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Investigation of Attitudes of Sports Sciences Faculty Students Towards Learning

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Abstract

Aim: The purpose of this study is to examine the attitudes of students studying in the field of sports sciences towards learning according to some variables.

Methods: A survey model, one of the descriptive research models, was used in this research. A total of 425 university students, 199 female and 226 male, studying in the sports sciences faculties of four different universities in Türkiye participated in the research. The Attitude Towards Learning Scale was used to determine the participants' attitudes towards learning. Pearson correlation analysis and multivariate analysis of variance (MANOVA) were used in the analysis of data.

Results: In the analysis conducted on the gender variable, no difference was found in the nature of learning and anxiety towards learning sub-dimensions, while females scored higher than males in terms of expectations, openness to learning, and overall attitude scores ($p<0.05$). Statistically significant differences were found in the nature of learning, expectations, openness, and general attitude scores of students in terms of their departments. The attitude scores of first-year students were found to be lower than those of second, third, and fourth-year students ($p<0.05$). It was determined that the anxiety scores of fourth-year students were lower than those of first-year students ($p<0.05$). Additionally, it was found that as the age of the students increased, the scores for the nature of learning and openness to learning increased, while the anxiety scores decreased ($p<0.05$).

Conclusion: Gender, age, department, and class level are effective in determining the attitudes of students studying at sports sciences faculties towards learning.

Keywords

Learning,
Students,
Attitude.

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Spor Bilimleri Fakültesi Öğrencilerinin Öğrenmeye İlişkin Tutumlarının İncelenmesi

Özet

Amaç: Bu çalışmanın amacı, spor bilimleri alanında öğrenim gören öğrencilerin öğrenmeye yönelik tutumlarını bazı değişkenlere göre incelemektir.

Yöntem: Araştırmada betimsel araştırma modellerinden biri olan tarama modeli kullanılmıştır. Araştırmaya Türkiye'deki dört farklı üniversitenin spor bilimleri fakültelerinde öğrenim gören 199 kadın ve 226 erkek olmak üzere toplam 425 üniversite öğrencisi katılmıştır. Çalışmada, katılımcıların öğrenmeye yönelik tutumlarını belirlemek için Öğrenmeye Yönelik Tutum Ölçeği kullanılmıştır. Verilerin analizinde pearson korelasyon analizi ve çok değişkenli varyans analizi (MANOVA) kullanılmıştır.

Bulgular: Cinsiyet değişkeni üzerinden yapılan analizde öğrenmenin doğası ve öğrenmeye ilişkin kaygı alt boyutunda farklılık bulunmazken öğrenmeye ilişkin beklentiler, açıklık ve toplam tutum puanında kadınların erkeklerden yüksek puan aldığı tespit edilmiştir ($p<0,05$). Öğrencilerin bölümleri açısından öğrenmenin doğası, beklentiler, açıklık ve genel tutum puanlarında istatistiksel olarak anlamlı farklılıklar saptanmıştır. Birinci sınıfta okuyan öğrencilerin öğrenmenin doğasına ilişkin tutum puanı ikinci, üçüncü ve dördüncü sınıftaki öğrencilere göre daha düşük bulunmuştur ($p<0,05$). Dördüncü sınıfta okuyan öğrencilerin öğrenmeye ilişkin kaygılar puanının birinci sınıftaki öğrencilere göre daha düşük olduğu belirlenmiştir ($p<0,05$). Ayrıca, spor bilimleri fakültesi öğrencilerinin yaşı ilerledikçe öğrenmenin doğası ve öğrenmeye açıklık puanlarının arttığını, öğrenmeyle ilgili kaygı puanlarının ise azaldığını gösteren istatistiksel olarak anlamlı bulgular elde edilmiştir ($p<0,05$).

Sonuç: Araştırma sonucunda spor bilimleri fakültelerinde öğrenim gören öğrencilerin öğremeye ilişkin tutumlarını belirlemede cinsiyet, yaş, öğrenim görülen bölüm ve sınıf düzeyinin etkili olduğu söylenebilir.

