

ATTITUDES OF 11-15 YEARS OLD STUDENTS TOWARDS PHYSICAL EDUCATION COURSE

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ABSTRACT

Sport is an activity that should not be neglected in order to make our life more regular and healthy. Individuals should meet the sport at an early age and they should make a habit of this activity so as to continue throughout their lives. Therefore, physical education courses are available in educational institutions. However, it is necessary that the activities in the course of physical education need to be attractive for volunteering and becoming permanent. The objective of this study was to measure attitudes of students towards physical education. The fact that students encounter continuously exams during their education period increases their stress levels and physical education course reduces these stresses. However, students who consider their exams during the physical education class cannot be expected to enjoy doing this course. Under these conditions, the motivation and interest levels of the students are tried to be identified by determining the current situation in the research. The study was applied to 100 students Erzurum province in September 2018. According to the findings, students' positive attitudes towards physical education lesson are quite high. There are significant differences between the students when their gender, age, weight and the number of siblings are considered.

Keyword: Attitude, physical education courses.

1. INTRODUCTION

Human body is the activity point and the goal is the whole personality and integrity of man in physical education and the general education being done with human body. Physical education is the training of the human body. Physical education and sports, the harmonization of human mind and intellectual development and body development play an important role in individuals' being healthy, balanced, productive and happier in the societies in which they live (Özdenk, 2018).

Physical education is the education of being healthy, strong, happy personality and morality and also it is the education of acculturation, socialization and citizenship. It is a strong education area that provides growth, development and behaviour of the individual (Strchmeyer, 1983). Sport is a biological, pedagogical and social phenomenon that improves the physiological and psychological health of the individual by regulating their social behaviours and it brings them to a certain level of mental and motoric (Yetim, 2015).

Studies are carried out to improve the physical abilities and personality traits of students within physical education and sports activities in schools (Mohammad, Abraham, & Singh, 2011). Controlling their emotions and excitements, expressing them comfortably, making their emotions stable and gaining sensitivity to these facts are only some of the contributions that school sports provides to the students (Baumann, 1994). According to Keten (1993), sports in school is one of the most necessary tools for social development and the ability of students to adapt to the new requirements of society can be developed in this way.

Physical Education, which is a part of school curricula, is a lesson that helps children and young people to improve their physical, affective, social and mental aspects (Mohammad et al., 2011). The goal is to ensure that the child is physically healthy and that psycho-motor behaviour is adequately developed (Ministry of National Education). Physical education and sport activities can be regarded as the most appropriate and important training tool in educating and developing the body and soul structure of children and young people. Sports make a huge contribution to the upbringing of young generations as constructive, qualified, and creative and having a national unity, togetherness and high level of behaviour (Yetim, 2015).

In terms of children and young people, sports are very important both socially and psychologically as well as physical development. The child recognizes his/her environment through the sport, communicates, increases his/her self-confidence, and reinforces his/her position in the community. The

child also learns many positive aspects such as self-control, to concentrate on a subject, to be able to use the will, motivation to succeed from a psychological point of view (Sevim, 1997).

Today, there are many reasons for doing sport such as being healthy, fun, increase business efficiency, socialization and new friends when the goals for doing sport of the people are taken into consideration. Thanks to the right sports policies to be implemented, sports and physical activity can not only improve health, but also physical well-being and at the same time, it can provide many positive behaviours and values in the field of social harmony and education from an early age to children (Özdenk, 2018). In many countries, it has been a state policy to direct people back to a moving lifestyle (Açıkada, 1990).

2. METHODS AND MATERIALS

2.1 Participants

The study was conducted on 100 students of Erzurum province of Turkey. Among 100 students 42 were females and remaining 58 were males. The other demographic information is presented in below Table 1.

Table 1: Demographic data

Variance		n	%
Gender	Female	42	41.2
	Male	58	56.9
Age	11-12	16	15.7
	13	41	40.2
	14-15	43	42.2
Height (cm)	135-150	36	35.3
	151-159	32	31.4
	160-188	32	31.4

Variance		N	%
Number of Siblings	1	17	16.7
	2	38	37.3
	3	28	27.5
	4	17	16.7
Weight (kg)	30-42	35	34.3
	43-50	34	33.3
	51-80	31	30.4
Sportsman in Family	Yes	53	52.0
	No	47	46.1

