

The Investigation of High School Students' Attitudes toward Physical Education and Sports Lessons, in terms of Some Variables

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Abstract

This study was conducted to investigate the high school freshman students' attitudes related to the physical education lessons in terms of some variables. Physical education and sports lessons are really important not only for high school freshman students who have just reached puberty to prove themselves, but also for them to be aware of the physical changes happening on their body. Also, specifying students' attitudes will make a major contribution to this study to find out the efficiency of physical education and sports lesson. This study aims to reveal the present situation of the students for the class, so; the research method was designed as a survey method. The research includes 2512 high school freshman students from the central schools in Kahramanmaraş. In order to measure students' attitudes, the data were analyzed via "Scale of Physical Education and Sport Attitude" developed by Demirhan and Altay (2001). In consequence of the study conducted; according to students' gender; there in the schools, have they a school gym or not. The student's families support or not do support them; and according to BMI variables were significant differences in attitudes toward physical education and sports.

Keywords: Physical Education, Sport, School, High School Students

Introduction

The most important criterion that separates people from people of other living culture, history is the ability to create and demonstrate these values. Communities creating culture are distinguished from each other. Human culture in the world and to itself; things are created outside the state as a gift (Erkal, Güven and Ayan, 1998). Culture varies according to the conditions of life, and is an abstract concept shaped by education. Education is the process of forming the individual in the desired behavior change through their life (Demirel, 2005). Education, beginning from human birth, and takes its place as a never-ending process of improvement. Primitive period, starting with education people to stop fighting against the powerful nature is an essential process evolving over time.

In terms of today's advanced public education; individual is a certain stage of the education fitter (Yıldırım, 2006). The education begins in family. Schools are institutions that transfer students as the most intense (Özyalvaç, 2010). An important tool of the modern education system, sports; person to recognize his talent, to good use of time, be disciplined, as well as to help others gain characteristics such as a person's physical development and also to ensure that the personal aspect is to understand and express himself (Tosunoğlu, 2008). Sport; community health, in addition to of tranquility and peace, should be assessed to contribute to all of one's personality. Sport; community health, in addition to of tranquility and peace, should be assessed to contribute to all of one's personality between social needs that must be met for each individual, to belong, to be loved, it has a request for recognition and acceptance.

When these needs are met, it will be easier to adapt the individual to society. the needs of the individual are provided via sport (Öztürk, 1998). In every period of our social life, we are intertwined sport, our lives, our health, our education, our politics, our culture affects. to the globalization of our culture, sport contributes to our lives. Taken in this context, sports education is an acculturation activities (Demirhan, 2003). Through education; healthy, antiobesity conscious way to create a sports-loving individuals, sports; our daily life is to be activated. The education system, children in physical education curriculum, the target behavior should be determined. This understanding, in terms of participation in the activities of the children, enables them to develop a positive attitude. against sports in children, positive attitude needs to be improved. positive attitudes towards physical education and sports lesson depends on students to pass the course efficiently (Topkaya, 2007). Attitude, a specific object, situation, or the concept against other people, learned positive / negative response is exhibit a tendency (Tezbaşaran, 1997). Individuals' degree of accepting any person, any group or any idea causes them to behave in a certain way. Attitude of people towards some issues causes them to accept or reject. Their attitude and judgement directs their behaviors (Özgüven, 2000). Attitudes of the students towards school, classes, friends and in-school or out of-school activities affect their success (Turgut, 1977).

The three basic elements of physical education of students in order to find a positive attitude to the course; students, teachers and the program must be carried out in order. These three elements, which directs the physical education is the most important case shape. Physical education lessons should be more effective and can be brought widespread and development of children as a whole, the relationship between these elements seem to be dependent on a healthy and harmonious. Students will gain knowledge in school, skills and attitudes are brought to predetermined and training activities organized in a planned way by teachers who are expert in these matters (Fidan and Erden, 1995). Student attitudes are an important dimension for teachers and programs. Students in the school environment, against physical education and sports, attitudes gain. The studies in the field of education, students' course and the attitudes they have created against teachers, showed that the course also affect success (Hünük, 2006). The positive attitude of the students towards the physical education lesson development can also motivate teachers by providing fruitful lesson (Demirhan and Altay 2001). Teachers motivated by the present revealing the ability of individuals, help to develop at the highest level.

Individuals with physical, mental, emotional train at the same time as all the social aspects; The modern education, one of the basic principles. In accordance with contemporary understanding of the individual realization of this objective in education, in addition to possible mental training and physical training. Act of learning and physical education aimed at learning through movement is an indispensable part of the overall education and contribute to the objectives of general education through movement. The main objective of physical education and sports which have great importance in general education, physical activity is to help children reach the top level of each student's capacity to act by way of providing the training. At the same time children's physical, mental, and to contribute to maximizing the level of social and emotional development (Pate, Corbin and Pangrazi, 1998). Demirhan and Altay (2001) state that comprehending the importance of physical education class and sport for health is the example of cognitive component of the attitude. And liking or not liking the physical education class and sport is an example of emotional part of it; while, attending the class constantly is an example of the performative part of the attitude. As seen in the literature, physical education and sports attitude of the students is observed that many factors influence meat.

