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The Attitudes of University Students' Regarding Physical Education and Sports Lesson

Vahdet Alaeddinoglu

Horasan Vocational School, Ataturk University, Erzurum, Turkey

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Abstract

The sample group consists of 125 volunteer students (23 female and 102 male). In order to collect data for the research, a survey opinion study was conducted. Physical Education and Sports Attitude Scale were used as the survey method. The first part of the survey consists of demographic features while the second part consists of questions regarding Physical Education and Sports attitude. In the study, frequency analysis was utilized to determine the demographic characteristics of the participants and the percentages of the answered questions. It was seen that the attitudes of first-grade students towards Physical Education and Sports class were significant, and the attitudes of individuals with low family income were more significant.

Introduction:

A passive and sedentary lifestyle in which people started to live in line with the development of today's technology, has also brought along many health problems. Solutions in this regard are sought by many scientists. Considering the optimum conditions for health, many programs have been developed to transform this situation from negative to positive. Moreover, such issues are still discussed by many scientists. A healthy state is defined as the most comfortable and peaceful state of the body physically, mentally, and socially. Studies show that the state of health of an individual depends on environmental conditions with a rate of 21%, while such number is 21% for genetic factors, 8% for the health system, and 50% for the lifestyle. Given such rates, researchers advocate the development of the phenomenon of Physical Education and Sports as a prerequisite. Physical Education and Sports are of great importance in the formation of future generations as healthy individuals (Bendíková, 2014). In this context, the European Union started a study in 2004 to develop Physical Education and school sports. Immediately after, the United Nations designated 2005 as the International Year of Physical Education and Sports. In addition, the UK carried out a strategic study in 2002 to bring together physical education, school sports, and clubs that support many sports initiatives (Bailey & Diğlerler, 2009).

What is expected from the training programs is the effective and permanent development of individuals' existing potentials, abilities, and other mental skills. The

biggest aim of Basic Contemporary education is to provide solutions that will pave the way for multi-directional development of the individual and thus the society (Demirhan & Altay, 2001).

Among the aims that are suitable for contemporary education practices are to offer principles that will ensure its development as a whole with its mental, emotional, personal, and social aspects. The emotional and mental development of individuals will therefore lead the way for their physical development. It supports the development of movement by activating the mental processes with discovery, perception, and interpretation which are inherent elements of human nature. Naturally, movement development creates a system where individuals can become aware of themselves by training their body (Kangalgi?l *et al.*, 2006).

At this point, Physical Education and Sports form an attitude in individuals. Being occasionally negative, such attitudes mostly come in form of positive attitudes. Attitudes are either congruence or overlapping of the previously existing knowledge of the individual with the newly formed knowledge. If the attitude is positive about a situation or an event, the individual's emotions of loyalty, love, and sense of belonging can actively manifest. However, negative attitudes may appear as avoidance, alienation hate, and isolation from the event or the situation (Demirhan & Altay, 2001).

Physical Education and Sports make great contributions to social structures. Especially with the

*Corresponding Author: v.alaeddinoglu@atauni.edu.tr

development of technology, there emerged a great need for sports and active living. At this point, Physical Education and Sports provide physical health and mental health to its participants, which facilitates social harmony in terms of training, sportive activity, movement development, and competition (Sirinkan & Gündogdu, 2011).

Physical Education and Sports, unlike all other education branches, make great contributions to individuals in physical, spiritual, and mental aspects and can be utilized as an active complement to other educational programs. As a matter of fact, there are many studies on such phenomena in the literature, especially because it is a factor that supports the development of children and increases their movement and mental capacity. Such studies vary in terms of focus, as they can be mental structure, movement and physical capacity or sociology oriented, or concerned about many other multi disciplinary fields. Considering that the individual cannot be independent of the society, studies have been mainly conducted to understand the attitudes, perceptions, and orientations of individuals (Celik & Puler, 2011). A sportive and active life improves both the physical and mental health of the individual. Therefore, Physical Education and Sports are among the indispensable basic elements in both social, economic, and educational fields. Moreover, sports are the most important support element that not only contributes to the psycho-social development of the individual but also enables individuals to realize their abilities (Yetim, 2000).

Physical Education and Sports undertakes very significant tasks in order to bring together many positive factors such as academic success, decision-making, resisting failure, task awareness, being a team, providing solutions to unknown and uncertain situations, and many more. In addition, a sportive and active life includes many factors that develop the individual as a whole. Thus, it is closely related to many disciplines (Akandere *et al.*, 2010).

In conclusion, the purpose of Physical Education and Sports, which constitutes a considerable part of education, is considered as the development of the individuals as a whole and their contribution to society. In order to achieve such goals, it contribute to the development of society by utilizing sports education in all areas of education. Physical Education and Sports should be seen as the most important development program that should be included and researched at every level of educational programs in terms of contributing to the development of both the individual and the society (Gürbüz, 2011).

