

The comparison of attitudes of general high school and religion-oriented high school students related with physical education and sport lessons

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Abstract

The objective of this research was to compare the general high school students who received general education and the religion-oriented high school students who received religious education in terms of the attitudes about the physical education and sport course in accordance with the independent variables derived from the students' personal information and their families, and to identify whether there was a meaningful difference between them or not. The population of the research was made of 19245 students receiving education in the general high schools and the religion-oriented high schools at the Yenimahalle district of the Ankara province in the academic year 2009 – 2010. As a data collection means, 5 point likert Physical Education and Sport Attitude Scale developed by Demirhan & Altay was used herein. In order to determine if there was any difference in the attitudes of the students t-tests were applied in the statistical processes. For all the statistical estimations, the significance level was regarded to be 0.05. According to the research results; when the measured attitudes of the general high school students and the measured attitudes of the religion-oriented high school students about the physical education and sport course were compared, the statistically meaningful differences were observed between the attitudes of the male students studying at the general high schools and the male students studying at the religion-oriented high schools, between the attitudes of the female students having education at the general high schools and the attitudes of the female students having education at the religion-oriented high schools, between the attitudes of students in the general high schools in terms of their genders, between the attitudes of students in the religion-oriented high schools in terms of their genders, between the gender-based attitudes of all students who were included in the scope of the research, between the learning school type-based attitudes of the students who were individuals doing physical exercise in their family.

Keywords: Attitude, general high school, physical education course, religion-oriented high school.

INTRODUCTION

The opinion that a person's body which creates its harmony with mental and spiritual items, must be given education for some objectives is as old as the existence of human on the earth. Any movement which is only one sign of dynamism, also a basic instrument of physical education (1). Today we are making this true mostly via sport.

Sport is a concept which comes from the existence of mankind to today. It has been used for various objects in various periods. Sport which has occurred with the birth of humanity, that is, the existence of movement, has served to different fields with different objectives such as moving, enjoying, valuing spare time, going hunting, giving military

training, making preparations for wars, educating and managing the countries (12).

The word attitude originates from the word "aptus" in Latin, means "appropriate and ready for an action". But today the attitude researchers consider it as a structure which precedes behaviours, directs our selections and decisions regarding actions even though it is not directly observable (9).

Any individual struggles due to values the one learns through socialization. Any attitude is based on an individual's beliefs. An attitude, a situation or a thing is regarded as a positive or negative indicator of an evaluation (11).

The concept of attitude has had many different definitions because it was used for various meanings in various disciplines. An attitude is a situation of being prepared which continues and decides whether an individual shows positive or negative emotional reactions to any object or any condition identified with any value item in the psychological process. An attitude is also a predisposition of mental, emotional and behavioral reactions based on an individual's experience, information, emotion and motivation relating to himself or to any object, social issue or event in his environment. An attitude means a learned tendency of giving positive or negative reactions to certain objects, situations, institutions, concepts or other people. In addition to these, an attitude means that an individual has a learned tendency to show certain behaviors against certain people, objects and conditions (4).

The aim of this research is to determine whether there is a significant difference in the attitudes about the physical education and sport course between the high school students having general education and the religion-oriented high school students having religious education in accordance with the independent variables from the students' personal information.

MATERIALS & METHODS

This research was done with the descriptive method and the relational screening model. The scope of the research consisted of 10665 students studying at 15 general high schools and 2 religion-oriented high schools in the academic year 2009-2010 in the Yenimahalle District of the Ankara province which has a wide variety of socio-economic and socio-cultural terms and a cosmopolitan structure. The Physical Education and Sport Attitude Scale was used to determine the attitudes about the physical education and sport course of participants. The questionnaire was applied to 2050 students totally. 1973 of all the

questionnaires were evaluated, 77 of them were excluded from the study because they were deemed to be frivolous and missing.

In analysis of data, the SPSS 15.0 (Statistical Packages for Social Sciences) package programme was used. To determine the student attitudes and opinions from "the Physical Education and Sport Attitude Scale" used herein, percentage, frequency, arithmetical average and standard deviation from the descriptive statistical techniques were chosen. Also, t-tests were performed for the independent groups to figure out whether there was a significant difference in the participants' opinions in terms of some variables and to see from which group this difference resulted.

RESULTS

In this section, the findings about the demographical data of the students participated in the research from the general high schools and the religion-oriented high schools and their attitude points were studied and the detailed explanations about the tables were given.

According to data at Table 3, any statistically significant differences were not observed in the students' attitude points relating to the physical education and sport course in accordance with their learning school types ($p > 0.05$).

In accordance with data at Table 4, a statistically significant difference was found in favour of the male students studying at the general high schools considering the attitude points of the male students about the physical education and sport course ($p < 0,05$). Table 4 also showed that there was a statistically significant difference in favour of the female participants studying at the religion-oriented high schools considering the attitude points of the female students about the physical education and sport course ($p < 0.05$).

