

INVESTIGATION OF ATTITUDES TOWARDS LEARNING OF THE STUDENTS OF THE FACULTY OF SPORTS SCIENCES

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Abstract

This study was conducted to examine the attitudes towards learning of the students at the Faculty of Sports Sciences at Firat University. While the population of the study consisted of the students of the Faculty of Sports Sciences at Firat University, the sample of the study consisted of 290 randomly selected students from the Faculty of Sports Sciences at Firat University on the condition that the sample was limited to Elazığ. To examine the attitudes towards learning of the students participating in the study, a personal information form and the "Attitudes towards Learning Scale" were used.

In conclusion, it was observed that the attitudes of the students studying at the faculty of sports sciences towards learning differed based on their gender, age, departments, grades, daily study hours, and weekly study hours in certain subscales and in the overall total. In some subscales, it was observed that there was no effect on their attitudes. Additionally, it was observed that family income status and the place of residence did not affect the attitudes of the students towards learning in all subscales and the overall total score of the scale.

Keywords: Sport, Attitude, Learning, Student.

INTRODUCTION

Education is a phase of behavioral change. Two features should be mentioned in this change. First, the person must realize the change in his/her behavior in life, and the other is that the change must be knowingly and voluntarily. In another definition, education is defined as the phase of giving individuals the ability to discover problems that are known to exist in the place they are in and to find solutions to these problems (Toklucu, 2013). It is also said that in the past, an individual who had knowledge was classified as a person who had sufficient information about everything in the universe and had this information engraved in his/her brain. In this case, it was viewed that educational knowledge and experience turned into a stage that transfers the acquisitions, which was called the culture, from generation to generation. However, in today's modern age, education has been defined as the phase of raising people who get rid of the definition expressed for themselves and see the problem, find new solutions to these emerging problems, adopt this information they find, obtain new information from them, and use them to solve problems. (Yuvacı, 2015). A person cannot acquire certain characteristics, value judgments, and gains that are accepted and adopted by the society in which he/she lives at the time of birth. To have these, it is necessary to go through the educational processes. This means that education provides information, morals, beliefs, behaviors, etc., which society accepts as valuable. Accordingly, the individual should aim at an activity that brings him/her closer to being a perfect individual with the features he/she gains (Yayla, 2005).

Human beings need to adapt to changes in the environment at a high level to survive. This adaptation process can only happen through learning (Serçe, 2013). Education is a complex phase based on learning. Learning can be defined by the neurophysiological, affective, and psychomotor changes that occur in the individual as a result of being in a complex phase and interaction with the environment (Özdemir, 2015). Individuals try to change the rules of the society in which they live based on their wishes. This adaptation determines itself with the unconscious and conscious movements that the person makes to accept himself/herself in the new environment he/she enters and to comply with the rules of that environment (Bozu, 2014).

It is known that the concept of attitude has been investigated for many years in the literature and continues to be researched. It is also known that it maintains its quality even today. Attitude, in terms of concept, can be described as "the tendency to give correct or incorrect responses to an object, an idea or an individual or groups of individuals (Ünal, 2016). Attitude, in its most basic sense, is an attempt to react to an object, a case, or a living creature. In other words, attitude is the type of possible behavior

that a person exhibits in the face of all visible and invisible concepts. Attitude is a very diverse subject. For example, an object, a sketch, a case, living things, and a group of living things can be among the subjects of the attitude, as well as concepts that attribute abstractness such as happiness, sadness, goodness, evil, and god, can become the subject of attitude (Onay, 2012). When the factors that affect the attitude are examined, it can be observed that there is a ranking such as those who are in contact with the culture (gender, idols, variety of situations with interest and desire), those who are in contact with the society (family, sports experiences, skill level, relations with friends, past sports experiences and perceptions towards sports) and school (the effect of the teacher) (Kangalgil, 2006).

Attitudes towards learning have an important place in the lives of individuals, in the work they deal with, in producing solutions to the problems they encounter on the way to reach their goals, and in being in harmony with the developments. Attitude towards learning is an important element in the phase of fulfilling the responsibilities and duties in social life. However, in all educational activities, the attitude of the person towards learning is an important factor that emerges. Therefore, the necessity of measuring the attitude towards learning has emerged and studies have been initiated to create an attitude scale towards learning with the research. The scale to be revealed will determine the attitude of the person who is included in one of the education and training houses or who will have fresh knowledge, talent, or behavior in a working environment, and will provide information about the person's ability to adapt to the stages of change in social, economic and professional fields.

Materials and Methods

This study was conducted to examine the attitudes towards learning of the students at the Faculty of Sports Sciences at Firat University. While the population of the study consisted of the students of the Faculty of Sports Sciences at Firat University, the sample of the study consisted of 290 randomly selected students from the Faculty of Sports Sciences at Firat University on the condition that the sample was limited to Elazığ.

A personal information form was used to determine the demographic information of the participants participating in the study. To measure the attitudes of the participants towards learning, the "Attitude Towards Learning Scale", which was developed by Kara A., was used. The scale has 29 positive and 11 negative items, which covers a total of 40 items in the Attitude Towards Learning Scale in the questionnaire form. There are four subscales in the scale created by the researcher, which include nature of learning, expectations from learning, anxiety about learning, and openness to learning. The scoring of the questionnaire is conducted via a five-point Likert-type scale ("Disagree 1, Partially Disagree 2, Undecided 3, Partially Agree 4, and Strongly Agree 5"). Accordingly, the negative items in the scale should be scored reversely. In terms of the scoring of the subscales of the scale, nature of learning has a minimum score of 7 and a maximum score of 35 while anxiety about learning has a minimum score of 13 and a maximum of 65. Additionally, expectation from learning has a minimum score of 9 and a maximum of 45 while openness to learning has a minimum score of 11 and a maximum score of 55. Since the scoring of the scale is conducted based on a five-point Likert-type scale and there are 4 intervals within this rating system, each interval covers $4/5 = 0.80$, the intervals should be as follows (Yenilmez, 2008):

- 1.00 to 1.80: Strongly Disagree
- 1.81 to 2.60: Partially Disagree
- 2.61 to 3.40: Undecided
- 3.41 to 4.20: Partially Agree
- 4.21 to 5.00: Strongly Agree.