Materials and Methods:

SPSS 22.00 statistical package program was used for statistical analysis of the obtained data. The results were evaluated at $P < 0.05$ significance level. As a result of analyses conducted to understand the suitability of the data collected in the study for normal distribution, the values of

Skewness-Kurtosis and Kolmogorov-Smirnov for the scores of all variables were found to be meaningless at the importance level of $p > 0.05$. These findings show that the data collected from all the tests applied matches the normal distribution. As a result, parametric analysis in groups exceeding 30 and nonparametric analysis in groups below 30 was applied in the analysis of the research data. As Analyses, t-test, Mann Whitney U test, Kruskal-Wallis H test was used.

Results:

Table 1. Posttest dynamic balance and reaction time mean and standard deviation values of all groups

Parameters	Subparameters	n	%
Age	17-20 years	35	28.0
	21-24 years	86	68.8
	25 years and older	4	3.2
Gender	Man	102	81.6
	Woman	23	18.4
Section	Private Security	42	33.6
	Civil Defence & Fire Service	83	66.4
Class	Class 1	43	34.4
	Class 2	82	65.6
His mother's attitude to him	Extreme Release	4	3.2
	Normal	70	56.0
	Over protective	37	29.6
	Authoritarian	12	9.6
	Irrelevant	2	1.6
His father's attitude to him	Extreme Release	5	4.0
	Normal	71	56.8
	Over protective	28	22.4
	Authoritarian	17	13.6
	Irrelevant	4	3.2
Family income status	Bad	5	4.0
	Middle	85	68.0
	Good	31	24.8
	Very good	4	3.2
Educational status of the mother	Primary	97	77.6
	Secondary	25	20.0
	Associate degree	1	.8
	License	1	.8
	MSc/PhD	1	.8
Educational status of father	Primary	73	58.4
	Secondary	38	30.4
	Associate degree	6	4.8
	License	5	4.0
	MSc/PhD	3	2.4

The status of the attitudes of those included in the study towards physical education and sports were Neutral attitude= 14 (11.2%); Positive attitude= 60 (48.0%); Most positive attitude=51 (40.8%).

The differences in attitudes towards physical education and sports according to the demographic variables of the participants in the study are given in Table-2.

The Kruskal-Wallis H value of the difference between the participants in the study in terms of their age and attitudes towards physical education and sports was found

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to be insignificant at the $p > 0.05$ significance level. These findings show that there is no difference between the participants in the study in terms of their age and attitudes towards physical education and sports.

Table 3. Differences in terms of attitudes towards physical education and sports according to demographic variables

Features Of variable	(Test and P)			
	N	Mean	S.S	Rank
Age (KW=.181; p=.913)				
17-20 years	35	90.80	13.575	62.60
21-24 years	86	90.33	14.475	63.50
25 years and older	4	84.25	22.692	55.75
Gender (U=1156.000; p=.914)				
Man	102	90.25	15.192	63.17
Woman	23	90.35	10.581	62.26
Section (t=.960; p=.339)				
Private Security	42	88.52	15.301	-
Civil Def. & Fire Service	83	91.14	13.962	-
Class (t=3.471; p=.001)				
Class 1	43	96.19	12.831	-
Class 2	82	87.16	14.299	-
His mother's attitude to him (KW=8.432; p=.077)				
Extreme Release	4	87.75	10.595	55.75
Normal	70	90.80	15.114	64.34
Over protective	37	92.62	13.925	70.55
Authoritarian	12	82.08	11.697	39.63
Irrelevant	2	82.00	.000	31.00
His father's attitude to him (KW=6.366; p=.173)				
Extreme Release	5	99.40	12.157	85.60
Normal	71	91.32	14.541	65.36
Over protective	28	85.96	13.999	53.36
Authoritarian	17	88.41	15.293	56.91
Irrelevant	4	98.00	3.464	86.25
Family income status (KW=12.058; p=.007)				
Bad	5	96.80	10.035	78.30
Middle	85	91.38	14.578	65.62
Good	31	90.19	10.242	60.97
Very good	4	59.00	6.928	4.00
Educational status of the mother (KW=5.917; p=.205)				
Primary	97	90.48	13.961	63.93
Secondary	25	89.76	15.736	60.68
Associate degree	1	71.00	0.000	11.50
License	1	114.00	0.000	121.00
MSc/PhD	1	77.00	0.000	24.00
Educational status of Father (KW=7.368; p=.118)				
Primary	73	91.04	15.085	66.15
Secondary	38	89.34	12.889	59.13
Associate degree	6	93.67	13.201	69.67
License	5	94.60	13.031	69.20
MSc/PhD	3	69.00	6.928	11.67

The U value of the difference between the participants in the study in terms of their attitudes towards physical education and sports in terms of their gender was found to be insignificant at the $p > 0.05$ significance level. These findings show that there is no difference between the participants in the study in terms of their attitudes towards physical education and sports in terms of their gender.

The t-test value of the difference between the participants in terms of their attitudes towards physical education and sports was found to be insignificant at the $p > 0.05$ significance level. These findings show that there is no difference between the participants in the study in terms of their attitudes towards physical education and sports in terms of their departments.