Table 1. Distribution of findings about students' personal information.

		School Type				Total	
		General High School		Religion-Oriented High School		n	%
		n	%	n	%		
Gender	Male	761	44	61	26	822	42
	Female	980	56	171	74	1.151	58
Age	15 aged and below	645	37	74	32	719	36
	16-17 aged	594	34	120	52	714	36
	18 aged and over	502	29	38	16	540	28

Table 2. Distribution of students' attitudes about physical education course.

		School Type				Total	
		General High School		Religion-Oriented High School		n	%
		n	%	n	%		
Do you participate in the physical education courses willingly and amusingly?	Yes	1.092	63	144	62	1.236	63
	Partly	369	21	48	21	417	21
	No	280	16	40	17	320	16
Do you want to play in the school team?	Yes	692	40	75	32	767	39
	Partly	339	19	48	21	387	20
	No	710	41	109	47	819	42
What do you think about which is an obstacle for the physical education courses?	Incapable Physical Education Teacher	409	23	33	14	442	22
	No Physical Education Teacher	70	4	6	3	76	4
	Hall, Field and materials are not enough	835	48	48	21	883	45
	No time due to the other intensive courses	427	25	145	63	572	29
Did you think to have a health report in order not to participate in the physical education courses?	Yes	195	11	25	11	220	11
	No	1.534	88	200	86	1.734	88
	Having Report	12	1	7	3	19	1

Table 3. T-test results of attitude points of students about physical education and sport course in accordance with their learning school types.

School Type	n	Average	Std. Deviation	Sd	t	P
General High School	1741	87.86	22.14	1971	1.320	0.187
Religion-Oriented High School	232	85.83	20.47			

Table 4. T-test results of attitude points of students studying at general high schools and religion-oriented high schools about physical education and sport course in accordance with their genders.

Gender	School Type	n	Average	Std. Deviation	t	Sd	P
Male	General High School	761	100.68	15.34	3.074	820	0.002*
	Religion-Oriented High School	61	94.36	16.82			
Female	General High School	980	77.90	21.48	-2.761	1149	0.006*
	Religion-Oriented High School	171	82.79	20.83			

*p<0.05

Table 5. T-test results of attitude points of students studying at general high schools about physical education and sport course in accordance with their genders.

School Type	Gender	n	Average	Std. Deviation	Sd	t	P
General High School	Male	761	100.68	15.34	1739	24.768	0.000*
	Female	980	77.90	21.48			

*p<0.01

Towards data at Table 5, there was a statistically significant difference in favour of the male students in terms of the attitudes about the

physical education and sport course in accordance with the genders of the students having education at the high schools (p<0.01).

Table 6. T-test results of attitude points of students studying at religion-oriented high schools about physical education and sport course in accordance with their genders.

School Type	Gender	n	Average	Std. Deviation	SD	t	P
Religion-Oriented High School	Male	61	94.36	16.82	230	3.905	0.000*
	Female	171	82.79	20.83			

*p<0.01

Table 7. T-test results of attitude points of all students involved in study about physical education and sport course in accordance with their genders without noticing school types.

Gender	n	Average	Std. Deviation	Sd	t	P
Male	822	100.21	15.53	1971	24.617	0.000*
Female	1151	78.62	21.45			

*p<0.01

Table 8. T-test results of attitude points of students studying at general high schools and religion-oriented high schools about physical education and sport course in accordance with their ages.

Age	School Type	n	Average	Std. Deviation	Sd	t	P
Aged 15 and below	General High School	645	84.22	22.65	717	-0.456	0.649
	Religion-Oriented High School	74	85.47	20.92			
Aged 16-17	General High School	594	91.32	19.74	712	1.948	0.052
	Religion-Oriented High School	120	87.48	19.66			
Aged 18 and over	General High School	502	88.44	23.45	538	1.806	0.071
	Religion-Oriented High School	38	81.34	21.90			

In accordance with data at Table 6, there was a statistically significant difference in favour of the male students as it can be seen about the attitudes of the students studying at the religion-oriented high schools about the physical education and sport course ($p < 0.01$).

Table 7 showed a significant difference in favour of the male students in the attitudes of all the students participated in the research about the physical education and sport course in accordance with their genders ($p < 0.01$).

According to data at Table 8, there was not any significant difference in the attitude points of the students aged 15 and below it about the physical education and sport course in accordance with the their learning school types ($p > 0.05$).

DISCUSSION

In this section, the attitude points of the students studying at the general high schools and the religion-oriented high schools about the physical education and sport course, and the findings related with the statistical differences between their school types, genders and ages were discussed.

