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## AN INVESTIGATION OF HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS PHYSICAL EDUCATION AND SPORTS LESSON (THE CASE OF YOZGAT PROVINCE)

*Research article*

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# AN INVESTIGATION OF HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS PHYSICAL EDUCATION AND SPORTS LESSON (THE CASE OD YOZGAT PROVINCE)

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## Abstract

The purpose of this research is to investigate the attitudes of students studying in high schools located in the center of Yozgat province towards physical education and sports according to various variables. In this study, one of the quantitative research models, the survey model, was used. The population of the study in the academic year 2021-2022, the Ministry of education of the Central District of Yozgat in high schools the students who study the sample group with the 2021-2022 academic year, high schools in the Central District of Yozgat 9, 10, 11 and 12. there are a total of 500 students studying in the classrooms. The personal information form created by the researcher and the "Physical Education Course Attitude Scale" developed were used to collect data The data obtained were analyzed through the statistical package program. Descriptive statistics, Independent Sample T-Test and One-Way Analysis of Variance (ANOVA) tests were used in the analysis of the data. Results  $p < .05$  was evaluated according to the significance level. According to the findings of the research, the significant difference was found between the students' attitudes towards physical education and sports lesson and the fact that there are materials in the schools where they regularly play sports and study. In accordance with these results, it can be suggested that improving physical facilities and organizing sports-promoting activities will contribute to the development of a positive attitude towards physical education and sports lessons of students studying at the high school level.

*Keywords:* Physical education; sport; attitude; school; lessson

## 1. Introduction

### *Introduce the problem*

Physical education and sports are a means of socialization and decoupling with the public. That's why, physical education and sports are an activity that allows a person to maintain their health and benefit from recreational time in a good way. Considering this aspect, it is important to reduce the problems that occur with the advancement of technology. In essence, one of the main goals of decency is to find a cure for the problems of everyday life. Thus, physical education and sports in this regard are an element of education (Baykocak, 2002). Physical education prepares a person for society. Along with developing and educating one's body, it also plays a role in the development of ideas and mental decency. Young people have a lot of assistance in social unification and social progress in the creative and productive upbringing. Physical education not only brings individuals to a healthy and qualified state and equips them with the necessary data and abilities, but also ensures that their social areas

and interests are different. It happens in competition, effort, cooperation and harmony. It has a positive effect on all aspects of developing people, and is important for individuals of developmental age in terms of physical health, physiological development, formation of a healthy personality and good mental health (Aracı, 1999).

Sport is a structure that individuals put forward, which can be advanced, adjusted and moved. While this expression of sport makes it artificial, it is correct to say that the movements, skills and playing skills necessary to play sports are natural. Sport, which needs spiritual, physical and skill requirements over time, is a set of activities whose activities are based on competition and have their own rules (Pala, 2012) (Baykoçak, 2002).

Although socially, sports activities performed by too many elders and collectively stand out, sports performed when a person is younger than a phenomenon that is effective in self-development will be supportive of the child. By multiplying the areas of movement in accordance with motoric development, it allows the individual to love sports and do it continuously, balances his attitude in the field of competition, records his spiritual, social progress by liking and adapts to society (Kılıç, 2015).

Individuals who are in sports will have a positive impact socially and spiritually due to its physical and spiritual impact, as well as its environmental impact due to the fact that it will increase their social accumulation through sports. The circle of friends who are not good is the biggest problem of people and parents today, while individuals who are interested in sports create a shield by preventing them from getting into bad habits. Sports science, which tries to be useful to the general society, is in a way a positive study. Although sports may have social rules, it should be remembered that it is a universal structure, today sports is being investigated from different fields such as social, spiritual, physical and economic (Erciş, 2012).

Sport does not give people a single spiritual, social phenomenon. Because it corrects your physique and creates a moving body, you will have a physique that is athletic, strong, and fit. In addition, sports, which increases analytical thinking and practice, allows individuals to increase their reasoning, make quick and correct judgments (Gezer, 2014).