Anahtar Kelimeler

Öğrenme,
Öğrenci,
Tutum.

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INTRODUCTION

Individuals in the field of sports sciences usually launch their careers as coaches, teachers or administrators in line with their learning outcomes. Especially graduates of coaching and teaching departments are involved in intensive teaching activities in the schools and clubs they work in. It would be instructive to define the concept of teaching at this juncture. Teaching is a universal occupation and increases the quality of learning (Kara and Uysal, 2015). In this study, another important concept is learning, and different definitions can be found in the literature. According to Washburne (2006), learning is the improvement of problem-solving skills through experience. Gagne (1985), on the other hand, defined learning as relatively permanent changes in an individual's state or ability that are not merely the result of growth processes. Learning can broadly be defined as a change in behavior that occurs as a result of experience and is in some degree determined and permanent (Açıkgöz, 2009).

Considering that learning can be shaped by attitudes (Kağıtçıbaşı, 2006), it can be stated that attitude is important in the learning tendencies of education experts. Attitude is a tendency attributed to an individual and forms his/her thoughts, feelings and behaviors about a psychological object in an orderly manner (Kağıtçıbaşı, 2006). What an attitude creates is not only a behavior tendency or a feeling, but also an integration of thought-feeling-behavior tendency (Kağıtçıbaşı, 2006). It has been stated that attitudes towards learning affect the motivation and performance of an educator, as in all individuals, and that the attitudes of individuals involved in educational activities towards learning are reflected in behaviors and performance (Kara and Uysal, 2015). In fact, attitude is directly related to the high performance of the instructor as well as his/her willingness and effort to access academic information regarding teaching activities (Karagiannopoulou and Christtodoulides, 2005; Kara and Uysal, 2015). According to Popham (2005), students' attitudes or interests are of great importance to educators because emotional tendencies are strong factors in students' subsequent behaviors.

In our rapidly developing world, new information or data may lose its relevance or accuracy tomorrow. In this respect, in this age where information and data change and develop rapidly, being willing to learn throughout life is now of greater importance (Kara, 2010). Lifelong learning is defined as all learning activities that a person participates in throughout his/her life in order to develop his/her knowledge, skills, interests and competencies with an individual, community, social and employment-related approach (Özçiftci and Çakır, 2015). In this sense, it can be emphasized once again that the attitude that affects learning motivation is important with new developments in our age.

Considering the studies on attitudes towards learning conducted with university students in the literature, it is clear that gender, age, branch or department factors are evaluated. In the study conducted by Taşgın and Çoşkun (2018) with university students, the attitude scores of women were found to be higher than men in the dimensions of openness and expectation in attitudes towards learning. In the study conducted by Dikmen et al. (2018), the attitude score of students aged 18-23 in the openness to learning dimension was found to be lower compared to students aged over 24. Yıldırım et al. (2022) reported that the openness to learning sub-dimension score of students studying in the department of sports sciences was higher than that of students studying in other departments. Prokop et al. (2007) found a positive correlation between attitudes and knowledge levels as a result of their study with university students in Slovakia and stated that positive attitudes increase success in the course. In other words, as attitudes are positive, the level of knowledge also increases. Liaw et al. (2007) stated that positive attitudes consist of self-efficacy, usability, liking, and similar feelings. Positive attitudes towards learning any subject positively affect academic success in that subject because positive attitudes trigger people's motivation towards their work and tasks.

Attitudes towards learning are a subject that needs to be emphasized in the field of sports sciences, where not only the cognitive field but also the affective and especially psychomotor learning field are in focus, as in all fields. The field of sports science is an interdisciplinary field that focuses on the scientific principles and practices underlying the performance of athletes and the effectiveness of physical activity and sports programs (Pauw et al., 2013). Sports science is a part of education that prioritizes physical activity and the support of healthy living for physical, mental, social, emotional, and character growth and development. Considering that sports science graduates have active working lives such as physical activity, competition, and sports organization, we can say that experience and the change in skills require a positive attitude towards learning. Because it has been emphasized that a positive attitude develops learning motivation and has an effect on learning behavior (Deci and Ryan,

2000; Kağıtçıbaşı, 2006). Examining the attitudes and behaviors of students working in the field of sports sciences towards learning can contribute to new studies to be conducted in this field with up-to-date data on students' expectations, concerns and openness to learning. It can be stated that the number of studies on attitudes towards learning in the field of sports sciences is limited. Some studies provide partial information on the learning attitudes of students studying in the field of sports sciences.