This aspect of the demographic, socio-economic factors such as the students said that many factors caused the differentiation of attitudes to physical education and sport. Knowing which factors differ in attitudes toward physical education students and sports; Lecture is thought to be important in terms of productivity and education. It's getting more and clearer that the attitude maintained towards physical education and sports is significant for parents, students and healthy society. We see that the biggest problems of today's children are not having psychomotor activities enough and not doing sport enough if we consider the necessity of having healthy life in our society (Gürbüz, 2011). Accordingly, the aim of this research is to identify the attitudes of high school freshman students studying in Kahramanmaraş towards physical education and sports. Thanks to this study, how the students perceive Physical Education and Sport class and their perspectives will become clearer. Also, the factors affect their attitudes will be specified. In order to achieve the study goals, the following questions are tried to be answered:

- 1-Does the gender of the students make any difference on their attitudes towards physical education and sports lesson?
- 2-Does whether having a sports hall in the school make any difference in terms of the attitude?
- 3-Does students' attitudes and perception change when they have parents who support them to do sport?
- 4- Does students' body-mass index affect their attitude towards physical education and sports lesson?

2. Material and Method

Working Group

The research population is consisted of 4208 female and 5098 male, totally 9306, freshman students who study in central high schools in Kahramanmaraş. And, the research sample includes 1133 male (45.1%) and 1379 female (54.9%) students, totally 2512.

Data Collection Tool

A survey formed in two different sections is used as the data collection tool. In the first section of the survey a personal data form was used; while, in the second section "Scale of Physical Education and Sport Attitude" developed by Demirhan and Altay in 2001 was used to discover the student's attitudes. The lowest score taken from the scale is 24, the highest score is 120 (Demirhan ve Altay 2001). In the 2014-2015 academic year, participate in the study voluntarily accept to high school students in class 1 in Kahramanmaraş, required explanation has been made by researchers, then questionnaires have been applied. It took 20 minutes to answer the questionnaire.

Data Analysis

In analyzing the data, SPSS was used. After research on the demographic characteristics of the participants made by their answers to the survey frequency analysis, comparing two groups of independent measurements of the dependent variables, t test was used to determine whether there is a significant difference between the two distributions. One-way ANOVA test was used in the triple comparison. The level of significance was $p < .05$. Cronbach alpha value is 0.87 of scale used in this study.

3. Findings

Table 1: According to the gender of the students, their attitudes to physical education and sports lessons, t-test results (N=2512)

Gender	N	M	SD	df	t	p
Male	1133	71.59	6.82	2510	2.788	.005*
Female	1379	70.80	7.22			

($p < .05$)

When examining Table 1, male students, there were significant differences in attitudes toward physical education and sports lessons according to the female student.

Table 2: Is there a school gym t-test results (N=2512)

Is there a school gym	N	M	SD	df	t	p
Yes	1209	71.60	7.180	2509	3.043	.002*
No	1302	70.74	6.921			

($p < .05$)

When Table 2 is examined, if the school gym at the school, students' attitudes toward physical education and sports lessons are seen as differentiation. According to these findings, if there is a school gym, physical education and sports lessons for the students is seen that more positive attitude.

Table 3: Students' families, is there any confirm, the student's participation in sports, t-test results (N=2512)

<i>Students' Family Consent</i>	N	M	SD	df	t	p
Yes	2180	71.32	7.062	2509	3.021	.003*
No	331	70.06	6.933			

(p<.05)

When viewed in Table 3, families, according to approve the students do sports, the attitude towards the student's physical education and sports lessons is seen that significant differences. According to this finding, family sport participation approving students, their attitudes to physical education lessons and sports scores is seen that higher.

Table 4: Students who participated in the study, according to BMI status, t-test results (N=2512)

BMI	N	M	SD	df	t	p
Normal	2334	71,06	6,932	2510	-2,322	.009*
Overweight / Obese	178	72,34	8,467			

(p<.05)

When examining Table 4, overweight / obese and normal weight were significant differences (p <.05). Overweight / obes physical education and sports lesson is seen that more positive attitudes.

4. Discussion and Results

This research, studying in 1st year high school students was conducted in order to measure the attitudes toward physical education and sports lessons. The attitude scores obtained from students who participated in the study are evaluated in terms of gender, physical education lessons and sports scores for the attitude, seems to differentiate by gender. According to these findings, scores of male students 'attitudes, are seen to be higher than female students' attitude scores. Yildirim (2006), according to research in the Sivas city center, 8th grade and high school boys and girls between the attitude points of the first class, there was no significant difference. Similarly, the Small and Schutz (1980) in their study, male students' attitudes towards physical education lessons, according to the female student, found that more positive. Koca and Demirhan (2004) high school students in physical education and sports lessons in their study aimed to measure the attitudes of male students' attitude scores, they found that higher than girls.

Hence, in terms of gender, attitudes to physical education and sports lessons, generally said to be different.

Boys and girls, the diversity of their species specific physical changes, scarcity, abundance, length, stature and value of their behavior, habits, attitudes reflected. This situation, especially for girls and boys, it can shape their attitudes towards physical education lessons. The attitudes of students, sports hall which has students in schools, attitudes towards physical education and sports lesson is seen that higher. Hence, of having a school gym, the approach to physical education and sports lessons students said that it is increasing in a positive direction. In terms of family approaches, when examining attitudes of students, children of families who want the students to do sports, for physical education and sports lessons, their attitude is more positive. İmamoğlu (2011), in studying in schools located in Ankara province in the central district high school students in physical education in the study in order to determine their attitudes towards the lessons, family and friends support the active sports makes a significant difference in attitude toward physical education lessons students never found that, Cetin (2007) it is, according to the students' families to allow students to engage in sports, have found statistical. Participants, when analyzed according to physical education and sports lessons about attitudes to body mass index, overweight / obese students than normal weight students, their attitude toward physical education and sports lesson is seen that higher. As a result, the positive attitude exhibited by the majority of students towards physical education and sports courses in high school, the duration of the lessons physical education and sports, said to be inadequate. In addition, physical education and sports lessons in schools, for efficient implementation, it should be said to have a school gym.

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