



Examination of high school students' attitudes towards physical education course according to some variables

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Abstract

The aim of our research is to examine the attitudes of high school students towards physical education lesson according to some variables. The population of the research consists of high school students studying in schools in Iğdır province, and the sample group consists of 554 students selected on a voluntary basis. "Attitude Scale Towards Physical Education Lesson" was used as a data collection tool in the study. In the analysis of data, independent groups t-test and one-way analysis of variance (ANOVA) were used for statistical analysis using SPSS v.23 program. According to the independent groups t-test results, a significant difference was detected in the general score of the "Attitude Towards Physical Education Lesson" scale according to the gender variable. According to one-way analysis of variance (ANOVA) results; It was determined that there was a significant difference in the total score of the "Attitude Towards Physical Education Lesson" scale according to age and grade level variables. No significant difference could be detected regarding "Attitude Towards Physical Education Lesson" according to the variables of number of siblings, licensed athletes, availability of sports facilities at the school, educational status of the mother and father and family income level.

Keywords: Attitude, high school, physical education, student

Lise öğrencilerinin beden eğitimi dersine yönelik tutumlarının bazı değişkenlere göre incelenmesi

Öz

Araştırmamızın amacı, lise öğrencilerinin beden eğitimi dersine yönelik tutumlarının bazı değişkenlere göre incelenmesidir. Araştırmanın evrenini Iğdır ilindeki okullarda öğrenim görmekte olan lise öğrencileri, örneklem grubunu ise gönüllülük esasına dayalı olarak seçilen 554 öğrenci oluşturmaktadır. Araştırmada veri toplama aracı olarak "Beden Eğitimi Dersine Yönelik Tutum Ölçeği" kullanılmıştır. Verilerin analizinde istatistiksel analizler için bağımsız gruplar t-testi ve tek yönlü varyans analizi (ANOVA) SPSS v.23 programı kullanılarak yapılmıştır. Bağımsız gruplar t-testi sonuçlarına göre "Beden Eğitimi Dersine Yönelik Tutum" ölçeği genel puanında cinsiyet değişkenine göre anlamlı bir farklılık tespit edilmiştir. Tek yönlü varyans analizi (ANOVA) sonuçlarına göre; "Beden Eğitimi Dersine Yönelik Tutum" ölçeğinin toplam puanında yaş ve sınıf düzeyi değişkenine göre anlamlı bir farklılık olduğu tespit edilmiştir. Kardeş sayısı, lisanslı sporcu, okulda spor tesisi bulunma, anne ve babanın eğitim durumu ve aile gelir durumu değişkenlerine göre "Beden Eğitimi Dersine Yönelik Tutuma" yönelik anlamlı bir farklılık tespit edilememiştir.

Anahtar Kelimeler: Beden eğitimi, lise, öğrenci, tutum

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This study is based on Yavuz KARADUMAN's master's thesis.

INTRODUCTION

Physical education encompasses a wide range of activities such as gymnastics, games, sports, and working areas, all within the framework of variable rules that vary depending on the opportunities available and the attitudes of the participants toward improving the person's mental, physical, and physical skills (Tunçel, 2006). Physical education is the study of sports, games, and gymnastics activities that enhance people's spiritual, mental, and physical growth while causing the least amount of weariness (Keskin, 2015).

Education, in its broadest meaning, is the training of persons for certain goals. Individuals that go through this rearing process alter in personality. This acquired transformation happens via the acquisition of information, skills, attitudes, and values. The most crucial aspect of education is the school. Aside from that, there are institutions that provide education outside of the classroom in order to prepare individuals for a career and make life easier for them. Education occurs in a variety of settings, including the home, the mosque, the business, military service, and other organizations that comprise the human community. Education, in its widest definition, is a component of society's "acculturation" process. Education refers to the component of acculturation that is done for a specific goal. As a result, schooling is sometimes known as a restricted acculturation process. Apart from my purposeful life acculturation, it plays a significant role in their spontaneous learning. This is how people develop certain ideals, abilities, and personality traits. Acculturation is divided into "formal" and "informal" schooling, according to educators (Fidan, 2012).

Within the framework of the definitions made, the following can be said about education;

- Education continues throughout life.
- Education should be to obtain the desired behaviors in the person.
- Education can take place in any environment.
- Education should aim to prepare people for life.
- Education can be planned or programmed (formal) or randomly (informally).