Families, which are the smallest building block of society, are the biggest factor for directing individuals to sports. Individuals, while learning almost everything from the family, can be influenced by the developments around them after growing up a little. Being influenced by the athlete individuals around them leads to a more beautiful development process. Sports helps people to develop their character, self-formation and, of course, their mood, while creating development around their skills; by accepting all kinds of results in the team or among the athletes, accepting the unity, explaining oneself Decently without getting excited, it affects their success in their future teaching, work, social life. Thus, while sports are developing internally, it continues to exist that will affect society from the past to the present (Bayram, 2013).

Physical education and sports classes allow students to adopt a healthy lifestyle and become involved in sports. In addition, he has made it his goal to lead every part of the people to a beautiful life. Ensuring that people are together, informing students about the importance of respect, tolerance and friendship, improving their reasoning and effective reasoning skills, allowing them to gain experience are some of the goals of this course (Karaküçük, 1989).

The fact that individuals can be experts, that individuals increase their physical activities, that they are healthy and that they show a fit attitude to life increases the quality of life of the individual. The habituation of the physical activities of individuals during their student years will be the basis of the main elements of a healthier life in later times. In this context, it will be beneficial for individuals in terms of their living standards for students to understand and do the concepts of healthy life and physical activity (Bozkuş et al. 2013).

When physical education activities are carried out continuously, the physical fitness and robustness of metabolism are improved in this regard, as well as the functions of other limbs. In this way, the metabolism performs a simpler integration into the differentiated conditions and increases its ability to cope with stress (Aracı, 2001).

In the light of this information, in this study, it is aimed to investigate the attitudes of high school students towards physical education and sports lesson in terms of some variables.

### *State hypotheses and their correspondence to research design*

Physical education and sports activities have a serious place in the fact that minors have a strong physical phenomenon, as they affect the stronger growth of their bodies. Along with increasing the height of the body and increasing the weight, it includes physical improvement to strengthen all the organs of the body. It is only a goal of physical education to be useful for the physical development of people (Gökmen et al., 1995).

No significant difference was found between the students' attitudes towards physical education and sports lesson and the fact that there were materials in the schools where they regularly play sports and study.

## **2. Method**

### **2.1 Research Model**

The research was carried out in accordance with the Principles of the Declaration of Helsinki, but ethics committee approval was not obtained because it was not experimental and only used scale form. This research is descriptive in nature and a screening method was used. This model is a scan that will be performed on the entire universe or a sample to be taken from it in order to reach a general judgment about the universe in a universe consisting of a large number of elements (Karasar, 2014).

### **Research Group**

While the students studying at the high school level in Yozgat province constitute the universe of this research, the sample consists of 500 students studying at different high schools in Yozgat province selected by random methods.

### **2.2 Data Collection**

In this study, the Attitude Scale (PEAS) for Physical Education and Sports Lessons for Secondary School Students developed by Güllü and Güçlü (2009) and the Personal Information Form developed by the researcher were used.

The Attitude Scale for Physical Education and Sports Classes for Secondary School Students consists of one dimension and 35 items. The scale is designed in Likert-type 5-point grading type and in the form of “(1) I Completely Disagree, (2) I disagree, (3) I am Undecided, (4) I Agree and (5) I Completely Agree”. The lowest score to be obtained on the scale is 35 and the highest score is 175.

### 2.3 Data Analysis

In the framework of the purpose of the research, the data collected for the problems whose answers were sought were first processed into a data coding form. all 500 data were included in the study. Then, statistical analyses were applied on the data transferred to the SPSS 25.0 Package program.