The evaluation of students studying in the field of sports sciences regarding the attitudes towards learning by taking into account various variables will be a source of information for administrators and academicians who organize learning-teaching activities and curricul. In this context, the purpose of this study was to reveal the attitudes of students studying in the field of sports sciences towards learning by considering the variables of gender, age, and the department in which they were enrolled.

METHOD

Model of the research

In this study, a descriptive survey model was used to determine the attitudes of university students studying in the field of Sports Sciences towards learning. Descriptive studies aim to provide a detailed account of phenomena as they naturally occur (Erkuş, 2005).

The universe and sample of the research

A total of 425 university students, 199 female and 226 male, studying in the coaching education, physical education and sports teaching, sports management and recreation departments of the sports sciences faculties of four different universities in Türkiye in the 2023-2024 academic year participated in the study. The ages of the students ranged from 18 to 44, and the average age was 22.51+3.76. The students were included in the study using the 'convenience sampling method'. This method is a sampling method in which individuals who are easy for the researcher to reach and volunteer to participate in the study are accepted into the study. To facilitate rapid data collection, a convenience sampling method was utilized in the present study. The students were included in the study voluntarily. The characteristics of the students who participated in the study are presented in Table 1.

Table 1. Frequency and percentage values of demographic characteristics of participants

Variables	Group	n	%
Gender	Female	199	46.8
	Male	226	53.2
University	Dicle University	266	62.6
	Artvin Çoruh University	52	12.2
	Mersin University	88	20.7
	Siirt University	19	4.5
Department	Coaching Education	101	23.8
	Physical Education and Sports Teaching	183	43.1
	Sports Management	104	24.5
	Recreation	37	8.7
Grade Level	1st Year	67	15.8
	2nd Year	128	30.1
	3rd Year	112	26.4
	4th Year	118	27.8
Total		425	100

When Table 1 is examined, 46.8% of the students are female, 52.2% are male. Again, 62.6% continue their education at Dicle University, 12.2% at Artvin Coruh University, 20.7% at Mersin University, and 4.5% at Siirt University. 23.8% are studying in coaching education, 43.1% in physical education and sports teaching department, 24.5% in sports management, and 8.7% in recreation department. In addition, 15.8% are in their first year, 30.1% in their second year, 26.4% in their third year, and 27.8% in their fourth year.

Data collection tools of the research

Personal information form: A personal information form created by the researchers was used in the study to learn the personal information of the students. This form includes 5 questions regarding the

participants' gender (female, male), age, university, department (coaching education, physical education and sports teaching, sports management, recreation) and grade level (first, second, third, fourth year).

Attitude towards learning scale (ATLS): In the study, the Attitude Towards Learning Scale developed by Kara (2010) was used to reveal the participants' attitude levels towards learning in terms of different variables. The scale has a four-dimensional structure and consists of 40 items. The highest score that can be obtained for the nature of learning sub-dimension of the scale is 35, the lowest score is 7; the highest score for the expectations regarding learning sub-dimension is 45, the lowest score is 9; the highest score for the openness to learning sub-dimension is 55, the lowest score is 11; the highest score for the concerns regarding learning sub-dimension is 65, the lowest score is 13, and the highest score for the entire scale is 200, the lowest score is 40. The Cronbach's alpha internal consistency coefficient for the entire scale and its sub-dimensions varies between .72 and .81. In this study, the Cronbach's alpha internal consistency coefficient for the nature of learning sub-dimension is 0.62; 0.82 for the expectations-related-learning sub-dimension; .84 for the openness-to-learning sub-dimension; .80 for the concerns-related-learning sub-dimension and .70 for the entire scale. Nunnally and Bernstein (2010) stated that a Cronbach's alpha coefficient of .70 or higher for the entire scale in scales with sub-dimensions is sufficient for the reliability of the scale.