Yamaner (2002) defines physical education as "the period during which a person gains mental, physical, and social skills through bodily movement." It is the process of exposing a cognitive, social, and spiritual transformation in an individual's conduct that is consciously

appropriate for the aims of physical education via participation in bodily movements (Tamer & Pulur, 2001).

The goal of physical education is to bring students to the ideal level of cognitive, emotional, and psychomotor development. To promote effective learning, physical education teachers must decide which goal would produce the best results for the most children. It is important to increase the capacities of psychological capital of physical education teachers (Dinç & Özbek, 2019). While determining and selecting proper goals should be one of the most critical aspects for instructors, it is regrettably one of the most disregarded. Teachers' judgments have a substantial impact on students' progress in physical education and sports lessons (Gül et al., 2020). In the lessons, the physical education instructor has three main objectives. The first is the cognitive purpose, and the lesson teacher should first decide what kind of information the student will need in the activity, what skill mechanisms he needs to learn to improve his abilities, and what critical game strategies are required for active participation in the lesson. The societal objective comes second. Teachers should select which social skills (supportive, collaboration, feedback, etc.) will be fostered in students for social objectives and practice them in group work accordingly. Finally, there is the psychomotor aim to consider. Course instructors should make judgments regarding including students in motor skills such as speed, agility, coordination, balance, and strength (Tunçel, 2006).

Attitude is made up of emotional, mental, and behavioral components, and it is believed that these components share an inherent commitment. According to this theory, a person's understanding of a subject comprises of cognitive aspects, how he would react to it, and emotional elements based on his positive, negative, or neutral attitude toward it. In other words, an individual's emotional, mental, and behavioral position toward a person, subject, or object reflects the individual's attitude. The three attitude factors are in constant contact, and every change in one generates a chain reaction in the other two. In short, when an individual's positive-negative attitude toward an attitude shifts, the behavioral and mental components of the attitude toward him shift (İnceoğlu, 2010).

Our study's goal is to analyze secondary school students' views regarding physical education lessons in relation to specific factors. Raising our kids, who are our future, in accordance with their cognitive, physical, social, and emotional characteristics is the unavoidable foundation of today's educational approach. Artistic and sporting activities are critical to the growth and evolution of civilizations, as well as the acknowledgment of cultures,

in order for them to reach the level of current civilization. Sporting and creative activities have crucial developmental aspects in this setting. As a result, physical education and sports activities, which are regarded as the sole component of the educational system, are intended to strengthen and develop positive attitudes toward sports as one of the ultimate goals that an individual should achieve, as well as to contribute positively to other courses.

METHOD

Research model

In our study, "field research" is the preferred approach in scientific research, the "survey" model is employed, and data gathering investigations use a Likert type scale. Likert-type scales are one of the most commonly utilized scales in survey model research in education (Karadağ, 2010).

Population and sample

According to the study's aims, the cosmos is defined as the collection of all entities on whom generalizations will be formed. The study's universe consisted of male and female high school students in Iğdır's city center. Because it is not feasible to reach the whole universe in the research, it was chosen at random from among male and female students to represent the universe of the study. The sample group included 554 pupils, 176 of whom were males and 378 of whom were girls, who were enrolled in several secondary schools in Iğdır's city center.

Data collection tools

In the first of two portions of the data gathering tool, there is a demographic information form with nine questions.

The second section of the data collecting instrument includes a scale for determining the students' attitudes regarding physical education classes. The "Physical Education Attitude Scale" established by Güllü and Güçlü, (2009) was used in this study to measure students' attitudes toward physical education lessons. The Physical Education Lesson Attitude Scale has 35 items, 11 of which are negative and 24 of which are positive. The scale is only one dimension. A single factor's variance was 36.19%, and the first eigenvalue was 12.67. The Cronbach Alpha score was 0.94, and the reliability coefficient was 0.80, according to the scale's reliability study. The 5-point Likert scale is rated as "I totally agree (5), I agree (4), I am undecided (3), I disagree (2), I strongly disagree (1)". The scale has 11 negative items (items 3, 17, 19, 20, 24, 25, 26, 29, 30, 34, 35) and 24 positive items, totaling 35 items, with 35 being the lowest score and 175 being the highest score (Güllü & Güçlü, 2009).

Analysis of data

In this part, the statistical analysis results of the data collected in the study are presented using the SPSS v.23 package program.