The demographic data of the participants are presented in the above Table 1. Accordingly, 42 of the participants are female and 58 are male. 16 people are 11-12 years old, 41 people are 13-15 years old and the other 43 people are 14-15 years old. The reason for the 13-year age group being taken as a year is that a significant proportion of the students are 13 years old. The distribution of the length of the participants is between 135-188 cm. 36 people are between 135-150 cm, 32 people are between 151-159 cm and 32 people are 160-188 cm. The reason why age, height and weight ranges are not equal is that individuals do not have close numbers in each feature. The groups are equally distributed by the researcher in order to make parametric tests. When the weight distribution is considered, there are 35 people in the range of 30-42 kg; 34 people in the range of 43-50 kg and lastly 31 individuals in the range of 51-80 kg. On the other hand, when we look at the status of family athletes, it is understood that 53 people have athletes in their family and 47 people do not have any athletes in their family.

2.2 Tool and Process of Data Collection

A questionnaire having questions related with attitude towards physical education was used. All subjects were asked to respond on given questionnaire. There responses were recorded and analyzed statistically by using t test.

3. RESULTS

The results of data obtained from the questionnaire prepared to measure attitudes towards physical education lesson of the students between the ages of 11-15 are listed in the following tables.

Table 2: Attitudes towards physical education course

	Aritmetic mean Min-max	s.s
Wait impatiently	4.5500	.86894
I feel	4.4300	1.24117
I see	1.6600	1.21622
I win	4.0600	1.06192
I take	4.0100	1.22676
I get	4.1700	1.11966

I understand	4.4800	.91541
I apply	4.0400	1.18850
It increases	4.4200	.83097
Course load increases	3.7800	1.29162
Our sincerity gains strength	4.2600	1.08823
I trust	4.2300	1.06225
I play friendly	4.5000	.78496
I think	4.3900	.85156
I find pleasure	4.3900	.91998
In-class interaction increases	4.3200	.93073
I think I cannot learn	2.2700	1.54955
Should be more	4.0900	1.38604
Take again	2.0400	1.46280
I think it's useless	2.3600	1.57326
It contributes	4.3800	.91872
I am relaxing	4.2500	1.04809
I know well	4.2600	1.09747
It's the course of lazy students	1.7900	1.32035
It should be taken out curricula	1.7400	1.23599
I do not want to join	2.1600	1.54867
I notice	4.2600	1.06002
I protect well	4.1700	1.19810
I disturb	2.2900	1.44456
Learn skills	1.8900	1.34010
It encourages	4.0900	1.27995
We make exercises	4.5200	2.80505
I avoid	4.3400	1.00725
I attend only for grade	2.1600	1.55518
It encourages for breaking	1.7500	1.25831

There are averages and standard deviations of participatory attitudes in Table 2. The highest average belongs to the expression of “*I'll wait impatiently physical education lesson*”. with the value of 4,55. There is an expression of “I find physical education lesson useless” with the value of 1, 66 in the lowest mean. In the table, negative attitudes are low and positive attitudes are high. According to these results, attitude tendencies of the participants can be evaluated as positive.

As a result of the tests applied according to the status of athletes in the family, no significant difference is found in any expression. The expressions with significant differences according to individual characteristics are listed in the following tables.

Table 3: Different test between attitudes as per gender

Expressions	Gender	n	Aritmetic mean	s.s.	T	p
I understand	Female	42	4.2619	1.10563	-2.060	.042
	Male	58	4.6379	.71814		
It increases	Female	42	4.1667	.96061	-2.674	.009
	Male	58	4.6034	.67381		
We take again	Female	42	2.4286	1.74108	2.309	.023
	Male	58	1.7586	1.15941		

In Table 3, the attitude difference according to gender variable is examined. In the table, only three expressions are found to be significantly different between men and women and also men are supposed to display much positive attitude for those three expressions.

Table 4: Different test between attitudes as per weight

Expressions	Weight (kg)	n	Aritmetic mean	s.s.	t	p
It should be removed from curricula	30-42	35	1.6571	1.25892	4.867	.040
	43-50	34	2.1471	1.43827		
	51-80	31	1.3871	.80322		
I think	30-42	35	4.3714	.91026	2.185	.048
	43-50	34	4.6471	.54397		
	51-80	31	4.1290	.99136		
I apply	30-42	35	4.4000	.97619	5.101	.025
	43-50	34	4.0588	1.12657		
	51-80	31	3.6129	1.35837		

According to the weight, attitude differences are sought in Table 4. Accordingly, there are significant differences in the three expressions. Those in the range of 43-50 kg have a higher average than others in the matter of *removing the physical education course from curricula*. Again, the same group of participants have a higher average rate than others in that *they do not learn anything in physical education course*. In the third expression, students with low weight have a higher average than others.