According to the mean data above, to determine the score ranges of the 40 items formed from the scale and the scoring intervals of the subscales, the number of items in the subscales was multiplied by the mean data (for example, for the number of items in the expectation from learning subscale, $9 \times 1.00 = 9$ and $9 \times 1.80 = 16.2$, etc.) and the resulting score ranges were determined. Descriptive statistics were used to determine percentage and frequency distributions. Frequency and percentage analyzes were conducted using the SPSS software. Then, a t-test was conducted for paired groups while a one-way analysis of variance (ANOVA) was used for multiple groups. Furthermore, the TUKEY test was used to explore the differences between groups.

Result

Table 1. Independent Variables of the Students of the Faculty of Sports Sciences for Attitudes Towards Learning

| Groups | Variables | N | % |
|--------|-----------|-----|------|
| Gender | Female | 112 | 38.6 |
| | Male | 178 | 61.4 |

| | | | |
|----------------------|-----------------------|-----|------|
| Age | 18-22 | 186 | 64.1 |
| | 23 and older | 104 | 35.9 |
| Department | Teaching | 69 | 23.8 |
| | Sports Management | 83 | 28.6 |
| | Coaching | 68 | 23.4 |
| | Recreation | 70 | 24.1 |
| Grade | 1 st Grade | 75 | 25.9 |
| | 2 nd Grade | 86 | 29.7 |
| | 3 rd Grade | 59 | 20.3 |
| | 4 th Grade | 70 | 24.1 |
| Daily Study Hours | 0-1 hour | 119 | 41.0 |
| | 2-3 hours | 107 | 36.9 |
| | 4 hours or more | 64 | 22.1 |
| Weekly Study Hours | 0-3 hours | 96 | 33.1 |
| | 4-7 hours | 65 | 22,4 |
| | 8-11 hours | 80 | 20.7 |
| | 12 hours or more | 69 | 23.8 |
| Family Income Status | Between 0-4000 TL | 128 | 44.1 |
| | Between 4001-6000 TL | 65 | 22,4 |
| | Between 6001-8000 TL | 49 | 16.9 |
| | 8001 TL and above | 48 | 16.6 |
| Place of Residence | Metropolitan city | 116 | 40.0 |
| | City | 91 | 31.4 |
| | County | 45 | 15.5 |
| | Village | 38 | 13.1 |

Among the students who participated in the study, more than half of the students of the Faculty of Sport Sciences (61.4) were males while those aged 18-22 were more than those aged 23 and older (186). Additionally, 83 students participated in the study from the sports management department. The frequency of the 2nd-grade students was 29.7% while those who studied between 0-1 hours daily study were more than the others. Moreover, it was observed that the rate of those with 0-3 hours weekly study was higher than the others with 33.1%. Considering the family income status, it was observed that the frequency was in the area with low income (0-4000 TL) and it was seen that the number of those living in the metropolitan area (116) was higher than the others among those who answered the question of the place of residence.

Table 2. Mean Scores of Attitude Towards Learning of the Students of the Faculty of Sports Sciences

| Attitude towards Learning | N | Minimum Value | Maximum Value | Total Score | Level |
|---------------------------|-----|---------------|---------------|-------------|-----------------|
| Nature of Learning | 290 | 12.00 | 35.00 | 25.66 | Partially Agree |
| Anxiety About Learning | 290 | 14.00 | 51.00 | 38.02 | Undecided |
| Expectation from Learning | 290 | 15.00 | 45.00 | 34.16 | Partially Agree |
| Openness to Learning | 290 | 21.00 | 55.00 | 38.95 | Partially Agree |
| Overall Total | 290 | 87.00 | 167.00 | 136.81 | Partially Agree |

When we examined the mean total score values of the subscales of attitude towards learning for the students of the Faculty of Sports Sciences, the mean total score of the subscale of nature of learning was 25.66, partially agree, while the total score of the anxiety about learning subscale was 38.02, Undecided. Additionally, the total score of the expectation from learning subscale was 34.16, partially agree while the openness to learning subscale had a mean total score of 38.95, partially agree. The mean total score for the overall responses was 136.81, partially agree.

Table 3. T-test for the Attitudes Towards Learning of the Students of the Faculty of Sport Sciences based on Gender

| Attitude towards Learning | Gender | N | X | Sd | t | p |
|---------------------------|--------|-----|-------|------|-------|-------|
| Nature of Learning | Female | 112 | 25.80 | 4.80 | 0.389 | 0.698 |
| | Male | 178 | 25.57 | 4.79 | | |
| Anxiety About Learning | Female | 112 | 37.27 | 7.73 | -1.38 | 0.167 |
| | Male | 178 | 38.50 | 7.03 | | |
| Expectation from Learning | Female | 112 | 34.79 | 6.28 | 1.41 | 0.159 |
| | Male | 178 | 33.77 | 5.79 | | |

| | | | | | | |
|----------------------|--------|-----|--------|-------|------|-------|
| Openness to Learning | Female | 112 | 40.45 | 7.83 | 2.66 | 0.008 |
| | Male | 178 | 38.01 | 7.44 | | |
| Overall Total | Female | 112 | 138.33 | 15.33 | 1.39 | 0.165 |
| | Male | 178 | 135.86 | 14.26 | | |

When the attitudes of the students of the Faculty of Sport Sciences towards learning were examined in terms of gender, it was observed that the mean score in the subscale of nature of learning was \bar{x} = 25.80 for females and \bar{x} = 25.57 for males. Moreover, in the anxiety about learning subscale, the mean total score was \bar{x} = 37.27 for females and \bar{x} =38.50 for males. In the expectation from learning subscale, it was determined that the mean total score of females was \bar{x} = 34.79 and that of males was \bar{x} =33.77. In the last subscale, openness to learning, it was determined that the mean total score of females was \bar{x} = 40.45 and that of males was \bar{x} =38.01. When we examined the mean total scores, it was observed that the mean total score of females was \bar{x} = 138.33 and that of males was \bar{x} =135.86. As a result of the analysis, it was determined that the difference between the two groups was statistically significant ($p<0.05$) in the openness to learning subscale while it was determined that females were more open to learning than males. There was no significant difference in other subscales and the overall total scores ($p>0.05$).