Data analysis of the research

In the study, descriptive statistics such as mean, standard deviation, percentage were examined first. The normal distribution status of the attitude scale and subscale scores related to learning was examined. It was found that the skewness values varied between -.379 and -.936, and the kurtosis values varied between .083 and -.838. Tabachnick and Fidell (2013) stated that normal distribution exists when the normal distribution values are between -1 and +1. According to this situation, it was revealed that the values examined were between the normal distribution values. Since the normal distribution condition was provided in the data analysis, Multivariate Analysis of Variance (MANOVA) and Pearson correlation analysis from parametric statistics were used. Conducting pairwise comparisons of means between more than two variables in statistical analysis increases the probability of a Type I error. Therefore, MANOVA analysis was used in this study for comparisons among means. In addition, the data in the study were analyzed using SPSS 23 software.

FINDINGS

This study aimed to examine the attitudes of individuals studying in the field of sports sciences towards learning in terms of different variables. In this context, MANOVA analysis was used in the analysis of data in order to compare the attitude scores of students studying in the departments of physical education and sports teaching, coaching education, sports management and recreation in the field of sports sciences according to gender, department and grade level. The mean, standard deviation, F values and post-hoc analysis results regarding the gender variable are given in Table 2.

Table 2. MANOVA analysis results of students' attitude towards learning scale and subscale scores according to gender

Scale and Subscales	Female		Male		$F_{(1,423)}$	p	Bonferroni
	X	SS	X	SS			
NL	29,48	3,72	30,19	3,80	3,846	0,051	-
ERL	39,78	4,95	38,49	5,42	6,570*	0,011	-
OTL	45,10	6,94	43,10	7,66	7,871**	0,005	-
CRL	35,68	7,64	35,79	8,60	0,021	0,886	-
ATLS	150,04	11,72	147,57	11,95	4,586*	0,033	-

Note: ATLS= Attitude Towards Learning Scale; NL = Nature of Learning; ERL = Expectations Regarding Learning; OTL = Openness to Learning; CRL = Concerns Regarding Learning.
* p< .05; ** p< .01

When Table 2 was examined, it was determined that there were significant differences between the scores of female and male students' attitudes towards learning (Pillai'sTrace=0.088; $F_{(1,423)}$ =10.155; p=0.000; η2=0.088). The findings showed that there was a statistically significant difference in favor of females between the mean scores of the expectations towards learning subscale ($F_{(1,423)}$=6.570; p=0.011; η2=0.015), openness to learning subscale ($F_{(1,423)}$=7.871; p=0.005; η2=0.018) and attitudes towards learning scale ($F_{(1,423)}$=4.586; p=0.033; η2=0.011). However, no significant difference was found in the

subscale scores of the nature of learning ($F_{(1,423)}$=3.846, p=0.051; η2=0.009) and concerns related to learning ($F_{(1,423)}$=0.021; p=0.886; η2=0.000).

In the study, data were analyzed to determine the difference in students' attitude scores towards learning according to the departments they study. The results are presented in Table 3.

Table 3. MANOVA analysis results of students' attitude scale and subscale scores towards learning according to the department they study

Scale and	CE[a]		PEST[b]		SY[c]		R[d]				
Subscales	X	SS	X	SS	X	SS	X	SS	$F_{(1,423)}$	p	Bonferroni
NL	28.50	3.88	30.89	3.09	28.92	4.31	31.14	3.15	13.545**	0.000	a<b, a<d, c<b, c<d
ERL	37.56	5.54	40.21	4.34	37.84	6.13	41.30	3.61	10.457**	0.000	a<b, a<d, c<b, c<d
OTL	41.17	7.73	45.73	6.54	42.70	8.00	47.27	4.86	12.739**	0.000	a<b, a<d, c<b, c<d
CRL	36.60	8.47	35.14	8.29	36.15	7.62	35.19	8.09	0.857	0.463	-
ATLS	143.83	11.68	151.96	9.71	145.62	13.99	154.89	7.92	17.779**	0.000	a<b, a<d, c<b, c<d