Table 5: Different test between attitudes as per age

Expressions	Age	n	Arithmetic mean	s.s.	T	p
I get	11-12	16	4.6875	.70415	4.844	.010
	13	41	4.1220	.92723		
	14-15	43	3.7674	1.19198		
I take	11-12	16	4.7500	.77460	7.441	.001
	13	41	4.4146	.97405		
	14-15	43	3.7209	1.20170		
I understand	11-12	16	5.0000	.00000	4.533	.013
	13	41	4.5366	.95125		
	14-15	43	4.2326	.97192		
I stay away	11-12	16	4.8125	.40311	3.143	.048
	13	41	4.0976	1.20010		
	14-15	43	4.3953	.90342		

In Table 5, there is a significant difference between the attitudes of the participants according to their age in the four expressions. The participants in the 11-12 age groups are higher than the others. Individuals in the group of 11-12 years old stated that *they have developed positive attitudes and behaviours through physical education course*.

Table 6: Different Test between attitudes as per number of siblings

Expressions	Number of Siblings	n	Arithmetic mean	s.s.	t	P
I apply	1	17	3.6471	1.36662	2.862	.041
	2	38	4.3684	.88290		
	3	28	3.6786	1.49204		
	4	17	4.2941	.77174		
Course load increases	1	17	4.0588	1.29762	2.762	.046
	2	38	3.4211	1.34830		
	3	28	3.7143	1.32936		
	4	17	4.4118	.79521		

According to the number of siblings, there are significant differences in two expressions in the table. Accordingly, there are differences that are not related to the increase in the number of siblings.

In Table 6, attitude differences are tested according to the achievement grade variable. Accordingly, expressions in the number of 12, 14, 15, 16 and 19 have significant differences. In these expressions, the attitudes of the students whose success grade is between 2.50-3.00 are higher than the others.

4. DISCUSSION

In a study conducted by Güllü and Güçlü (2009) found that there was no significant difference between the attitudes of children towards physical education and gender. This finding is not parallel to our study.

Güllü Şarvan, Öztaşyonar and Kaplan (2016) in their study found that there are no significant differences in the attitudes of children in different ages towards physical education course. In our study, there was a significant difference in the four expressions between the attitudes of the participants according to their age. The participants in the 11-12 age groups were higher than the others. This study is not in line with our study.

Ekici, Bayrakdar and Hacıcaferoğlu (2011) found no significant difference in the number of siblings in their study. While this finding does not support our study, Çelik and Pulur (2011) found a statistically significant difference in their study. This study supports our findings “there are important differences according to the number of siblings”.

In Yıldız and Özbek’s study (2018), it has been identified that attitudes of parents who do sports towards physical education course has been found to be more positive than the parents who do not sport. These findings do not correspond to our study.

5. CONCLUSION

In the research, there are significant differences in some expressions as to gender at difference test done according to individual features. Male students deliver much positive opinions than female students. In general, men are more likely to be interested in sports. In the difference tests according to the weight variance, normal weight are more satisfied than the other weights although they want physical education course to be removed from the curricula. If this is the case, it is possible that those who have normal weight will have out-of-school sports experiences. For this reason, they may consider the lesson to be redundant. Significant differences are observed in some expressions according to ages of students. The positive attitudes of the younger students are higher. In this case, it is understood that they may find opportunities to make sports activities via physical education course. It is likely that those who are older can be more advanced in their ability to do sports and organize themselves. Therefore, attitudes towards the course may be low. There are meaningful differences in some expressions according to difference test considering the number of siblings. As the number of siblings increases, the positive attitude increases. The fact that the brothers have the opportunity to play games and sport among themselves may have been effective in this. It is clear that the physical education course supports other courses and strengthens the students physically and mentally. The important thing is that students enjoy physical education classes and do so willingly. In this way, the benefit from physical education course will reach the highest level. In this study, the attitudes of the students towards physical education lesson are determined positively. In order to determine the benefits of physical education, such research should be expanded. The students who attend the physical education course and those who do not attend the course should be compared with their social relations and psychological levels. On the other hand, the curriculum needs to be improved in order to increase the effectiveness of the physical education course.

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