Table 4. T-test for the Attitudes Towards Learning of the Students of the Faculty of Sport Sciences based on Age

| Attitude towards Learning | Age | N | X | Sd | t | p |
|---------------------------|--------------|-----|--------|-------|-------|-------|
| Nature of Learning | 18-22 | 186 | 24.81 | 4.55 | -4.17 | 0.000 |
| | 23 and older | 104 | 27.19 | 4.84 | | |
| Anxiety About Learning | 18-22 | 186 | 38.60 | 6.71 | 1.79 | 0.074 |
| | 23 and older | 104 | 37.00 | 8.23 | | |
| Expectation from Learning | 18-22 | 186 | 33.65 | 6.17 | -1.95 | 0.051 |
| | 23 and older | 104 | 33.08 | 5.57 | | |
| Openness to Learning | 18-22 | 186 | 38.17 | 7.57 | -2.32 | 0.021 |
| | 23 and older | 104 | 40.34 | 7.70 | | |
| Overall total | 18-22 | 186 | 135.24 | 15.79 | -2.45 | 0.015 |
| | 23 and older | 104 | 139.62 | 12.10 | | |

When the attitudes of the students of the Faculty of Sport Sciences towards learning were examined in terms of age, it was determined that the mean total score between the ages of 18-22 in the subscale of nature of learning was \bar{x} =24.81, and the mean age of 23 and older was \bar{x} =27.19. In the anxiety about learning subscale, the mean total score between the ages of 18-22 was determined as \bar{x} = 38.60, while the mean age of 23 and older was determined as \bar{x} =37.00. In the expectation for learning subscale, the mean total score between the ages of 18-22 is \bar{x} =33.65 and the mean age of 23 and over is \bar{x} =33.08. In the last subscale, openness to learning, it was determined that the mean score between the ages of 18-22 was \bar{x} =38.17 and the mean age of 23 and older was \bar{x} =40.34. When the overall mean total scores are examined, it has been determined that the mean total score between the ages of 18-22 is \bar{x} =135.24 and the mean score of those aged 23 and older is \bar{x} =139.62. As a result of the analysis, it was determined that the difference between the two groups was significant in nature of learning, openness to learning subscales, and overall total ($p<0.05$). Furthermore, it was observed that those aged 23 and older adopted nature of learning more than students aged 18-22, were more open to learning, and had higher attitudes towards learning. There was no significant difference in the subscales of anxiety about learning and expectation from learning ($p>0.05$).

Table 5. ANOVA test for the Attitudes Towards Learning of the Students of the Faculty of Sport Sciences based on Department

| Attitude towards Learning | Variables | ANOVA test | | | | | TUKEY |
|---------------------------|--------------------------------|------------|-------|------|-------|-------|-------------|
| | | N | X | Sd | f | p | Differences |
| Nature of Learning | Teaching ^A | 69 | 25.86 | 5.20 | 0.632 | 0.596 | - |
| | Sports Management ^B | 83 | 25.62 | 5.10 | | | |
| | Coaching ^C | 68 | 26.13 | 3.99 | | | |
| | Recreation ^D | 70 | 25.05 | 4.73 | | | |
| | Total | 290 | 25.66 | 4.79 | | | |
| Anxiety About Learning | Teaching ^A | 69 | 36.39 | 7.80 | 2.09 | 0.101 | - |
| | Sports Management ^B | 83 | 37.71 | 7.96 | | | |
| | Coaching ^C | 68 | 39.05 | 6.79 | | | |
| | Recreation ^D | 70 | 39.01 | 6.29 | | | |
| | Total | 290 | 38.02 | 7.32 | | | |
| Expectation from | Teaching ^A | 69 | 33.95 | 6.51 | 3.02 | 0.011 | C-D |
| | Sports Management ^B | 83 | 34.42 | 6.37 | | | |

| | | | | | | | |
|----------------------|--------------------------------|-----|--------|-------|------|-------|--------|
| Learning | Coaching ^C | 68 | 35.64 | 4.60 | | | |
| | Recreation ^D | 70 | 32.64 | 5.95 | | | |
| | Total | 290 | 34.16 | 6.00 | | | |
| Openness to Learning | Teaching ^A | 69 | 40.56 | 7.51 | 2.09 | 0.030 | D-A, C |
| | Sports Management ^B | 83 | 38.67 | 8.30 | | | |
| | Coaching ^C | 68 | 40.05 | 7.02 | | | |
| | Recreation ^D | 70 | 36.62 | 7.20 | | | |
| | Total | 290 | 38.95 | 7.67 | | | |
| Overall total | Teaching ^A | 69 | 136.78 | 15.42 | 3.13 | 0.026 | C-D |
| | Sports Management ^B | 83 | 136.43 | 15.02 | | | |
| | Coaching ^C | 68 | 140.89 | 12.49 | | | |
| | Recreation ^D | 70 | 133.34 | 14.91 | | | |
| | Total | 290 | 136.81 | 14.70 | | | |

When the department status of the students of the faculty of sports sciences was examined, there was a statistically significant difference in the subscales of expectation from learning, openness to learning, and the overall total ($p < 0.05$). No significant difference was observed in the subscales of nature of learning and anxiety about learning ($p > 0.05$). According to the results of the ANOVA test, students' expectations from learning were higher than those who studied coaching. In the subscale of openness to learning, the students studying in the teaching department were more than the students studying in the other departments. Furthermore, according to the total scores of attitudes towards learning, the attitudes of coaching students were higher than those who studied in the other departments. In the multiple comparisons, a significant relationship was observed between the coaching and recreation departments in the expectation from learning subscale and the overall total score of the attitude towards learning. In the subscale of openness to learning, it was observed that there was a significant relationship between the recreation department, the teaching department, and the coaching departments.