Table 1. Normality test results of attitude scale towards physical education lesson

	Item Number	Skewness	Kurtosis
Attitude scale towards physical education lesson	35	-0.289	-0.545

The skewness and kurtosis values of the study's scale are provided. The findings of the Kolmogorov-Smirnov analysis were initially reviewed to establish whether the data were normally distributed, and it was discovered that the data were not normally distributed. However, it is noted that if the sample size is more than fifty and the Skewness and Kurtosis values are between -1.5 and +1.5, the data are deemed regularly distributed (Tabachnick & Fidell, 2013). Monitoring the Table 4, the skewness and kurtosis values of the scale were between -1.5 and +1.5, and it was accepted that it had a normal distribution. According to this result, independent groups t-test was used in paired groups and one-way analysis of variance (ANOVA) was used in groups of three or more.

FINDINGS

Table 2. T-test results of mean scores according to gender variable

	Gender	N	\bar{X}	S.d.	t	p
Scale Total	Male	176	136.18	26.831	2.385	0.017*
	Female	378	130.62	24.915		

*= $p < 0.05$

A significant difference was found in the total score of the “Attitude towards Physical Education Lesson” scale according to the gender variable [$t(554) = 2.385$; $p < 0.05$]. It is observed that the resulting significant difference is in the interest of male students (Male mean > Female mean).

Table 3. One-way analysis of variance (ANOVA) results of mean scores according to age variable

	Age	N	\bar{X}	S.d.	F	p	Meaningful Difference
Scale Total	(1) 13	35	141.88	23.426	11.631	0.000*	1>4
	(2) 14	138	137.47	25.171			1>5
	(3) 15	152	138.29	25.537			2>4
	(4) 16	147	124.39	25.118			2>5
	(5) 17	82	123.15	22.017			3>4
							3>5

*=p<0.05

According to the test results, it was determined that there was a significant difference between 16 and 17-year-old students and students of other ages in favor of students of other ages. In other words, students who are 13, 14 and 15 years old have a higher attitude than students who are 16 and 17 years old.

Table 4. One-way analysis of variance (ANOVA) results of mean scores according to grade level variable

	Class	N	\bar{X}	S.d.	F	p	Meaningful Difference
Scale Total	(1) 9th Grade	150	138.29	25.189	15.726	0.000*	
	(2) 10th Grade	223	136.47	25.232			1>3
	(3) 11th Grade	144	120.79	23.784			2>3
	(4) 12th Grade	37	128.94	22.500			

*=p<0.05

A significant difference was found in the total score of the "Attitude Towards Physical Education Lesson" scale according to the grade level variable ($F(3-550)=15.726$; $p<0.05$). Tukey and Games-Howell tests were used to evaluate whether groups had significant differences based on variance homogeneity. According to the exam findings, there was a considerable disparity between students in the ninth grade and students in the eleventh grade in favor of the ninth grade students. Another finding was that there was a substantial difference between 10th and 11th grade pupils, favoring the 10th grade students. In other words, students in the ninth and tenth grades had a more positive attitude than students in the eleventh grade.

Table 5. One-way analysis of variance (ANOVA) results of mean scores according to the number of siblings variable

	Number of Siblings	N	\bar{X}	S.d.	F	p
Scale Total	(1) No	10	133.90	35.391	0.518	0.763
	(2) 1 Sibling	73	132.83	26.905		
	(3) 2 Siblings	119	134.56	22.295		
	(4) 3 Siblings	130	131.35	26.003		
	(5) 4 Siblings	103	133.70	27.712		
	(6) 5 Siblings and Over	119	129.80	25.113		

According to the one-way analysis of variance (ANOVA) results; No significant difference was found in the total score of the "Attitude Towards Physical Education Lesson" scale according to the number of siblings variable ($F(5-548) = 0.518$; $p > 0.05$).

Table 6. T-test results of mean scores according to undergraduate status variable

	Licence Status	N	\bar{X}	S.d.	t	p
Scale Total	Yes	133	135.53	23.996	1.624	0.105
	No	421	131.39	26.095		

There was no significant difference in the overall score of the "Attitude Towards Physical Education Lesson" scale based on the variable of having an athlete's license. [$t(554) = 1.624$; $p > 0.05$].

Table 7. T-test results of mean scores according to the variable of availability of sports facilities at school

	Sports Facility Status	N	\bar{X}	S.d.	t	p
Scale Total	Yes	194	131.15	27.458	-0.802	0.423
	No	360	133.05	24.629		

There was no significant difference in the general score of the "Attitude Towards Physical Education Lesson" scale according to the variable of availability of sports opportunities at school. [$t(554) = -0.802$; $p > 0.05$].