*Note: CE = Coaching Education; PEST = Physical Education and Sports Teaching; SM = Sports Management; R = Recreation; ATLS= Attitude Towards Learning Scale; NL = Nature of Learning; ERL = Expectations Regarding Learning; OTL = Openness to Learning; CRL = Concerns Regarding Learning. * p< .05; ** p< .01*

When Table 3 is examined, it is clear that there are significant differences between the attitude scores of the students studying in the departments of coaching education, physical education and sports teaching, sports management and recreation towards learning (Pillai'sTrace=0.143; $F_{(1,423)}$=5.246; p=0.000; η2=0.048). The findings show that this difference is due to the nature of learning subscale ($F_{(1,423)}$=13.545; p=0.000; η2=0.088). The results showed that there was a statistically significant difference between the mean scores of the expectations towards learning subscale ($F_{(1,423)}$=10.457, p=0.000; η2=0.069), openness to learning subscale ($F_{(1,423)}$=12.739; p=0.000; η2=0.083) and attitude towards learning scale ($F_{(1,423)}$=17.779; p=0.000; η2=0.112). In the study, the bonferroni test, a post-hoc test, was conducted to determine which groups this difference occurred between. The results show that the scores of the nature of learning, expectations towards learning, openness to learning and total attitude towards learning of the students continuing their education in the department of coaching education were significantly lower than those of the students in the department of physical education and sports teaching and recreation. It was found that the scores of the students studying in the sports management department regarding the nature of learning, expectations regarding learning, openness to learning and total attitude towards learning were significantly lower than those of the students studying in the physical education and sports teaching and recreation departments. However, no statistically significant difference was found in the scores of the students' concerns regarding learning ($F_{(1,423)}$=0.857; p=0.463; η2=0.006) subscales according to the departments they study.

MANOVA analysis was conducted in the study to reveal the difference in the scores of the students' attitudes towards learning according to the grade level they study. The findings of the analysis are given in Table 4.

Table 4. MANOVA analysis results of students' attitude scale and subscale scores towards learning according to class level.

Scales and	1st Year[1]		2nd Year[2]		3rd Year[3]		4th Year[4]		F	p	
Subscales	X	SS	X	SS	X	SS	X	SS			Bonferroni
NL	28.34	3.57	30.01	3.56	30.35	3.92	30.09	3.81	4.556**	0.004	1<2, 1<3, 1<4
ERL	38.66	5.27	39.22	4.79	38.79	5.53	39.50	4.44	0.543	0.653	-
OTL	42.55	7.95	43.68	7.29	43.95	7.27	45.36	7.27	2.282	0.079	-
CRL	37.91	8.28	35.99	7.54	35.53	8.30	34.43	8.40	2.693	0.046	4<1
ATLS	147.46	11.39	148.90	11.01	148.61	12.39	149.39	12.67	0.383	0.766	-

Note: ATLS= Attitude Towards Learning Scale; NL = Nature of Learning; ERL = Expectations Regarding Learning; OTL = Openness to Learning; CRL = Concerns Regarding Learning.
* p< .05; ** p< .01.