Table 6. ANOVA test for the Attitudes Towards Learning of the Students of the Faculty of Sport Sciences based on Grade

| Attitude towards Learning | Variables | ANOVA test | | | | | TUKEY |
|---------------------------|------------------------------------|------------|--------|-------|-------|-------|-------------|
| | | Grade | n | X | Sd | f | p |
| Nature of Learning | 1 st Grade ^A | 75 | 24.24 | 4.80 | 6.35 | 0.000 | D-A, B, C |
| | 2 nd Grade ^B | 86 | 25.60 | 4.19 | | | |
| | 3 rd Grade ^C | 59 | 25.30 | 4.90 | | | |
| | 4 th Grade ^D | 70 | 27.57 | 4.83 | | | |
| | Total | 290 | 25.66 | 4.79 | | | |
| Anxiety About Learning | 1 st Grade ^A | 75 | 39.52 | 5.65 | 3.37 | 0.019 | A-D |
| | 2 nd Grade ^B | 86 | 38.13 | 7.76 | | | |
| | 3 rd Grade ^C | 59 | 38.59 | 6.99 | | | |
| | 4 th Grade ^D | 70 | 35.81 | 8.21 | | | |
| | Total | 290 | 38.02 | 7.32 | | | |
| Expectation from Learning | 1 st Grade ^A | 75 | 32.29 | 5.93 | 5.06 | 0.002 | A-B, D |
| | 2 nd Grade ^B | 86 | 35.18 | 5.64 | | | |
| | 3 rd Grade ^C | 59 | 33.40 | 6.54 | | | |
| | 4 th Grade ^D | 70 | 35.57 | 5.49 | | | |
| | Total | 290 | 34.16 | 6.00 | | | |
| Openness to Learning | 1 st Grade ^A | 75 | 35.36 | 6.28 | 10.85 | 0.000 | A-B, D, C-D |
| | 2 nd Grade ^B | 86 | 39.87 | 7.85 | | | |
| | 3 rd Grade ^C | 59 | 38.47 | 7.30 | | | |
| | 4 th Grade ^D | 70 | 42.08 | 7.64 | | | |
| | Total | 290 | 38.95 | 7.67 | | | |
| Overall total | 1 st Grade ^A | 75 | 131.41 | 15.95 | 6.22 | 0.000 | A-B, D |
| | 2 nd Grade ^B | 86 | 138.80 | 13.81 | | | |
| | 3 rd Grade ^C | 59 | 135.77 | 15.97 | | | |
| | 4 th Grade ^D | 70 | 141.04 | 11.28 | | | |
| | Total | 290 | 136.81 | 14.70 | | | |

When the sports sciences faculty students were examined in terms of their grade levels, a statistically significant difference was found in all subscales and the overall total of attitudes towards learning ($p < 0.05$). According to the results of the ANOVA test,

it was observed that the anxiety levels of the 1st-grade students in the subscale of anxiety about learning were higher when compared to other grades. It was determined that nature of learning, expectations from learning, openness to learning subscales, and the overall total scores of attitudes towards learning were higher in 4th-grade students than in other grades. In the multiple comparisons, it was observed that there was a relationship between the 4th-grade students and the other grades (1st, 2nd, and 3rd grades) in the subscale of nature of learning. In the subscales of anxiety about learning, it was determined that there was a relationship between 1st-grade students and 4th-grade students. It was determined that there was a relationship between the 1st-grade students and the 2nd and 4th-grade students in the expectation from learning subscale. In the subscale of openness to learning, it was observed that there was a relationship between 1st-grade students and 2nd and 4th-grade students, and 4th-grade students and 3rd-grade students. In the overall total of attitudes towards learning, it was observed that there was a relationship between 1st-grade students and 2nd and 4th-grade students.

Table 7. ANOVA test for the Attitudes Towards Learning of the Students of the Faculty of Sport Sciences based on Daily Study Variable

| Attitude towards Learning | Variables | ANOVA test | | | | | TUKEY |
|---------------------------|------------------------------|------------|--------|-------|------|-------|-------------|
| | | N | X | Sd | f | p | Differences |
| Subscales | Daily Study | | | | | | |
| Nature of Learning | 0-1 hour ^A | 119 | 24.59 | 4.76 | 5.24 | 0.006 | A-B, C |
| | 2-3 hours ^B | 107 | 26.29 | 4.91 | | | |
| | 4 hours or more ^C | 64 | 26.59 | 4.30 | | | |
| | Total | 290 | 25.66 | 4.79 | | | |
| Anxiety About Learning | 0-1 hour ^A | 119 | 38.63 | 7.08 | 2.00 | 0.136 | - |
| | 2-3 hours ^B | 107 | 36.90 | 7.44 | | | |
| | 4 hours or more ^C | 64 | 38.76 | 7.44 | | | |
| | Total | 290 | 38.02 | 7.32 | | | |
| Expectation from Learning | 0-1 hour ^A | 119 | 33.07 | 6.44 | 3.41 | 0.034 | A-B, C |
| | 2-3 hours ^B | 107 | 34.89 | 5.65 | | | |
| | 4 hours or more ^C | 64 | 34.98 | 5.46 | | | |
| | Total | 290 | 34.16 | 6.00 | | | |
| Openness to Learning | 0-1 hour ^A | 119 | 36.63 | 7.41 | 9.99 | 0.000 | A-B, C |
| | 2-3 hours ^B | 107 | 40.86 | 7.20 | | | |
| | 4 hours or more ^C | 64 | 40.06 | 7.91 | | | |
| | Total | 290 | 38.95 | 7.67 | | | |
| Overall total | 0-1 hour ^A | 119 | 132.94 | 15.19 | 7.49 | 0.001 | A-B, C |
| | 2-3 hours ^B | 107 | 138.97 | 13.98 | | | |
| | 4 hours or more ^C | 64 | 140.40 | 13.48 | | | |
| | Total | 290 | 136.81 | 14.70 | | | |

When the daily study status of the students of the faculty of sports sciences was examined, there was a statistically significant difference in the subscales of nature of learning, expectation from learning, openness to learning, and the overall total ($p < 0.05$). No significant difference was observed in the subscale of anxiety about learning ($p > 0.05$). According to the results of the ANOVA test, it was seen that the students who studied for 4 hours or more a day adopted nature of learning more than other students. On the other hand, in the expectation from learning subscale, it was observed that those who studied for 4 hours or more a day had more expectations from learning compared to others. In the openness to learning subscale, it was observed that students who studied for 2-3 hours a day were more open to learning than other students and when we observed their attitudes towards learning, it was observed that their attitudes were higher than other students who studied for 4 hours or more a day. In multiple comparisons, a relationship was found between nature of learning, expectation from learning, openness to learning subscales, and the overall total between those who studied for 0-1 hours per day, those who studied for 2-3 hours, and those who studied for 4 hours or more.