DISCUSSION AND CONCLUSION

When the status of the gender variable in the overall score of the "Attitude towards Physical Education Lesson" scale was analyzed in the study we did in the Iğdır universe, it was discovered that the semantic difference was in favor of male students. The studies that have been completed back us up, and when we look at the literature, we find that a similar research was undertaken for secondary school kids, and there was a substantial difference in favor of males (Cengiz et al., 2018). They observed that male students' mean attitude scores were greater and more significant (Yagcı, 2012). discovered that male students' physical education attitudes were greater according to the gender variable for secondary school students, which validates our findings. When we review the literature, we can see that in comparable research, the distribution of attitude scores of secondary school students towards physical education and

sports courses was found to be high and near to each other in females and boys (Güllü et al., 2016).

In our study, the difference was shown to be significant according to the age variable, with the 13, 14, and 15 age groups showing a more positive attitude than the 16 and 17 age groups. When we look at the literature, we can observe that the attitudes of secondary school students in different age groups regarding physical education lessons varies. However, despite the fact that the attitude scores of students in different age groups towards the physical education lesson and the attitude points towards the physical education lesson drop as their age grows, no statistical difference is detected (Güllü et al., 2016). Another research backs us up. When the students were investigated based on their age scale levels, there was a high level of significant difference in the positive attitude ratings of students aged 15 and under towards physical education and sports sessions of students aged 16 and 17 (Çelik et al., 2018). In contrast to our findings, when we examined the physical education and sports lesson attitude score results in terms of the ages of secondary school students, we discovered that as the age increased, so did the level of attitude toward physical education lesson, with a significant difference in the statistical data of the 18 and 16 age levels (Akinci et al., 2020).

According to the grade level variable, the difference in the "Attitude Towards Physical Education Lesson" assessment was found to be significant, and students in the 9th and 10th grades showed a better attitude than students in the 11th grade. Secondary school students' favorable sentiments toward physical education and sports classes are diminishing when compared to 9th grade students (Kaya-Sarıdede, 2018). It is observed that the attitude scores of males in basic school are high, but the attitude scores of girls in ninth grade are lower. (Şişko & Demirhan, 2002). In contrast to our findings, as high school students' academic levels grew, so did their attitudes toward physical education and sports classes in the 10th and 12th grades (Akinci et al., 2020). This difference from our study is likely to be related to the study populations being from different geographies.

In the case of the number of siblings variable, no significant heterogeneity in "Attitude towards Physical Education Lesson" was found. There are research that support that when we look at the studies. There were disparities in the number of siblings discovered, but no statistically significant difference was observed. (Güllü et al., 2016). There is no variation in attitude levels toward physical education lessons between children who can and cannot have a varied number of siblings (Kaya-Sarıdede, 2018).

There was no significant difference in "Attitude towards Physical Education Lesson" based on the variable of possessing an athlete's license. When looking at the active usage of sports, it was discovered in the literature study that there was a substantial difference in favor of students with an athlete's license, and there was a statistical difference in favor of male students in terms of gender. (Kangalgil et al., 2006). It has been said that individuals who participate in sports outside of school in a licensed club have a good attitude toward physical education lessons (Kılıç, 2015). It has been discovered that people who participate in licensed sports have a more positive attitude toward physical education and sports (Duman et al., 2020). It is assumed that there is no significant difference because our study differs from other studies, the cultural and social differences in the Iğdır universe, and the physical education teachers' ability to effectively engage licensed and unlicensed students in the lesson.

Given the variable scenario of having sports facilities at school, no significant change in "Attitude towards Physical Education Lesson" was found. We discovered a statistically significant difference depending on whether the gym is in schools or not when we searched the literature (Taşdemir et al., 2021). As sports facilities and material resources for students in schools improved, there was a considerable improvement in their attitudes toward physical education lessons (Keskin, 2015). Secondary school students with a gym had higher physical education and sports lesson attitude scores than students without a gym (Kurt-Durdabak, 2019). It is clear that the research conducted differ from ours. The explanation for this might be because the pupils taking part in the poll in the Iğdır universe are very interested in physical education sessions and don't care if there is a gym or not.