The t-test value of the difference between the participants in terms of their attitudes towards physical education and sports in terms of their classes was found to be significant at $p < 0.05$ significance level. These findings show that there is a difference in favour of the first-grade students in terms of attitudes towards physical education and sports according to the class levels of the study participants.

The Kruskal-Wallis value of the difference between the participants in the study in terms of their mother's attitude towards herself in terms of attitudes towards physical education and sports was found to be insignificant at $p > 0.05$ significance level. These findings show that there is no difference between the participants in the study in terms of their perception of the mother's attitude towards herself, in terms of attitudes towards physical education and sports.

The Kruskal-Wallis H value of the difference between the participants in the study in terms of the perception of their father's attitude towards him and their attitudes towards physical education and sports was found to be insignificant at $p > 0.05$ significance level. These findings show that there is no difference between the participants in the study in terms of their perception of their father's attitude towards him and their attitudes towards physical education and sports.

Discussion:

Each student develops a different style of participation in school sports and physical education lessons. Depending on the character of the student, 5 different levels of participation can be observed in general. While one group of students steps forth with a dominant character, another group displays a sub-macho attitude. Another group exhibits a good student profile and actively participates in the lesson. On the other hand, the other two groups may consist of timid-minded, introverted individuals. The active participation of these groups and the positive development of their attitudes are largely determined by the Physical Education and Sports teachers, their school friendships, social structures, and the lesson strategies chosen by the teacher. Besides, many other factors can affect such a situation positively or negatively. These factors need to be adjusted very well for education to reach its true purpose. Each factor should be planned and applied to complement another factor (Griffin, 1985; Ozkara, 2019).

Academic studies show that the addition of Physical Education and Sports lessons to school curricula does not affect the academic performance of primary school

students negatively; on the contrary, it affects them positively. However, it has been observed that a time limitation is imposed by educational institutions in the course hours of these lessons, considering that the time allocated to Physical Education and Sports lessons will cause a decrease in the hours of other academic lessons (Aydin *et al.*, 2017). The relative and indirect contributions of sports education to academic achievement and performance indicators have been proven by researches. Many studies show that academic performance and sportive performance have a positive correlation. Struggle, offering solutions, health, discipline, and many other features inherent in sports can also be reflected in academic life. In this sense, the success of students can be improved through effective and appropriate adjustment, of course, hours in school curricula and educational programs. Especially in studies conducted on weight-lifters, wrestlers, combat athletes, and other sports branches, it has been observed that individuals' characteristics such as self-esteem, aggression assertiveness, and psycho-social behaviors, are positively affected and developed by sportive life (Trudeau & Shephard, 2008; Yigit *et al.*, 2019). Acknowledged researchers, teachers, and educational institutions should coalesce for the establishment and comprehensive realization of the right planning which will pave the way for a combination of sports curriculum with academic curriculum. Problems of modern-day such as unhealthy life, drug addiction, malnutrition, and more can be transformed from negative issues into positive attitudes, by including sports practices in all areas of life (Bendíková, 2014).

In many countries of the world, no policy in the field of Physical Education and Sports has been determined and many educational institutions have exempted students from Physical Education and Sports. Instead, they planned sports practices as out-of-school activities. While some states in the USA contributed to the development of both their teachers and students by evaluating the Physical Education and Sports lesson as an active opportunity, some states have behaved the opposite. It has been observed in the states who have adopted the former approach that students show great improvement in academic achievement, sense of belonging, and personality development. Moreover, European countries such as Norway, Denmark, and Sweden have supported both academic achievement and physical development by integrating games and sports practices into all levels of education (Lee *et al.*, 2007).

Especially in all levels of primary education, secondary education, and higher education institutions, physical education and sports activities play a very important role in motor skill development, talent development, positive behavior acquisition, and the ability to continue sports as a lifestyle in the future. In the EUROFIT tests conducted to observe the development of students in schools, very significant differences between students who participated

in the activities and those who did not were determined. Significant statistical differences were found in students' balance, stretching ability, long jump, and running values. Upon implementation of a new, adaptive 8-week education program, a great increase in physical, mental, and psychological reaction times in children was observed (Yenal *et al.*, 1999; Sarikaya *et al.*, 2017).

Suggestions:

Our recommendations based on the research are as follows;

- Physical Education and Sports lesson, which has been proven by researches that it has an impact on academic success, should be given as a lesson in all departments.
- They have a more positive attitude towards university science Physical Education and Sports lessons coming from low-income families. Therefore, Physical Education and Sports can be used as a tool to achieve social balance.
- Physical Education and Sports lesson in the 1st grade of universities can be used as a positive motivation source on students. This situation may positively affect their academic success in the following years.
- Physical Education and Sports lesson is not only a motivational tool, but also should be re-evaluated on personality change and developed by researchers with different methods.
- It should be taken to a different level with traditional theories depending on the technology.
- A lesson should be prepared in which motor skills as well as skills can be developed together.
- The research can provide more meaningful results with more samples.

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