Table 8. ANOVA test for the Attitudes Towards Learning of the Students of the Faculty of Sport Sciences based on Weekly Study Variable

| Attitude towards Learning | Variables | ANOVA test | | | | | TUKEY |
|---------------------------|-------------------------------|------------|-------|------|------|-------|-------------|
| | | N | X | Sd | f | p | Differences |
| Subscales | Weekly Study | | | | | | |
| Nature of Learning | 0-3 hours ^A | 96 | 24.85 | 4.73 | 7.24 | 0.000 | D-A, B |
| | 4-7 hours ^B | 65 | 24.36 | 4.49 | | | |
| | 8-11 hours ^C | 60 | 26.01 | 4.91 | | | |
| | 12 hours or more ^D | 69 | 27.71 | 4.40 | | | |

| | | | | | | | |
|---------------------------|-------------------------------|-----|--------|-------|------|-------|-----------|
| | Total | 290 | 25.66 | 4.79 | | | |
| Anxiety About Learning | 0-3 hours ^A | 96 | 38.17 | 7.20 | 2.29 | 0.078 | - |
| | 4-7 hours ^B | 65 | 39.81 | 5.87 | | | |
| | 8-11 hours ^C | 60 | 36.56 | 7.34 | | | |
| | 12 hours or more ^D | 69 | 37.40 | 8.41 | | | |
| | Total | 290 | 38.02 | 7.32 | | | |
| Expectation from Learning | 0-3 hours ^A | 96 | 33.17 | 6.18 | 5.86 | 0.001 | D-A, B |
| | 4-7 hours ^B | 65 | 33.07 | 5.93 | | | |
| | 8-11 hours ^C | 60 | 34.06 | 6.03 | | | |
| | 12 hours or more ^D | 69 | 36.66 | 5.08 | | | |
| | Total | 290 | 34.16 | 6.00 | | | |
| Openness to Learning | 0-3 hours ^A | 96 | 37.42 | 8.14 | 8.44 | 0.000 | D-A, B |
| | 4-7 hours ^B | 65 | 36.80 | 6.21 | | | |
| | 8-11 hours ^C | 60 | 39.76 | 7.22 | | | |
| | 12 hours or more ^D | 69 | 42.40 | 7.47 | | | |
| | Total | 290 | 38.95 | 7.67 | | | |
| Overall total | 0-3 hours ^A | 96 | 133.63 | 15.85 | 8.69 | 0.000 | D-A, B, C |
| | 4-7 hours ^B | 65 | 134.06 | 13.22 | | | |
| | 8-11 hours ^C | 60 | 136.41 | 15.52 | | | |
| | 12 hours or more ^D | 69 | 144.18 | 10.83 | | | |
| | Total | 290 | 136.81 | 14.70 | | | |

When the weekly study status of the students of the faculty of sports sciences was examined, there was a statistically significant difference in the subscales of nature of learning, expectation from learning, openness to learning, and the overall total ($p < 0.05$). No significant difference was found in the subscales of anxiety about learning ($p > 0.05$). According to the results of the ANOVA test, it was observed that students who studied for 12 hours or more a week adopted nature of learning more than other students who studied. In the expectation for learning subscales, it was determined that those who studied 12 hours or more a week had higher expectations from learning compared to others. In the openness to learning subscale, it was determined that students who studied for 12 hours or more per week were more open to learning than other students. When we examined the attitudes towards learning, it was observed that those who studied for 12 hours or more a week had higher attitudes than other students. In multiple comparisons, it was observed that there was a relationship between the subscales of nature of learning, expectation from learning, and openness to learning and between those who studied for 0-3 hours per week, those who studied for 4-7 hours and those who studied for 12 hours or more per week. It was determined that there was a relationship between those who studied for 12 hours or more a week and those who studied for 0-3 hours, 4-7 hours, and 8-11 hours in the overall total.

Table 9. ANOVA test for the Attitudes Towards Learning of the Students of the Faculty of Sport Sciences based on Family Income

| Attitude towards Learning | Variables | ANOVA test | | | | | TUKEY Differences |
|---------------------------|-----------------------------------|------------|-------|------|-------|-------|-------------------|
| | | N | X | Sd | f | p | |
| Nature of Learning | Between 0-4000 TL ^A | 128 | 25.31 | 5.16 | 0.759 | 0.518 | - |
| | Between 4001-6000 TL ^B | 65 | 25.47 | 4.81 | | | |
| | Between 6001-8000 TL ^C | 49 | 26.22 | 4.02 | | | |
| | 8001 and above TL ^D | 48 | 26.29 | 4.47 | | | |
| | Total | 290 | 25.66 | 4.79 | | | |
| Anxiety About Learning | Between 0-4000 TL ^A | 128 | 38.44 | 7.43 | 0.457 | 0.713 | - |
| | Between 4001-6000 TL ^B | 65 | 37.58 | 7.19 | | | |
| | Between 6001-8000 TL ^C | 49 | 38.34 | 7.27 | | | |
| | 8001 and above TL ^D | 48 | 37.18 | 7.37 | | | |
| | Total | 290 | 38.02 | 7.32 | | | |
| Expectation from Learning | Between 0-4000 TL ^A | 128 | 33.46 | 6.63 | 1.12 | 0.340 | - |
| | Between 4001-6000 TL ^B | 65 | 34.89 | 5.82 | | | |
| | Between 6001-8000 TL ^C | 49 | 34.36 | 5.56 | | | |
| | 8001 and above TL ^D | 48 | 34.85 | 5.06 | | | |
| | Total | 290 | 34.16 | 6.00 | | | |
| Openness to Learning | Between 0-4000 TL ^A | 128 | 37.70 | 7.61 | 2.57 | 0.055 | - |
| | Between 4001-6000 TL ^B | 65 | 40.78 | 8.03 | | | |

| | | | | | | | |
|---------------|-----------------------------------|-----|--------|-------|------|-------|---|
| | Between 6001-8000 TL ^C | 49 | 39.04 | 7.97 | | | |
| | 8001 and above TL ^D | 48 | 39.72 | 6.59 | | | |
| | Total | 290 | 38.95 | 7.67 | | | |
| Overall total | Between 0-4000 TL A | 128 | 134.92 | 16.18 | 1.29 | 0.277 | - |
| | Between 4001-6000 TL B | 65 | 138.73 | 14.91 | | | |
| | Between 6001-8000 TL C | 49 | 137.97 | 13.92 | | | |
| | 8001 and above TL D | 48 | 138.06 | 10.16 | | | |
| | Total | 290 | 136.81 | 14.70 | | | |

When the family income status of the students of the faculty of sports sciences was examined, no statistically significant difference was observed in the subscales of attitudes towards learning and the overall total ($p>0.05$). Accordingly, it was determined that the attitudes of the students of the faculty of sports sciences towards learning were not affected by the family income status.

