

Examination of Turkish and Foreign Female High School Students' Attitudes to Physical Education and Sports Lesson

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Abstract

The aim of this study is to examine the attitudes of Turkish and foreign students towards Physical Education lessons. The data of the research was formed from 304 Turkish and 258 Syrian female students attending Hacı Mehmet Kalay Anatolian Girls' Imam Hatip High School in Kahramanmaraş by random sampling method in the 2021-2022 academic year. As a data collection tool in the study, "Physical Education Attitude Scale for Secondary Education Students" developed by Güçlü and Güllü (2009) was used. When the attitudes of Turkish and Syrian students towards physical education lesson were compared, no difference was found between the two groups ($p=0.649$). When the attitudes of the participants to the physical education lessons were examined according to the class variable, it was determined that the 9th grade students had higher scores than the 12th grade students ($p=0.021$).

Keywords: Sport, Attitude, Student.

INTRODUCTION

When people deal a subject in their daily lives, they act according to their attitudes about that subject. Positive attitudes will increase interest, while negative attitudes will decrease interest. The important factor that should be emphasized in school-term is the attitude of the students towards the lessons. Klausmaier and Goodwin (1966), expressed the concept of attitude as a positive or negative reaction to an object, idea or person. A positive attitude will increase students' interest in the lessons and will enable the student to be more successful.

How the attitudes emerge may differ. Morgan (1976), stated that the attitudes acquired in childhood emerges depending on the mother and father. He states that children act like their parents and show examples like their parents when expressing their feelings and thoughts on some issues (Morgan, 1976). With the transition from childhood to adolescence, the influence of parents decreases. Students determine their areas of interest according to their own interests and attitudes. The reason people turn to the targeted area is the pleasure, success, satisfaction, excitement, fun, and happiness that the action will gain from him/her personally (Özdemir, 2021). İlkim et al.2021, İlkim et al.2021

Physical education lessons are the ones that students are most interested in and gain the most. Thanks to physical education lessons, students adopt a healthy lifestyle, so they better appreciate the value of the lesson (Mudekunye and Sithole 2012). Duyan et al.2022, Tappe and Burgeson (2004), Yurtseven and Duman 2021, Unver (2022), state that physical education class is an important factor in encouraging young people to engage in physical activities. Students with a high interest in the lesson can be more interested by participating more actively in the lesson. As a result of this of this interest, they will enable the lesson to be processed efficiently and facilitate the achievement of the specific and general objectives of the lesson. This will enable students to participate voluntarily in various physical activities in the future. (Chung & Phillips, 2002; Silverman & Scrabis, 2004).

Developing students' attitudes towards physical education and sports lessons will be effective in raising healthy, energetic and social individuals. While this situation reduces the negative effects of technology on young people, it will also reduce the health expenses of the country in the future. In recent years, many foreign students have come to our country. The subject of this study

is whether the interests and attitudes of these students show similarities with Turkish students. For this reason, the aim of the study is to examine the attitudes of Turkish and foreign female students studying in high school towards physical education lesson.

Materials and Methods

Before starting the study, permission was obtained from the Social and Human Sciences Ethics Committee of Ondokuz Mayıs University with the decision number of 2021/309. 304 Turkish and 258 Syrian female students participated in the study. "Physical Education Attitude Scale for Secondary Education Students" developed by Güçlü and Güllü (2009) was used as a data collection tool in the study. This scale is one-dimensional and consists of 35 items, 11 of which are negative (3, 17, 19, 20, 24, 25, 26, 29, 30, 34, 35), and 24 items are positive. The lowest score to be obtained in the scale is 35, and the highest score is 175. The Cronbach Alpha reliability coefficient of the scale was found to be 0.94. The scale is in 5-point Likert format. Answers to survey questions; (1) Totally Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Totally Agree. The data obtained in the study are expressed as mean and standard deviation. The t test was used to compare paired groups, ANOVA was used to compare more than two groups, and Tukey multiple comparison test was used to determine the direction of the difference in cases where there was a difference. In the study, the Cronbach Alpha coefficient was found to be 0.914.

Results

The findings obtained in the study are presented in tables.

Table 1. Comparison of attitude scores of Turkish and foreign students towards physical education lesson

	n	Mean	sd	t	p
Turkish	304	124,68	22,60	,456	,649
Foreign	278	123,55	19,25		

When the attitude scores of Turkish and foreign students towards physical education lesson were compared, there was no difference between the groups ($p=0.649$).