Recommendations

- To improve female pupils' attitudes toward physical education lessons, try the following: Encouraging pupils by awarding trophies and medals to excellent students and ensuring that female students, in particular, engage in inter-class contests in schools may boost both their self-confidence and attitude toward physical education lessons.
- The value of physical education and sports classes may be communicated to children, how vital it is to alleviate tension and relieve the burden on them, by incorporating guidance
- Based on our findings, future research focused at student groups in other or the same city can make comparisons.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Eğitim en kapsamlı manasıyla bireyleri belli amaçlar doğrultusunda yetiştirmektir. Bu yetiştirme sürecinden geçen bireylerin kişiliği değişir. Edinilen bu değişim bilgi, beceri, tutum ve değerler vasıtasıyla ortaya çıkar (Fidan, 2012). Beden eğitimi kişinin ruh, beden sağlığını, beden becerilerini artırmaya doğru, etraftaki imkanlar ve iştirak edenlerin tutumlarına bağlı farklılık gösteren değişken kurallar çerçevesinde cimnastiğe, oyuna, spora dönük egzersiz ve çalışma alanlarını geniş bir şekilde kapsayan etkinliklerdir. (Tunçel, 2006). Tutum; duygusal, zihinsel ve davranışsal unsurlardan oluşur ve bu unsurlar arasında iç bağlılık olduğu düşünülmektedir. Bu düşünceye göre bireyin bir konu hakkında ki bilgisi bilişsel, ona nasıl tepki vereceği davranışsal ve ona olumlu, olumsuz veya nötr yaklaşımına göre ise duygusal öğelerden oluşur. Kısacası bireyin bir tutum konusunda olumlu-olumsuz tavrı değişirse, ona karşı tutumun davranışsal ve zihinsel öğeleri tekrar düzenlenir (İnceoğlu, 2010). Bu bağlamda araştırmamızın amacı, öğrencilerin beden eğitimi derslerine yönelik görüşlerini etkileyen demografik özelliklere bakmaktır.

YÖNTEM

Araştırmamızda betimsel araştırmalardan tarama modeli kullanılmıştır. Araştırmanın evrenini Iğdır il merkezinde lisedeki kız ve erkek öğrenciler, örneklemini ise Iğdır il merkezindeki farklı ortaöğretim okullarında öğrenimini sürdüren toplam 554 (erkek 176, kız 378) öğrenci oluşturmuştur. İki kısımdan oluşan veri toplama aracı birinci kısmında 9 sorudan oluşan demografik bilgiler formu yer almaktadır. İkinci kısımda ise Güllü ve Güçlü (2009) tarafından geliştirilmiş olan "Beden Eğitimi Dersi Tutum Ölçeği" kullanılmıştır. Verilerin SPSS v.23 paket programı kullanılarak analiz edilmiştir. Skewness (Çarpıklık) ve Kurtosis (Basıklık) değerleri sonucunda verilerin normal dağılım gösterdiği tespit edilmiştir. Bu sonuca göre ikili gruplarda bağımsız gruplar t testi ve üç ve üzeri gruplarda ise tek yönlü varyans (ANOVA) analizleri kullanılmıştır.

BULGULAR

Araştırma bulgularına göre; "Beden Eğitimi Dersine Yönelik Tutum" ölçeğinin toplam puanında cinsiyet değişkenine göre anlamlı bir farklılık tespit edilmiştir [$t_{(554)} = 2,385$; $p < 0,05$]. "Beden Eğitimi Dersine Yönelik Tutum" ölçeğinin toplam puanında yaş değişkenine göre anlamlı bir farklılık elde edilmiştir ($F_{(4-549)} = 11,631$; $p < 0,05$). "Beden Eğitimi Dersine Yönelik Tutum" ölçeğinin toplam puanında sınıf düzeyi değişkenine göre anlamlı bir farklılık elde edilmiştir ($F_{(3-550)} = 15,726$; $p < 0,05$). "Beden Eğitimi Dersine Yönelik Tutum" ölçeğinin toplam puanında kardeş sayısı değişkenine göre anlamlı bir farklılık elde edilememiştir ($F_{(5-548)} = 0,518$; $p > 0,05$). "Beden Eğitimi Dersine Yönelik Tutum" ölçeğinin toplam puanında sporcu lisansı olma durumu değişkenine göre anlamlı bir farklılık tespit edilememiştir [$t_{(554)} = 1,624$; $p > 0,05$]. "Beden Eğitimi Dersine Yönelik Tutum" ölçeğinin toplam puanında okulda spor tesisi bulunma durumu değişkenine göre anlamlı bir farklılık tespit edilememiştir [$t_{(554)} = -0,802$; $p > 0,05$].

