more positive attitude than those not actively doing sports.

*Conclusion:* That is to say, there is significant difference of opinion between the variables, which is statistically at 0,05 significance level ( $P < 0,05$ ).

*Keywords:* High School, Student, Doing Sports Actively, Physical Education and Sports, Attitude

### Introduction

Education is an indispensable requirement for the development of societies and education of new generations. Education is not only to develop the knowledge and skills of students in the learning process but also to develop and change them with their emotional, social, mental, and physical traits and render them self-sufficient as a whole with which they can solve their problems (Ercan, 1998).

The duty of education is to train individuals in line with particular objectives, render them the individuals keeping up with the society and the modern world, in which they live, and provide the skills required by the age to them (Ergün & Ersoy, 2014).

In the process of education, individuals must be considered as a whole with their cognitive, mental, physical, and psychosocial traits and education must be planned accordingly.

In this sense, the physical education and sports activities are an educational process that complements such objective (Kaya, 1991).

When considered from this point of view,

physical education and sports classes are complementary of general education within the wholeness of them. When a physical education and sports class is provided completely or incompletely, the education of individuals is not considered conducted entirely. Education propounds wholeness. Individuals have physical, social, psychological, mental, and cognitive traits. A complete education can be realized by means of training individuals through those traits. Hence, physical education and sports classes appear to be an inseparable part of general education.

Attainment of good levels by societies in every aspect can only be ensured through providing young generations with good education. Thus, physical education and sport events must be utilized in an efficient manner in every period of the education of individuals.

The physical education and sports classes that are performed systematically within general education provide students with very important contributions in the issues of acting and increasing their capabilities, ensuring their

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physical fitness, obtaining health information, life events, and attainment of positive social skills (Pangrazi, 2001). acquisition and development of the skills regarding

We can define physical education as the entire range of planned and scheduled activities that has educational value for the improvement of physical abilities of individuals and that is conducted with various materials or without materials in order to ensure in particular their physical, psychosocial, mental, and cognitive development.

Physical education is in general the most effective and healthy educational activity directly related with individual health, character development, morale and productivity, as well as its strength, potential, and existence in national grounds. In this sense, there is a complete agreement of views that only if mental and opinion development is harmonious with physical development, can the person and the society be healthier and balanced, happy, long-living, successful, and efficient (Özyiğit, 1995).

The physical education and sports classes in the educational institutions play an important part in encouraging a healthy lifestyle in students (Christodoulidis, Papaioannou & Digelidis, 2001).

The viewpoints and attitudes of individuals toward the events and facts in a society differ because of the education they have received throughout their lives and socio-cultural structure of the society where they live, as well as their biological differences. The attitudes toward such events and facts might be both positive and negative.

Attitude is a predisposition of mental, emotional, and behavioral reaction organized by a person on the basis of his/her experience, fomentation, and knowledge regarding himself/herself or any surrounding objects, social subject, or event (İnceoğlu, 2000). According to another definition, attitude is a state of preparedness that is highly continuous and that determines whether a person will give emotional reaction negatively or positively in terms of any object or situation sealed with any value judgment of a psychological process (Şerif & Şerif, 1996).

According to another definition, an attitude is the disposition or tendency regarding a person, a group, a category, and a behavior (Tezcan, 1995).

When viewed in terms of education, if the attitude of a student studying is known and his/her behavior can be guessed, it is possible to ensure that the student can attain the objectives that we want him/her to gain in the class, by taking the connection between his/her attitude and behavior (Hünük, 2006).

While students' attitudes to any class are an important factor in their success, it is highly difficult to create attitude toward a certain object or to change existing one in the individual. In order to change the attitudes of students, it is necessary to determine the factors causing the formation and development of the attitudes and traits of the target group (Erden, 1995).

Attitudes can be in various degrees from the most positive to the most negative. Negative attitudes can demonstrate themselves with having negative beliefs in objects or ideas, rejecting or disliking them, and acting against them. Negative attitudes may show themselves with having negative beliefs in objects or ideas, appropriating and liking them (Demirhan and Altay, 2001). In view of such remarks, it is possible to create attitude for an object that has a meaning for a person and that he/she is aware of (Kağıtçıbaşı, 2005).

Individuals are not born possessing attitudes; they learn them later on. Then, how do individuals create and develop their attitudes toward some certain issues, objects, or persons? This question has no single answer. Some attitudes take place through a person's own experiences and some from other sources. The sources that might have impact on the formation of the attitudes of an individual have been classified in three topics in general. They are the impact of family (parents), the impact of acquaintances (peer groups, relatives, and teachers), and direct personal experience.