When examining the students' attitudes to see whether their attitudes about the physical education

and sport course differed in the school type of the students studying at the general high schools and the religion-oriented high schools, the attitudes of the students studying at the general high schools about the physical education and sport course were estimated to be higher than the attitudes of the students studying at the religion-oriented high schools. But any statistically significant differences were found between the attitudes of the students studying at the general high schools and the attitudes of the students studying at the religion-oriented high school. When the averages of the attitude points from the students' responses to 24 attitude articles in the questionnaire form were analyzed, the attitudes regarding the physical education and sport course were positive although there were not any differences in the attitudes of the students studying at both school types. Güllü (8) and Çetin (3) studied the attitudes of the high school students about the physical education course and found that the attitudes of high school students about the physical education and sport were positive. Güllü's study (8) showed that the attitude points of the general high school students were higher than the attitude points of the vocational and technical high school students about the physical education and sport course.

Göde (7) focused on the practices and relevant problems in the physical education course at the religion-oriented high schools, stated that the female and male students did exercises in the same environment, that they had problems with sportive clothes, the students wanted the things to be appropriate for the Islamic Religion and generally said "Yes" to the questions "Do you like the Physical Education Course?" and "If an environment appropriate for your belief was here, do you want to take the Physical Education Course?". These answers given by the religion-oriented high school students showed that the attitudes and the viewpoints about the physical education and sport were positive, and these were in parallel with our study's findings.

When analyzing whether the attitudes of the students having education in the general high schools and the religion-oriented high schools about the physical education and sport course differed from each other in accordance with their genders, it was clear that the attitudes of the male students studying at the general high schools regarding the physical education and sport were higher than the attitudes of the male students studying at the religion-oriented high schools. There was a statistically significant difference between the attitudes of the male students studying at the general high schools and the attitudes of the male students studying at the religion-oriented high schools.

When we only evaluated the students studying at the general high schools, the attitudes of the male students about the physical education and sport course were significantly higher than the attitudes of the female students. A significant difference was found in the attitudes of the students studying at the general high schools about the physical education and sport course in terms of their genders.

When we only dealt with the students studying at the religion-oriented high schools, the male students' attitudes about the physical education and sport course were significantly higher than the female students' attitudes about the physical education and sport course. Again there was a significant difference in the attitudes of the students having education in the religion-oriented high schools about the physical education and sport in accordance with their genders.

Şişko & Demirhan (14) put forward that there was a significant difference in the attitudes of the female and male students studying at the primary-

secondary schools and the high schools about the physical education and sport course due to their genders. In another study titled with the Evaluation of High School Students' Attitudes about the Physical Education Course by Ekici et al. (6), the differences in genders were significant.

Our research supports our findings. Chung & Phillips (2) stated that the male students studying at the high schools had more attitude points regarding the physical education and more exercise values for leisure time than the female students when they studied the relation between the attitudes regarding the physical education and the leisure time activities.

Similarly, Güllü (8) and Çetin (3)'s research which aimed to determine the attitudes of the high school students about the physical education course, showed that the male students' attitudes about the physical education and sport course were higher than the female students' attitudes and that there were significant differences in their genders. Stelzer's study (13) on the high school students' attitudes about the physical education in Austria, Czech Republic, England and America revealed that there were significant differences in the students' attitudes about the physical education in accordance with the countries and gender variables.

Üzüm & Mirzeoğlu (16) suggested in their study named the place and importance of sport in beliefs and attitudes that the physical education teachers and the sportmen duties in some regions mostly complained about the local people not to give necessary importance to sport in the areas they performed, and emphasized that especially women kept themselves away from the sportive activities with the reason that it was unfavourable in religious terms and a sin.

By examining the students' attitudes about whether the attitudes of the students studying at the general high schools and the religion-oriented high schools about the physical education and sport course differed in their ages, any significant differences were not seen between the attitudes of the students aged 15 and below, studying at the religion-oriented high schools about the physical education course and the attitudes of the students in the same age group, studying at the general high schools.

There were no significant differences between the attitudes about the physical education course for the students aged 16-17 studying at the general high schools and the attitudes of the students in the same

age group, studying at the religion-oriented high schools.

Furthermore, there were not any significant differences between the attitudes about the physical education course for the students aged 18 and over studying at the general high schools and the attitudes of the students in the same age group, studying at the religion-oriented high schools.

Taşgın & Tekin (15) concluded that the students aged 17 had higher and more positive attitudes about the physical education course than the students aged 14, 15 and 16. This research complies with our findings and supports our research as well. Güllü (8) informed that the attitude points of the students aged 15 was the highest as the attitude points of the students aged 17 was the lowest.

In conclusion, it was understood that the attitudes of the students about the physical education and sport course at the general high schools and the religion-oriented schools were generally positive in both school types.

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