Table 10. ANOVA test for the Attitudes Towards Learning of the Students of the Faculty of Sport Sciences based on Place of Residence

| Attitude towards Learning | Variables | ANOVA test | | | | | TUKEY Differences |
|---------------------------|---------------------------|------------|--------|-------|--------|-------|-------------------|
| | | N | X | Sd | f | p | |
| Subscales | Place of Residence | | | | | | |
| Nature of Learning | Metropolitan ^A | 116 | 24.98 | 5.17 | 1.45 | 0.229 | - |
| | City ^B | 91 | 25.98 | 4.75 | | | |
| | County ^C | 45 | 26.51 | 4.75 | | | |
| | Village ^D | 38 | 25.97 | 3.40 | | | |
| | Total | 290 | 25.66 | 4.79 | | | |
| Anxiety About Learning | Metropolitan ^A | 116 | 37.58 | 7.44 | 1.52 | 0.209 | - |
| | City ^B | 91 | 37.84 | 7.42 | | | |
| | County ^C | 45 | 37.55 | 7.25 | | | |
| | Village ^D | 38 | 40.36 | 6.58 | | | |
| | Total | 290 | 38.02 | 7.32 | | | |
| Expectation from Learning | Metropolitan ^A | 116 | 33.74 | 6.66 | 0.0334 | 0.801 | - |
| | City ^B | 91 | 34.48 | 6.26 | | | |
| | County ^C | 45 | 34.51 | 5.10 | | | |
| | Village ^D | 38 | 34.31 | 3.97 | | | |
| | Total | 290 | 34.16 | 6.00 | | | |
| Openness to Learning | Metropolitan ^A | 116 | 38.73 | 7.74 | 0.115 | 0.951 | - |
| | City ^B | 91 | 39.26 | 8.03 | | | |
| | County ^C | 45 | 39.17 | 7.96 | | | |
| | Village ^D | 38 | 38.63 | 6.39 | | | |
| | Total | 290 | 38.95 | 7.67 | | | |
| Overall total | Metropolitan ^A | 116 | 135.04 | 15.87 | 1.06 | 0.365 | - |
| | City ^B | 91 | 137.58 | 15.67 | | | |
| | County ^C | 45 | 137.75 | 13.19 | | | |
| | Village ^D | 38 | 139.28 | 9.08 | | | |
| | Total | 290 | 136.81 | 14.70 | | | |

Total 290 136.81 14.70

When the place of residence variable of the students of the faculty of sports sciences was examined, no statistically significant difference was observed in the subscales of attitudes towards learning and the overall total ($p>0.05$). Accordingly, it was determined that the attitudes of the students of the faculty of sports sciences towards learning were not affected by the variable of the place of residence.

Discussion

Among the students who participated in the study, more than half of the students of the Faculty of Sport Sciences (61.4) were

males while those aged 18-22 were more than those aged 23 and older (186). Additionally, 83 students participated in the study from the sports management department. The frequency of the 2nd-grade students was 29.7% while those who studied between 0-1 hours daily study were more than the others. Moreover, it was observed that the rate of those with 0-3 hours weekly study was higher than the others with 33.1%. Considering the family income status, it was observed that the frequency was in the area with low income (0-4000 TL) and it was seen that the number of those living in the metropolitan area (116) was higher than the others among those who answered the question of the place of residence.

When we examined the mean total score values of the subscales of attitude towards learning for the students of the Faculty of Sports Sciences, the mean total score of the subscale of nature of learning was 25.66, partially agree, while the total score of the anxiety about learning subscale was 38.02, Undecided. Additionally, the total score of the expectation from learning subscale was 34.16, partially agree while the openness to learning subscale had a mean total score of 38.95, partially agree. The mean total score for the overall responses was 136.81, partially agree.

When the studies that are similar to our study are examined, the attitudes of prospective teachers towards learning were at the level of 2.20 to 4.30 points. Furthermore, these attitudes were reported to be at high levels with a mean score of 3.70 points. In the subscales of the scale, it was observed that the attitude levels of the prospective teachers in the subscales of nature of learning and expectation from learning were at very high levels. Moreover, the attitude levels in the subscales of openness to learning were also high, and the attitude in the subscale of anxiety about learning was moderate. As a result of these levels, the attitude levels of candidate teachers towards learning were positive and high (Adıgüzel, 2018). When the mean scores of another study were examined, it was observed that nature of learning subscale was low and openness to learning subscale was at the highest level (Gözetin, 2016).

When the attitudes of the students of the Faculty of Sport Sciences towards learning were examined in terms of gender, it was observed that the mean score in the subscale of nature of learning was $\bar{x}=25.80$ for females and $\bar{x}=25.57$ for males. Moreover, in the anxiety about learning subscale, the mean total score was $\bar{x}=37.27$ for females and $\bar{x}=38.50$ for males. In the expectation from learning subscale, it was determined that the mean total score of females was $\bar{x}=34.79$ and that of males was $\bar{x}=33.77$. In the last subscale, openness to learning, it was determined that the mean total score of females was $\bar{x}=40.45$ and that of males was $\bar{x}=38.01$. When we examined the overall mean total scores, it was observed that the mean total score of females was $\bar{x}=138.33$ and that of males was $\bar{x}=135.86$. As a result of the analysis, it was determined that the difference between the two groups was statistically significant ($p<0.05$) in the openness to learning subscale while it was determined that females were more open to learning than males. There was no significant difference in other subscales and the overall total scores ($p>0.05$).