In the formation of attitudes, ages of individuals play an important part in addition to the sources mentioned above. Especially in the period of childhood (between 6–12 years of age), most of attitudes take place by imitating the mother and father. In the period of puberty (between 12–21 years of age), attitudes are shaped. In the first adulthood period (between 21–30 years of age) such attitudes are crystallized or ossified gradually. The attitudes acquired in that period generally do not change (Kağıtçıbaşı, 2005).

The students educated in the educational institutions may exhibit negative or positive attitude toward any class. Likewise, they may exhibit negative or positive attitude toward physical education and sports classes. Positive attitudes of students toward physical education and sports classes may ensure that the class activities are performed in an efficient manner and facilitate that the class attains its general and special objectives; or it may ensure that the students take part in various physical activities voluntarily in the future (Silverman & Scrabis, 2004).

The students whose attitudes toward physical education and sports classes are negative would be unwilling in terms of taking part in the classes,



unable to provide an active and efficient participation, and failing to take the class seriously. This would prevent the classteacher from teaching in an efficient manner (Güllü & Güçlü, 2009).

The knowledge and areas of interest of individuals affect their exhibit of positive or negative attitude of them toward such situations. Accordingly, objective has been set to determine whether the students' conditions of doing sports actively or not outside the school is effective in their attitudes toward physical education and sportsclasses, in view of the physical education and sportsclasses that have a significant part in the physical, social, psychological, mental, and cognitive development of them.

### Methods

The study is the one conducted in scanning model for defining and explaining a current situation.

Scanning model is a research approach aiming to describe a past or current situation as it exists. Attempt is made to define the event subject to the research under its own conditions and as is. No endeavor to change or impact the event is exhibited. What matters is to observe and determine it in an appropriate manner (Karasar, 1998).

### Study Group

The population of the study consists of the students studying at 13 high school institutions in the center of the province of Burdur and districts selected in terms accessibility status. The sample group consists of the 1000 students studying in the classes 9, 10, 11 and 12 of those schools by means of random sampling method.

### Data Analysis

In the study, the data was obtained from the written sources in the theoretical frame, by way of literature scan method, and the data in the working field was obtained by a survey method. In the first section of the survey, there are six questions regarding the demographic features created by the researcher. In the second section, "The Physical Education and Sports Class Attitude Scale" developed by Güllü & Güçlü (2009) for the measurement of student attitudes was used by updating. The Cronbach's Alpha reliability coefficient of the survey was checked. Cronbach's Alpha reliability coefficient was found as 0,94.

In the attitudescale, the answers are 5-level Likert type, namely "(1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree (5) Strongly agree." The scale consists of totally 35 articles, 11 which are negative articles (3, 17, 19, 20, 24, 25, 26, 29, 30, 34, 35) and 24 are positive ones (1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 21, 22, 23, 27, 28, 31, 32, 33).

The surveys were applied to the sample group of totally 1000 students educated at the classes 9, 10, 11, and 12, on voluntary basis, by means of random sampling method, and through one-to-one discussions. The surveys obtained were checked. Those filled in erroneously were not assessed. In such form of it, total 950 surveys were assessed.

The surveys obtained were prepared for a statistical operation by coding into the appropriate statistics program suitable for a statistical operation. As statistical operation, (f) frequency, (%) percentage, Independent Samples T-Test operation was conducted. 0,05 significance level was accepted. The comments were made according to the responses given to each question.

## Findings

**Table 1.** Distribution of Participants' "Gender, Age, Classroom, and Doing of Sports Actively"

Variables	N	%
Gender	Female	522, 9
	Male	428, 1
	Total	950, 0
Age	14-15	370, 9
	16-17	505, 2
	18 and above	75, 9
	Total	950, 0
Class	9	319, 6
	10	288, 3
	11	147, 5
	12	196, 6
	Total	950, 0
Doing sports actively	Yes	285, 0
	No	665, 0
	Total	950, 0



**Table 2.**Uncorrelated (Independent) Sampling T-test Distribution of Participants' Attitudes toward Physical Education and Sports Classes as per their State of "Doing Sports Actively and Not Doing Sports Actively"