Tablo 1. Normality distributions of the data

	N	Skewness	Kurtosis
PEAS Total	500	-.835	,473

When the Skewness and kurtosis coefficients in Table 1, are examined, it has been determined that the scores are in the range of  $\pm 2$ . While Cooper-Cutting explains that the skewness and kurtosis values are in the range of  $\pm 2$ , as a suitable situation in terms of normality, Büyüköztürk interprets that these values are in the range of  $\pm 1$  as no deviation from normality.

In the study, it was decided to apply parametric statistical techniques since it was seen that the skewness-kurtosis values of the scores were not at extreme levels, were in the range of  $\pm 2$ , and there were no excessive deviations in the normal distribution curves.

### 3. Findings

Table 2. The results of the analysis conducted between the gender variable and the attitude to physical education and sports

	Gender	N	X± Ss	t	p
PEAS Total	Man	287	78,53±16,74	,973	0,32
	Woman	213	79,64±17,48		

P<0,05

The findings of the analysis, considering the gender variable with a statistically significant difference between students' attitudes towards physical education and sports lesson was not found. When the scores were analyzed, it was specified that the

scores of the male students were  $78.53 \pm 16.74$  and the scores of the female students were  $79.64 \pm 17.48$ .

Table 3. The results of the analysis conducted between the variable of decency of materials in the school and the attitude towards physical education and sports lesson

	Sufficient Material	N	X± Ss	t	p
PEAS Total	Yes	236	97,36±19,74	8,943	0,01*
	No	264	76,58±17,83		

P<0,05

Research sub-problem considering the results of the analysis for the school if there is Sufficient material in the status variable of differentiation have revealed statistically significant between the students' attitudes towards physical education and sports lesson. When the scores were examined, it was seen that the scores of the students who had sufficient materials in their school ( $97.36 \pm 19.74$ ) were significantly higher than the scores of the students who did not have sufficient materials in their school ( $76.58 \pm 17.83$ ). According to this result, we can easily say that the availability of sufficient physical education and sports equipment in the school positively affects the attitude of students to physical education and sports lessons.

Table 4. The results of the analysis conducted between the class variable and the attitude towards physical education and sports

	Class	n	X± Ss	F	P	Tukey HSD
PEAS Total	9. Class	132	63,37±14,31			
	10. Class	125	66,36±15,64			
	11. Class	122	64,84±14,87			
	12. Class	121	66,53±15,65			

P<0,05

Research sub-problem, the results of the analysis, given the class variable with a statistically significant difference between students' attitudes towards physical education and sports lesson was not found. If the scores are examined 9. Class, the scores of the students were  $63.37 \pm 14.31$ , 10. Class, the scores of the students were  $66.36 \pm 15.64$ , 11. Class, the scores of the students were  $64.84 \pm 14.87$  and 12. Class, it was seen that the scores of the students were  $66.53 \pm 15.65$ .

Table 5. The results of the analysis conducted between the variable regular sports and the attitude towards physical education and sports classes

	Regular Exercise	N	X± Ss	t	p
PEAS Total	Yes	276	89,53±18,69	7,375	0,01*

No	224	72,37±17,75
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P<0,05

Another analysis looking at the results of the research conducted within when you do sports regularly with students to have revealed significant differentiation between the status variable attitudes towards physical education and sports lesson. When the results were analyzed, it was seen that the scores of the students who played sports regularly (89.53±18.69) were significantly higher than the scores of the students who did not play sports regularly (72.37±17.75). According to this result, it can be said that the habit of playing sports regularly contributes to the positive development of the student's attitude to physical education and sports at school.

Table 6. The results of the analysis conducted the variable of the monthly income status of the family and the attitude to physical education and sports classes

	Family Monthly Income	n	X± Ss	F	P	Tukey HSD
PEAS Total	0-4250 TL	116	54,76±13,06	,693	,57	
	4251- 10000 TL	248	55,53±13,74			
	10001-15000 TL	76	57,37±14,46			
	15001 TL and more	60	57,74±14,65			

P<0,05

As a result of the analyzes carried out, no statistically significant difference was found between the monthly income level of the students' families and their attitudes towards physical education and sports. Scores when examined, the scores of those who 54,76 your monthly income 0-4250 TL±13,06, 4251 - 10000 TL scores of those who 55,53±13,74, the scores of those who 57,37 10001-15000 TL±14,46 15001 and above those scores and TL 57,74±it has been found that 14,65.

