

# EVALUATION OF ATTITUDES OF HIGH SCHOOL STUDENTS (15-17 AGE GROUP) IN PHYSICAL EDUCATION LESSONS



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## ABSTRACT

This study was conducted to evaluate the behavior of highschool students who take Physical Education Lesson classes within the Erzurum city center. The population of the study consists of high school students affiliated with the Ministry of National Education, and the sample consists of high school students in Erzurum city center. In the study, random sampling method was used and 100 students participated. In order to determine the socio-demographic characteristics of the subjects, frequency and percentage analysis, independent t-test to determine differences between genders, one-way analysis of variance (ANOVA) test to determine differences between other characteristics was used.

As a result, if these differences are thought to be in adolescence, it can be said that their attitudes towards physical education lesson in this period are taking shape. In this respect, it is seen that secondary school students have a important period in the sense of attitude formation. Therefore, the direction and strength of the attitudes of secondary school students should be measured. The attitude of highschool students towards physical education and sport lessons according to their age, number of siblings, family members' sports status and family income levels were examined.

## 1. INTRODUCTION

Physical education is all of regular, theoretic studies that are carried out in order to provide the physical and physical development of the person, to prepare for the conditions of daily life and work life, and to strengthen the national consciousness and citizenship feelings (Erhan ve Tamer, 2009). All knowledge, skills, attitudes and habits intended to be gained in physical education courses should be evaluated (Başoğlu, 1995).

In Literature, Attitude was first used by Harbert Spencer in 1862 to express the individual's mental state. The term was examined and studied by Lange in 1888 in laboratory studies. (Yazıcı ve ark, 2016). Although there are significant differences between the definitions used today about the concept of attitude, Lange made a close description to these definitions. later on, the concept of attitude has become a popular topic which researched and discussed by psychologists and sociologists. Moreover, it has been claimed that these researches and discussions lead to the birth of social psychology. (Güllü 2009).

Attitude is a continuous organization of motivation, excitement, cognition, and learning processes with the aspect of individual's own perception world. While attitude come near or away from some objects, concepts and situations; it also refers to the readiness to act against them. According to the Franzoi (2003, Attitude is an individual's evaluation of an object as positive or negative. (Güllü 2009) Positive attitudes of students towards the

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physical education lesson can provide efficient processing of lesson activities and facilitate the achievement of specific and general objectives of the lesson or enable students to participate voluntarily in various physical activities in the future. (Silverman ve Scrabis, 2004)

On the contrary of this case, the students who has negative attitudes related to the physical education lesson can decrease the effectiveness of lesson, may not attend to lesson, disregard the lesson or may cause various problems.

### 2. FINDINGS

**Conducted tests:** Frequency / descriptive statistics / Reliability analysis / Normality analysis / Independent Student T test, Anova

**Reliability analysis result:** Cronbach's Alpha .874

**Table 1:** Demographic Features of Students

Variable		f	%
Number of siblings	2	25	24.5
	3	40	39.8
	4	21	21.4
	5 and over	14	14.3
Age	15 years	33	32.7
	16 years	44	43.9
	17 years	23	23.5
Anyone doing sports in the family?	Yes	55	55.1
	No	45	44.9
Family income	0-2000 tl	30	30.6
	2001-4000 tl	46	45.9
	4001tl and over	24	23.5
Total		100	100

When the data in Table 1 is examined it is seen that, 24.5% of those with 2 siblings, 39.8% with 3 siblings, 21.4% with 4 siblings, and 14.3% with 6 or more. After examining the age data we can see that those who are 15 years old is 32.7%, 43.9% at the age of 16 and 23.5% at the age of 17, While 55.1% answered yes to the question are there any sports in the family?, 44.9% answered no to the question. When the income group is examined, it can be seen that 0-2000 tl is 30.6%, 2001-4000 tl is 45.9%, 4001tl and above is 23.5%.

**Table 2:** Average values of students Attitude tests

	Minimum	Maximum	Mean	Std. Deviation
I am waiting impatiently	1	5	3.9082	1.34767
I Feel Fit	1	5	3.8571	1.39217
I see the lesson unnecessary	1	5	3.7143	1.52640
Good Stance	1	5	3.7755	1.23130
Sport branches	1	5	3.6939	1.35013
Basic skill	1	5	3.9286	1.32579
How useful it is	1	5	4.1531	1.11551
Out of school of activity	1	5	3.7449	1.24612
My Information is Increasing	1	5	3.6939	1.21340
My communication of my friends is increasing	1	5	3.6837	1.32849
Our Sincerity Is Strengthening	1	5	4.0510	1.13403
Not trusted	1	5	3.7449	1.29481
Playing friendly	1	5	3.9694	1.27185
Makes it Easy to Follow the Rules	1	5	3.6939	1.21340