ATTITUDES		N	X	T/ Sig.P
1. I wait for the physical education classes impatiently.	Those actively doing sports	285	4, 26	5, 261 , 000*
	Those not actively doing sports	665	3, 78	
2. I feel fit at the physical education classes.	Those actively doing sports	285	4, 24	6, 407 , 000*
	Those not actively doing sports	665	3, 68	
3. I consider the physical education class as an unnecessary lesson.	Those actively doing sports	285	4, 21	, 716 , 474
	Those not actively doing sports	665	4, 15	
4. I gain the habit of good stance at the physical education class activities.	Those actively doing sports	285	4, 06	5, 504 , 000*
	Those not actively doing sports	664	3, 58	
5. I am interested in the information about the site measurements and paraphernalia of the fields of sport that we encounter at the physical education classes.	Those actively doing sports	285	3, 76	5, 436 , 000*
	Those not actively doing sports	665	3, 23	
6. I take pleasure from learning the basic skills (finger pass, etc.) regarding the fields of sports we encounter at the physical education classes	Those actively doing sports	285	4, 06	4, 301 , 000*
	Those not actively doing sports	665	3, 68	
7. I understand the extent of the benefits of sports for health thanks to the physical education classes.	Those actively doing sports	285	4, 22	2, 738 , 006*
	Those not actively doing sports	665	3, 99	
8. I am applying the skills, which I have learned at the physical education classes, in the nonschool activities.	Those actively doing sports	285	4, 09	7, 256 , 000*
	Those not actively doing sports	665	3, 43	
9. My knowledge regarding basic health rules are increasing at the physical education classes.	Those actively doing sports	284	3, 96	4, 892 , 000*
	Those not actively doing sports	665	3, 52	
10. The physical education class activities are enhancing my communication with my classmates with whom I contact rarely	Those actively doing sports	285	3, 90	4, 335 , 000*
	Those not actively doing sports	665	3, 49	
11. Physical education class activities are strengthening our sincerity with my close friends more and more.	Those actively doing sports	285	4, 12	3, 854 , 000*
	Those not actively doing sports	664	3, 77	
12. Physical education class activities ensure that I trust myself.	Those actively doing sports	285	4, 13	5, 884 , 000*
	Those not actively doing sports	665	3, 59	
13. I play amicably with my friends at the physical education class activities.	Those actively doing sports	285	4, 16	2, 943 , 003*
	Those not actively doing sports	665	3, 92	
14 I am thinking that physical education classes facilitate the compliance with the order and rules of daily life.	Those actively doing sports	285	4, 01	5, 154 , 000*
	Those not actively doing sports	665	3, 56	
15. I take pleasure participating in physical education classes.	Those actively doing sports	285	4, 36	4, 595 , 000*
	Those not actively doing sports	665	3, 97	
16. Physical education classes are increasing our in-class interaction.	Those actively doing sports	285	4, 11	3, 634 , 000*
	Those not actively doing sports	665	3, 78	
17. I am thinking that I do not learn anything at the physical education classes.	Those actively doing sports	285	3, 95	2, 315 , 021*
	Those not actively doing sports	665	3, 72	



18. The number of weekly physical education classes must be more.	Those actively doing sports	285	4, 15	4, 892
	Those not actively doing sports	665	3, 63	, 000
19. At the physical education classes, we generally put on our tracksuits and off again without doing anything.	Those actively doing sports	285	4, 24	4, 386
	Those not actively doing sports	665	3, 80	, 000*
20. I am thinking that the knowledge, skills, and activities we have learned at the physical education classes will never be useful in our subsequent life.	Those actively doing sports	285	4, 08	3, 069
	Those not actively doing sports	665	3, 79	, 002*
21. I am thinking that the physical education class activities contribute to physical development.	Those actively doing sports	285	4, 32	2, 926
	Those not actively doing sports	665	4, 07	, 004*
22. I relax at the physical education classes.	Those actively doing sports	285	4, 22	4, 496
	Those not actively doing sports	665	3, 83	, 000
23. I am thinking that I know the branches of sports better thanks to the physical education classes.	Those actively doing sports	285	4, 20	4, 553
	Those not actively doing sports	665	3, 81	, 000*
24. Physical education classes are the classes of naughty and lazy students.	Those actively doing sports	285	4, 35	2, 503
	Those not actively doing sports	665	4, 12	, 012*
25. Physical education classes must be excluded from curricula of schools.	Those actively doing sports	285	4, 41	1, 784
	Those not actively doing sports	665	4, 25	, 075
26. I do not want to attend the physical education class activities.	Those actively doing sports	285	4, 15	2, 616
	Those not actively doing sports	665	3, 89	, 009*
27. I recognize my abilities thanks to the physical education classes.	Those actively doing sports	285	4, 26	7, 009
	Those not actively doing sports	665	3, 65	, 000*
28. I am protecting my health better thanks to the physical education class activities.	Those actively doing sports	285	4, 15	5, 124
	Those not actively doing sports	665	3, 70	, 000*
29. I am uncomfortable with taking part in physical education classes when there is the concern of university entry exams.	Those actively doing sports	285	4, 02	3, 921
	Those not actively doing sports	665	3, 63	, 000*
30. We are mainly learning unnecessary knowledge and skills at the physical education classes.	Those actively doing sports	285	4, 06	1, 513
	Those not actively doing sports	665	3, 91	, 131
31. Physical education classes are encouraging one to perform exercises and sports outside school as well.	Those actively doing sports	285	4, 08	5, 741
	Those not actively doing sports	665	3, 53	, 000*
32. We are performing activities that enhance our nerve, muscle, and joint coordination at the physical education classes.	Those actively doing sports	285	3, 93	3, 659
	Those not actively doing sports	665	3, 58	, 000*
33. I stay away from harmful habits thanks to the physical education class activities.	Those actively doing sports	285	3, 93	3, 659
	Those not actively doing sports	665	3, 58	, 000*
34. I take part in the physical education class activities only to receive higher grades.	Those actively doing sports	285	4, 09	2, 626
	Those not actively doing sports	665	3, 83	, 009*
35. Physical education class activities are encouraging students to violate the school rules.	Those actively doing sports	285	4, 26	, 748
	Those not actively doing sports	665	4, 19	, 454