TARTIŞMA VE SONUÇ

İğdır evreninde yaptığımız çalışmada “Beden Eğitimi Dersine Yönelik Tutum” ölçeğinin toplam puanında cinsiyetteki değişkenin durumuna bakıldığında anlamsal farkın erkek öğrenciler lehine olduğu görülmüştür. Literatüre baktığımızda benzer çalışmanın ortaokul öğrencilerine yönelik yapıldığı ve erkekler lehine anlamlı fark olduğu bulunmuştur (Cengiz ve ark., 2018).

Yaş değişkeni durumuna göre ise yaptığımız çalışmada farklılığın anlamlı olduğu görülmüş olup, 13, 14 ve 15 yaş öğrenci gurubu 16 ve 17 yaş öğrenci gurubuna göre daha yüksek bir tutum sergilemişlerdir. Literatürü taradığımızda ortaokul öğrencilerinin değişik yaş kategorisinde olan beden eğitimi dersine karşı olan tutumlarının farklılık arz ettiği görülmektedir. Fakat değişik yaş kategorisindeki öğrencilerin beden eğitimi dersine karşı tutum puanlarının, yaşları arttıkça beden eğitimi dersine karşı tutum puanlarının düştüğü görülmeye rağmen istatistiksel olarak fark yoktur (Güllü ve ark., 2016).

Sınıf düzeyi değişkeni durumuna göre ise “Beden Eğitimi Dersine Yönelik Tutum” ölçümünde farklılığın anlamlı olduğu elde edilmiş, 9. ve 10. Sınıflardaki öğrenciler 11.Sınıftaki öğrencilere kıyasla daha yüksek bir tutuma sahip olduğu görülmüştür. Orta öğretim 11. ve 12. Sınıf öğrencilerinin 9. Sınıf öğrencilerine göre beden eğitimi ve spor dersine olan olumlu tutumları azalmaktadır (Kaya-Sarıdede, 2018).

Kardeş sayısı değişkeni durumunda ise “Beden Eğitimi Dersine Yönelik Tutum” a yönelik anlamlı bir değişkenlik tespit edilememiştir. Yapılan çalışmalara baktığımızda biz destekler nitelikte çalışmalar var. Kardeş sayılarında farklılıkların olduğu ancak anlamlı bir farkın istatistiksel açıdan bulunamadığı saptanmıştır (Güllü ve ark., 2016).

Sporcu lisansı olma durumu değişkenine göre “Beden Eğitimi Dersine Yönelik Tutum'a yönelik anlamlı bir farklılık tespit edilememiştir. Yapılan literatür taramasında, spora aktif olarak katılıma bakıldığında sporcu lisansı olan öğrenciler lehine anlamlı fark olduğu, cinsiyet açısından bakıldığında erkek öğrenciler lehine anlamlı istatistiksel fark olmuştur (Kangalil ve ark., 2006).

Okulda spor tesisi bulunma değişken durumu bakıldığında “Beden Eğitimi Dersine Yönelik Tutum” a yönelik anlamlı bir farklılığın olmadığı tespit edilmiştir. Literatürü taradığımızda, spor salonunun okullarda olup olmamasına göre istatistiksel yönden anlamlı bir farklılığın olduğu tespit edilmiştir (Taşdemir ve ark., 2021).

Araştırma sonucunda şu önerilerde bulunulabilir;

Kız öğrencilerin beden eğitimi dersine yönelik tutum düzeyini yükseltmek için okullarda özellikle kız öğrencilerin daha çok sınıflar arası müsabakalara katılımlarının sağlanarak başarı gösteren öğrencilere kupa ve madalya verilerek öğrenciler için teşvik edici olması hem öz güvenlerini hem de beden eğitimi dersine yönelik tutum düzeylerini arttırabilir. Beden eğitimi öğretmenleri öğrencilere

kızmadan bağırmadan hoşgörü ile yaklaşmalı, kalplerine, gönüllerine dokunmalı onları anlamalı ve sporun içine katmak için çaba sarf ederek sporu sevdirebilir.

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KATKI ORANI CONTRIBUTION RATE	AÇIKLAMA EXPLANATION	KATKIDA BULUNANLAR CONTRIBUTORS
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	Ahmet YIKILMAZ
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Ahmet YIKILMAZ
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Yavuz KARADUMAN
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Yavuz KARADUMAN
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Yavuz KARADUMAN
Destek ve Teşekkür Beyanı/ Statement of Support and Acknowledgment		
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