When the studies in the literature were examined, a difference was found in favor of female prospective candidates according to the gender variable in the level of attitudes towards learning in a previous study. It was observed that the attitude levels of females are higher than those of males. In the subscales, in the subscale of expectation from learning, it was observed that females had higher expectations than males. However, there was no difference in terms of gender in other subscales (Adıgüzel, 2018). A significant difference was reported in the mean scores of the attitude scale towards learning in terms of gender. Accordingly, it was observed that females' attitudes towards learning were higher than males (Koyuncu, 2015). A significant difference was observed in favor of females in the subscales of nature of learning, expectation from learning, and openness to learning. Accordingly, it can be said that female students understood nature of learning better, had higher expectations from learning than males and were more open to learning than males. In the second subscale of the scale, there was no difference in the mean scores for anxiety about learning (Yetkin, 2017). In another study with a significant difference, it was observed that male students had higher attitudes towards learning than female students (Macit, 2017). In a study conducted on students with normal intelligence and giftedness, it was observed that there was no difference in terms of students' attitudes towards learning based on gender. In this case, it could be stated that gender did not affect the attitudes of students with normal and gifted intelligence towards learning (Gözetin, 2016). Again, in a different study on physical education and sports school students, it was observed that there was no statistical difference between males and females based on the gender variable in the overall total and subscale scores (Turaç, 2017).

When the attitudes of the students of the Faculty of Sport Sciences towards learning were examined in terms of age, it was determined that the mean total score between the ages of 18-22 in the subscale of nature of learning was $\bar{x}=24.81$, and the mean age of 23 and older was $\bar{x}=27.19$. In the anxiety about learning subscale, the mean total score between the ages of 18-22 was determined as $\bar{x}=38.60$, while the mean age of 23 and older was determined as $\bar{x}=37.00$. In the expectation from learning subscale, the mean total score between the ages of 18-22 is $\bar{x}=33.65$ and the mean age of 23 and over is $\bar{x}=33.08$. In the last subscale, openness to learning, it was determined that the mean score between the ages of 18-22 was $\bar{x}=38.17$ and the mean age of 23 and older was $\bar{x}=40.34$. When the overall mean total scores are examined, it has been determined that the mean total score between the ages of 18-22 is $\bar{x}=135.24$ and the mean score of those aged 23 and older is $\bar{x}=139.62$. As a result of the analysis, it was determined that the difference between the two groups was significant in nature of learning, openness to learning subscales, and overall total ($p<0.05$). Furthermore, it was observed that those aged 23 and older adopted nature of learning more

than students aged 18-22, were more open to learning, and had more attitudes towards learning. There was no significant difference in the subscales of anxiety about learning and expectation about learning ($p>0.05$).

In the literature, when the studies on the age variable were examined, a significant difference was found in the overall total and subscales of expectation from learning and anxiety about learning subscales in terms of the age variable in a study conducted with physical education and sports school students. Moreover, the attitudes of 18-20-year-old students towards learning were found to be higher than other students in all three variables with differences. Again, when the multiple comparisons were examined, it was observed that there was a difference in the attitudes of those aged 24 and over to learning compared to other age groups in all three variables. However, no difference was found in nature of learning and openness to learning subscales in terms of age (Turaç, 2017). In another study, no statistical difference was observed in the data obtained from the attitude scale towards learning in terms of age (Macit, 2017).

When the department status of the students of the faculty of sports sciences was examined, there was a statistically significant difference in the subscales of expectation from learning, openness to learning, and the overall total ($p<0.05$). No significant difference was observed in the subscales of nature of learning and anxiety about learning ($p>0.05$). According to the results of the ANOVA test, students' expectations from learning were higher than those who studied coaching. In the subscale of openness to learning, the students studying in the teaching department were more than the students studying in the other departments. Furthermore, according to the total scores of attitudes towards learning, the attitudes of coaching students were higher than those who studied in the other departments. In the multiple comparisons, a significant relationship was observed between the coaching and recreation departments in the expectation from learning subscale and the overall total score of the attitude towards learning. In the subscale of openness to learning, it was observed that there was a significant relationship between the recreation department, the teaching department, and the coaching department.

In the studies in the literature, it was observed that there was a significant difference in the level of attitudes of teacher candidates towards learning as a result of the statistical analyses conducted in the overall total of the scale. Accordingly, it was observed that the students studying Turkish teaching had the highest level of attitude while the students studying in the classroom teaching department had the lowest level of attitude towards learning. As a result of the analyzes made for the subscales of departments, no significant difference was found (Adıgüzel, 2018). In another study, it was observed that there was a statistical difference in students' attitudes towards learning. There was a significant relationship between students studying in religious culture and ethics teaching and students studying in other departments; however, it was observed that there was no relationship between the students studying in other departments (Koyuncu, 2015). A statistically significant difference was observed between the departments of the students in the attitude scale towards learning conducted with physical education and sports high school students. As a result of the tests, it was observed that the students studying in the coaching department had higher attitudes towards learning than the students studying in other departments. As a result of the tests for the subscales, a significant difference was determined in the subscale of nature of learning while the mean score of the students studying in the coaching department was higher than those studying in other departments. However, as a result of the analyzes made in other subscales, no significant difference was found (Turaç, 2017).

When the sports sciences faculty students were examined in terms of their grade levels, a statistically significant difference was found in all subscales and the overall total of attitudes towards learning ($p<0.05$). According to the results of the ANOVA test, it was observed that the anxiety levels of the 1st-grade students in the subscale of anxiety about learning were higher when compared to other grades. It was determined that nature of learning, expectations from learning, openness to learning subscales, and the overall total score of attitudes towards learning were higher in 4th-grade students than in other grades. In the multiple comparisons, it was observed that there was a relationship between the 4th-grade students and the other grades (1st, 2nd, and 3rd grades) in the subscale of nature of learning. In the subscales of anxiety about learning, it was determined that there was a relationship between 1st-grade students and 4th-grade students. It was determined that there was a relationship between the 1st-grade students and the 2nd and 4th-grade students in the expectation from learning subscale. In the subscale of openness to learning, it was observed that there was a relationship between 1st-grade students and 2nd and 4th-grade students, and 4th-grade students and 3rd-grade students. In the overall total of attitudes towards learning, it was observed that there was a relationship between 1st-grade students and 2nd and 4th-grade students.