#### 4. Conclusion and Discussion

In the study, it was investigated that no statistically significant difference was found between the gender variable and the students' attitudes towards physical education and sports lesson.

In the studies conducted by Tabur (2019), Aras (2019), Ozkurt and Pepe (2016), Ozyalvac (2010) and Oktas (2019), it was observed that the attitudes of male students towards physical education and sports classes were higher than those of female students. The results obtained from these studies contrast with the results of our study. As a for this, it can be said that the cultural differences between the regions and the effectiveness of sports-related institutions in cities are due to the difference in effectiveness.

It was found that there was a statistically significant difference between the variable of the availability of sufficient materials in the school and the students' attitudes towards physical education and sports. When the scores were examined, it was seen that the scores of the students who had sufficient materials in their school were significantly higher than the scores of the students who did not have Sufficient materials in their school. According to this conclusion, it can be said that the availability of sufficient sports equipment in schools has an

important place in the development of the attitude towards physical education and sports lessons.

It was found that there was no statistically significant difference between the class variable and the students' attitudes towards physical education and sports. When the literature of the field was examined, it was seen that there are different studies that support and do not support our study.

It was found that there was a statistically significant difference between the variable of the availability of sufficient materials in the school and the students' attitudes towards physical education and sports. When the scores were examined, it was seen that the scores of the students who had sufficient materials in their school were significantly higher than the scores of the students who did not have sufficient materials in their school. According to this conclusion, it can be said that the availability of sufficient sports equipment in schools has an important place in the development of the attitude towards physical education and sports lessons.

It was found that there was no statistically significant difference between the class variable and the students' attitudes towards physical education and sports. When the literature of the field was examined, it was seen that there are different studies that support and do not support our study.

As a result of the research, it is seen that teachers generally prefer in-class games, it was determined that they included large muscle skills and muscle coordination and balance movements. ball, rope, etc. in games. It was found that they did not use materials and did not prefer garden and outdoor spaces (Korkmaz and Erol, 2004). In individual and team sports, it can be said that the athletic experiences are firstly influenced by the educational level of the parents after the athletes gain moral behaviors (Arslan et al., 2018).

According to the findings of Göksel and Caz (2016) and Cimilli (2017) in their studies, it was determined that there was no significant difference between the attitude towards physical education and sports lessons and the class variable, Oktaş, (2019), Yagci, (2012) and Celik et al. (2018) found significant differences between students' attitudes towards physical education and sports lessons and the grade level variable.

It has been determined that there is a statistically significant difference between the students' regular sports status variable and their attitudes towards physical education and sports lessons. When the scores were examined, it was seen that students' scores who regularly did sports were significantly higher than students' scores who did not do sports regularly. When the literature is examined, it is seen that there are many studies supporting this result. When we look at a few of these studies, Filiz (2018) Gullu (2007), Oktas (2019) and Aras (2019) reached similar findings with the result of this study.

As a result of the analysis, it was determined that there was no statistically significant difference between the monthly income level of the families of the students and their attitudes towards physical education and sports lessons. It has been observed that there are many studies supporting this result. Yildiz and Yaprak (2018), Cimilli (2017), İnan (2019), Keskin (2015), Duman et al. (2020), and Yanik (2015) concluded in their studies that family income level does not cause a significant difference in students' attitudes towards physical education and sports lessons.

Based on these results, the following recommendations can be considered.

- Sufficient materials can be provided in schools to improve students' attitudes towards physical education and sports lessons.
- Students can be motivated to participate in sports activities outside of school, so that they are more involved in sports.

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