p<0, 05\*

The study has been conducted to assess the attitudes of those high school students actively doing

sports and not actively doing sports toward physical education and sports classes. Totally 950 students





took part in the study. Among them, 54, 9% are male, 45,1% are female; 53,2% are at the ages of 16-17; 38, 9% are at the ages of 14-15; 7, 9% are at the age of 18 and above; 33,6 % are at the 9<sup>th</sup> class, 30,3 are at the 10<sup>th</sup> class, 20, 6% are at the 12<sup>th</sup> class, 15, 5% are at the 11<sup>th</sup> class; 30% do sports actively, and 70% do not do sports actively (Table 1).

Regarding the attitude responses of participants for the physical education and sports classes, in their answers to the attitude propositions of 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 31, 32, 33, and 34, there is a statistically significant difference of opinions ( $p < 0,05$ ) (Table 2). A detailed scrutiny of the Table shows that the averages of the distributions of the responses for the attitudes are high in general but the response averages of those actively doing sports are higher than those not actively doing sports. In the attitudes numbered 3, 30, and 35, there is no statistically significant difference of opinions ( $p > 0,05$ ) (Table 2). That is to say, there is no significant difference in the opinions of those high school students actively doing sports and not actively doing sports. It appears from a detailed scrutiny of the answers to the attitudes that the averages of the answers are high. This result shows that the attitudes of the participants toward physical education and sports classes are positive.

According to the data obtained within the scope of the study, it appears that the attitudes of the students studying at high schools toward physical education and sports classes are in general positive but it is more positive in those students actively doing sports than those not actively doing sports. The findings obtained tally and in parallel with those obtained in the studies namely by Kangalil et al (2006) on "Comparison of the Attitudes of Primary School, High School and University Students toward Physical Education and Sports," in which the scores of attitude of the students having a sports person license were high; by Çelik & Pulur (2011) titled "Attitudes of Secondary School Students toward Physical Education and Sports," in which the scores of attitude of the students who/one of whose family members does sports toward physical education were high; by Li et al (2012) on university students, in which students exhibit positive attitude toward physical education and there was a positive relation between academic success and participation in nonschool physical activities and the attitude toward physical education; by Saleh Nia et al (2012) where the attitude of the active and inactive university students in Iran toward sports was compared, in

which the attitude toward sports was found to be in parallel with sports experience; and by Singh and Devi (2013) the attitude scores of the students doing sports were higher than the students not doing sports.

In line with the findings obtained, we can say in conclusion that the attitudes of those high school students actively doing sports and not actively doing sports toward physical education and sports classes is generally positive but the attitude of those high school students actively doing sports exhibit more positive attitude than those not actively doing sports.

We can provide the following suggestions upon the findings obtained within the scope of the research.

1. Active participation of students in physical education and sports classes at schools must be ensured.
2. Students must be encouraged to sportive events outside school as well.
3. Benefits that physical education and sports activities provide must be told to students.
4. School administrations must provide the areas and halls where physical education and sports classes will be held at schools.
5. Negative attitudes of students toward physical education and sports classes must be determined and the ways of solution must be found.
6. Such studies must be conducted in particular intervals and the negative aspects must be determined and solved.

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