In the current study, prospective teachers' attitudes towards learning did not differ in terms of their grade levels in total scores and subscales. It can be stated that the grade variable did not have any effect on the attitudes of the prospective teachers towards learning (Adıgüzel, 2018). When the mean scores of the 3rd and 4th-grade students on the Attitude Scale towards Learning were examined, it was observed that there was no statistical difference. However, from the mean scores, it can be stated that the students' attitudes towards learning were higher in the 4th-grade students than in the 3rd-grade students (Koyuncu, 2015). It was observed that there was no statistically significant difference between the grade levels of high school students in the subscales of the scale of attitude towards learning (İrmak, 2015). In a study conducted on students with normal intelligence and giftedness, it was observed that there was no difference in terms of students' attitudes towards learning based on grade levels.

In this case, it can be said that the grades they were in did not affect the attitudes of students with normal and gifted intelligence towards learning (Gözetin, 2016). Considering the grade levels of the students participating in the research, significant differences were observed in the mean scores. However, as a result of the ANOVA test, no statistically significant difference was found in terms of grades in the subscales of attitude towards learning (Yetkin, 2017). In the study conducted on physical education and sports school students, no statistical difference was found in the total scores of the students' attitudes towards learning in terms of grade levels and the mean scores of the subscales (Turaç, 2017). In the study conducted on university students, when the grade levels were examined, a difference was found in terms of the mean scores of the attitude scale towards learning. As a result, it was observed that the 1st-grade students had higher attitudes towards learning than the students studying in other grades (Macit, 2017).

When the daily study status of the students of the faculty of sports sciences was examined, there was a statistically significant difference in the subscales of nature of learning, expectation from learning, openness to learning, and the overall total ($p < 0.05$). No significant difference was observed in the subscale of anxiety about learning ($p > 0.05$). According to the results of the ANOVA test, it was seen that the students who studied for 4 hours or more a day adopted nature of learning more than other students. On the other hand, in the expectation from learning subscale, it was observed that those who studied for 4 hours or more a day had more expectations from learning compared to others. In the openness to learning subscale, it was observed that students who studied for 2-3 hours a day were more open to learning than other students and when we observed their attitudes towards learning, it was observed that their attitudes were higher than other students who studied for 4 hours or more a day. In multiple comparisons, a relationship was found between nature of learning, expectation from learning, openness to learning subscales, and the overall total between those who studied for 0-1 hours per day, those who studied for 2-3 hours, and those who studied for 4 hours or more. It is thought that these results will contribute to the field since there are no studies similar to our study in the literature.

When the weekly study status of the students of the faculty of sports sciences was examined, there was a statistically significant difference in the subscales of nature of learning, expectation from learning, openness to learning, and the overall total ($p < 0.05$). No significant difference was found in the subscales of anxiety about learning ($p > 0.05$). According to the results of the ANOVA test, it was observed that students who studied for 12 hours or more a week adopted nature of learning more than other students who studied. In the expectation from learning subscales, it been determined that those who studied 12 hours or more a week had higher expectations from learning compared to others. In the openness to learning subscale, it was determined that students who studied for 12 hours or more per week were more open to learning than other students. When we examined the attitudes towards learning, it was observed that those who studied for 12 hours or more a week had higher attitudes than other students. In multiple comparisons, it was observed that there was a relationship between the subscales of nature of learning, expectation from learning, and openness to learning and between those who studied for 0-3 hours per week, those who studied for 4-7 hours and those who studied for 12 hours or more per week. It was determined that there was a relationship between those who studied for 12 hours or more a week and those who studied for 0-3 hours, 4-7 hours, and 8-11 hours in the overall total. Accordingly, it is thought that these results will contribute to the field since there are no studies similar to our study in the literature.

When the family income status of the students of the faculty of sports sciences was examined, no statistically significant difference was observed in the subscales of attitudes towards learning and the overall total ($p > 0.05$). Accordingly, it was determined that the attitudes of the students of the faculty of sports sciences towards learning were not affected by the family income status.

In the literature, when the subscales of attitude towards learning were examined in terms of family income, it was observed that there was no statistically significant difference (Irmak, 2015). Since there were not many studies showing similarities with our study, it is thought that the results of the current study will contribute to the literature.

When the place of residence variable of the students of the faculty of sports sciences was examined, no statistically significant difference was observed in the subscales of attitudes towards learning and the overall total ($p > 0.05$). Accordingly, it was determined that the attitudes of the students of the faculty of sports sciences towards learning were not affected by the variable of the place of residence.

In the literature, it was observed that there was a statistically significant difference based on the place where the families of university students lived. A difference was found between the people living in the cities and those living in the counties while no difference was found based on the other places of residence (Koyuncu, 2015). In the study conducted with physical education and sports school students, no statistical difference was determined in the total scores of the students' attitudes towards learning and the mean scores of their subscales in terms of the place of residence variable (Turaç, 2017).

In conclusion, when the mean values obtained from the Attitudes towards Learning Scale were taken into account, it was determined that females from the faculty of sports sciences were more open to learning. Those aged 23 and over adopted nature of learning and it was observed that they were more open to learning and their attitudes towards learning were higher. When

the departments of the students were examined, it was observed that the expectations of the students of the coaching department and their attitudes towards learning, in general, were higher than the other departments. It was determined that those studying in the teaching department were more open to learning than in other departments. When the grades of the students were examined, it was determined that the 1st-grade students had more anxiety about learning than the students in other grades while the 4th-grade students adopted nature of learning, their expectations from learning, and their attitudes towards learning were higher than the students in the other grade. In terms of daily study time, a significant relationship was observed in all subscales and the overall total, except for the anxiety about learning subscale. In the subscale of openness to learning, it was observed that those who studied for 2-3 hours a day were more open to learning. It was also determined that there were more students who studied for 4 hours or more in general and in other subscales with a significant relationship. In terms of weekly study hours, it was determined that those who studied for 4-7 hours in the subscales of anxiety about learning had more anxiety than others while in other subscales and overall total, it was determined that those who studied for 12 hours or more a week were more. It was observed that the family income status and the place of residence had no effect on the attitudes of the students of the faculty of sports sciences towards learning.

In the current study, it was determined that the attitudes of students studying in the faculty of sports sciences towards learning differed in certain subscales and the overall total in terms of gender, age, departments, grades, daily study hours, and weekly study hours. In other subscales, it was observed that there was no difference in the attitudes of the students. Within this context, it was observed that family income status and the place of residence did not affect their attitudes towards learning in all subscales and the overall total.

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