I am taking pleasure	1	5	3.8980	1.29623
classroom interaction	1	5	3.6531	1.40765
I think I have learned	1	5	3.0612	1.75755
number of lesson hours should be more	1	5	3.8061	1.46194
we are getting dressed but taking off the dress without doing anything	1	5	3.3878	1.60304
I think it will be useless	1	5	3.2041	1.58576
Physical Development	1	5	3.8878	1.23424
I am relaxing and easing.	1	5	3.9490	1.18733
I Know the Sport branches Better	1	5	4.0918	1.14951
It is lazy students lesson	1	5	3.2653	1.62170
It should be removed from the program.	1	5	3.3163	1.64722
Lesson Activities	1	5	3.1633	1.66029
I am realizing my abilities	1	5	3.9082	1.18484
I am keeping my health better	1	5	3.8776	1.27032
Attending the lesson annoys me	1	5	3.1020	1.50935
we are learning knowledge and skill	1	5	3.1633	1.63527
It encourages to do sport.	1	5	3.8878	1.36889
Coordination Developer Movement	1	5	3.9490	1.36505
I am avoiding Harmful Habits	1	5	3.8061	1.42625
I am attending to get a mark	1	5	3.4388	1.73542
Encouraging to Breaking Rules	1	5	4.0102	1.54982
Attitude. point	62	175	129.4388	21.32714

When the data in Table 2 was examined, it was found that the average value of the students' attitude test was found to be lowest with the expression "Attending the lesson annoys me" 3.1020 and "How Useful it is" was the highest average and 4.1531, and a statistically significant difference was found in the comparison of the data. It's standard deviation is 1,641. On the attitude scale, 4.1531 has the highest average expression of "how useful sports are". The scale "I think I learned" with 3.0612 on the scale has the lowest average.

**Table 3:** Comparison of attitude points according to the students number of siblings

Number of Siblings	n	Mean	Std. Deviation	F	p
2	24	126.7083	14.64798	.259	.855
3	39	130.7179	25.97666		
4	21	128.4286	22.68385		
5 and over	14	132.0714	14.91238		

When the data of Comparison of students attitude points according to the number of siblings is examined, it is seen that there are 24 persons that have 2 siblings, 39 persons have 3 siblings, 21 persons have 4 siblings and 14 persons have 5+ siblings. Also no statistically significant difference was found in the comparison of the attitude scores of the students according to the number of siblings.

**Table 4:** Comparison of attitude points according to the ages of students

Age	n	Mean	Std. Deviation	F	p
15 years	32	128.1250	22.84555	.407	.667
16 years	43	128.5349	19.34443		
17 years	23	132.9565	23.20752		

When the data of Comparison of students attitude points according to the number of siblings is examined, it was found that the highest average was 17 years. A statistically significant difference was found in the comparison of the attitudes of high school students according to their ages. A statistically significant difference was not found in the comparison of the attitudes of high school students according to their ages.

**Table 5:** Comparison of attitude points according to the family members doing sports

Doing Sports	N	Mean	Std. Deviation	t	p
Yes	54	129.6667	19.37125	.117	.907
No	44	129.1591	23.73589		

In Table 5, it can be seen that there was no significant difference between the attitudes of the family members towards physical education lesson according to their sporting status.

**Table 6:** Comparison of attitude points according to the students family income levels

Income Status	n	Mean	Std. Deviation	F	p
0-2000 tl	30	127.9333	17.90961	.395	.675
2001-4000 tl	45	128.6889	23.99604		
4001tl and over	23	132.8696	20.35884		

When the data in Table 6 is examined, the attitude scores of students with respect to their family income levels are highest average is 4001tl+ with 132, 869. and the lowest average is 0-2000 tl with 127.933. There is not a significant difference in attitudes according to income status.

### 3. DISCUSSION AND CONCLUSION

In our attitude study; No significant difference was observed in the items presented according to age, number of siblings, family income and family sports. It has been observed that sport and physical education are influenced by features such as leisure activity, entertainment, protection from harmful habits, awareness of talents.

Another variable affecting the success in education is the attitude towards the elements such as student's topic, school, teacher etc. Students' positive attitudes towards education will increase his / her success. Research shows that collaborative learning positively affects students' attitudes towards school and learning. (Açıkgöz,1992).

Despite the lack of basic materials necessary for the processability of physical education course, students' attitudes towards physical education course are generally positive.

Güllü and Korucu (2005) in the results of the research that examined the views of secondary school students about physical education lessons stated that the attitudes of the students towards physical education courses were generally positive. Taşmektepligil, Yılmaz, İmamoğlu and Kılıçgil (2006) also found that students generally liked physical education. This information is in line with our study.

Erkmen et al. (2006) in their study to determine the attitudes of the students that attending private primary schools about physical education lesson according to various variables, stated that physical education and sports lessons that applied in the private primary schools are important in terms of students, and the students attitude and views towards this lesson are positive These findings are consistent with our study.

Richard and Tokie (2006) researched Japanese and British students' attitudes towards physical education in their study. As a result of this work, it is determined that students from both countries showed positive attitude towards physical education course. This information is in parallel with our study.

As a result, it is important to increase the quality of teaching service in the learning-teaching process in our age, where individual differences are essential, and to make the lessons enjoyable in order to provide a permanent learning. It can be said that in achieving the general objectives of education, cooperative teaching method will help this process because of the nature of the method. On the other hand, the contribution of each student individually to the group will increase the level of learning. Therefore, it can be said that using the cooperative teaching method in physical education classes can contribute to the learning of every student in the classroom.

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## CONFLICT OF INTEREST

The author have declared that no competing interests exist.

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