Table 2. Comparison of students' attitude scores towards physical education lesson according to classes

	n	Mean	sd	f	p	
9. Class (1)	104	131,12	21,13	3,31	0,021	1>4
10. Class (2)	174	124,94	18,58			
11. Class (3)	206	122,55	21,11			
12. Class (4)	98	118,67	23,56			

9th grade students have higher scores than 12th grade students ($p=0.021$).

Table 3. Comparison of attitudes towards physical education lesson according to mother's education level

	n	Mean	sd	f	P	
Middle School (1)	168	3,51	21,35	2710,00	0.030	4>2
High school (2)	90	3,34	18,78			
University (3)	26	3,46	19,50			
Illiterate (4)	56	3,75	19,88			
Primary school (5)	242	3,61	21,52			

When attitudes towards physical education lesson are compared according to mother's education level, illiterate students have higher scores than high school graduates ($p=0.030$).

Table 4. Comparison of attitudes towards physical education lesson according to father's education level

	n	Mean	sd	F	p
Middle School	164	3,65	21,90	1615,00	0.171
High school	148	3,47	21,46		
University	74	3,45	16,93		
Illiterate	14	3,27	30,56		
Primary school	182	3,58	20,45		

When the attitudes towards physical education lesson were compared according to father's education level, there was no difference between the groups ($p=0.171$).

Discussion

In the study, no difference was found between the attitudes of Turkish and foreign female students towards physical education lesson. The lowest score obtained from the scale was found to be 35 and the highest score to be 175. The scores obtained with this study can be expressed as above-average scores. While examining the concept of attitude, Franzo (2003) expressed it as the positive or negative evaluation of an object by people. This situation obtained in the study can be explained by the fact that the students are interested in the physical education lesson. Subramaniam and Silverman (2007) stated that taking pleasure in physical activity environments will affect positive attitudes towards physical education and enable participation in lifelong physical activities. Tannehill and Zakrajsek (1993) stated that physical education classes are liked by students because they are fun. However, it is thought that social and cultural differences also affect attitudes towards physical education lessons. It can be stated that foreign students living in our country will adapt to the society thanks to physical education lessons and that they can adopt the cultural values of the Turkish society.

The behavior of young people participating in physical activity can be affected by internal and external factors (Ballinger, 2011). Gender, age and race are possible intrinsic influences on physical activity behavior (Subramaniam & Silverman, 2007). It can be said that foreign students who have been living in our country for a long time come to have similar characteristics to Turkish society through physical education lessons. The student's enjoyment is the primary intrinsic motivation for both physical education and participation in physical activity (Blankenship, 2008). It can be said that thanks to the physical education lessons, the motivation of the students will increase by getting more pleasure from the lessons. Participation in physical education during youth is the basis of doing sports in the following years (Telama, Yang, Hirvensalo & Ratakari, 2006). This motivation to be obtained through physical education classes can increase the level of participation in sports in later ages.

With this study, it has been determined that class differences vary according to the attitude towards physical education lesson. While eighth grade students are more interested in physical education lesson, twelfth grade students have lower attitude scores (Table 2). It can be thought that exam anxiety of twelfth grade students may be effective in the emergence of this situation. Marttinen (2015), stated in her study that the age variable affects the attitude towards physical education lesson, and that the attitude decreases with increasing age. Lazarevic et al (2015), in their study with sixth and eighth grade students, stated that students were interested in physical education lessons. Ghofrani and Golsanamlou (2012) examined students' attitudes towards physical education lessons and stated that students at lower ages showed more attitudes.

Phillips (2011), examined students' attitudes towards physical education lessons and stated that students expressed the lessons as fun. Eighth grade students participating in the study showed more interest in the lessons, which may be related to the content of physical education lessons. While students who have a good time in the lessons show more interest in the lessons, twelfth grade students may show less interest in university exam anxiety. Buhr and Dugas (2002), stated that test anxiety affects students. This resulting anxiety may have led students to study more. It can be said that the students studying in the last year of high school focus on other courses and show less interest in physical education because they will take the university exam. Depending on test anxiety, students may focus more on test-related topics. This focus can also distract students from physical education classes.

When the attitude of the students to participate in physical education lessons according to the education level of the father was examined, no difference was found. According to the mother's education level, the children of illiterate mothers have higher scores than those of high school graduates. Further studies are considered to explain the relationship between the educational status of parents and their attitudes towards physical education lesson. However, factors such as the number of siblings and the economic status of the family may also be effective. Future studies may focus on these variables.

As a result; Physical education attitudes of Turkish and foreign students are similar. It has been determined that the attitudes of the students who will take the exam towards the physical education lesson have decreased. More studies are needed to express the attitude of parental education status towards physical education lesson.

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