When Table 4 is examined, it is determined that there are significant differences between the attitude scores of the students studying in different grades in the field of sports sciences towards learning (Pillai'sTrace=0.070; $F_{(1,423)}$=2.503; p=0.003; η2=0.023). The findings revealed that there is a statistically significant difference between the mean scores of the nature of learning subscale ($F_{(1,423)}$=4.556; p=0.004; η2=0.031) and the concerns related to learning subscale ($F_{(1,423)}$=12.739; p=0.046; η2=0.019). Bonferroni test was conducted to determine between which grades this difference

occurs. The results show that the nature of learning scores of the first-year students are significantly lower than the second, third and fourth-year students. Again, it was found that the fourth-year students' scores of concerns regarding learning were significantly lower than those of the first-year students. However, it was determined that the scores of the expectations regarding learning subscale ($F_{(1,423)}$=0.543, p=0.653; η2=0.004), openness to learning subscale ($F_{(1,423)}$=2.282; p=0.079; η2=0.083) and attitudes toward learning scale ($F_{(1,423)}$=0.383; p=0.766; η2=0.003) did not differ statistically significantly according to the grade level of the students.

Table 5. Correlation analysis results regarding the ages of students and the scale and subscale scores of attitudes towards learning

Variables	NL	ERL	OTL	CRL	ATLS
	r	r	r	r	r
Age	.141**	.094	.105*	-.126**	.064

*Note: NL = Nature of Learning; ERL = Expectations Regarding Learning; OTL = Openness to Learning; CRL = Concerns Regarding Learning. * p< .05; ** p< .01*

Table 5 examines whether there is a relationship between the students' age and the scores they received from the ATL scale and its subscales. The analysis results show that there is a low-level positive relationship between the students' age and the NL subscale and OTL subscale, and a low-level negative relationship with the CRL subscale scores. According to these findings, as the age of students studying in the field of sports sciences increases, the scores for the nature of learning and openness to learning increase, while the scores for concerns related to learning decrease.

DISCUSSION

According to the results obtained in the study, it was revealed that the gender, age, department and class level of the students were effective in determining the attitude towards learning. When the gender variable was considered, it was determined that women received higher scores than men in the expectations, openness and total attitude scores towards learning, while there was no difference in learning and concerns related learning. There are studies in literature that partially support this result. Taşkın and Çoşkun (2018) found in their study that female students studying at university have a more open attitude towards learning and higher expectation attitudes towards learning compared to males. Dikmen et al. (2018) stated that female students' expectation attitudes towards learning are high in their study that also included students studying in the field of sports sciences at university. Yıldırım et al. (2022) conducted a study with students studying in the field of sports sciences and found that female students had a higher total score for attitudes towards learning. When the gender variable was evaluated together with these studies, the reason for the difference found in favor of women can be explained by the motivation process. In some studies, it has been stated that women's intrinsic motivation is higher than men in the academic success process and this affects the attitude towards learning (Vecchione et al., 2014; Bear et al. 2017).

There are studies in literature that do not match the findings of the gender variable. Güngör and Yenel (2020) revealed a dissimilar result in their study with students studying in the field of sports sciences and stated that the gender factor did not affect the attitude towards learning. Dikmen and Bahçeci (2022) stated in their study with university students that the gender factor did not affect the attitude towards learning. The dissimilar research results showed that it was difficult to generalize about the gender variable in the attitude towards learning and that more comprehensive research should be done on this subject.

Another result that emerged in the study is the differences in students' attitudes towards learning originating from the departments they study. It was concluded that the scores of the nature of learning, expectations regarding learning, openness to learning and total attitude towards learning of the students continuing their education in the coaching education department were lower than those of the students in the physical education and sports teaching and recreation department. In their study with sports science students, Yıldırım et al. (2022) reported that students studying in the teaching department had higher openness to learning attitude scores than students studying in other departments. Yıldırım et al. (2022) research finding is that there is a difference between the departments and this point is consistent with the result of the research. Again, in the same study, the negative attitude score of coaching education students towards learning was found to be high. In other words, it can be said that coaching

education students are close to negative attitudes. These results are consistent with the research findings. However, these findings do not constitute evidence at a level that can be generalized.

Another significant result obtained when the departments were evaluated was that the scores of the students studying in the sports management department regarding the nature of learning, expectations regarding learning, openness to learning and total attitude towards learning were significantly lower than those of the students studying in the physical education and sports teaching and recreation department. No study has been found that is similar to this result. In the study conducted by Yıldırım et al. (2022), which is similar to this study, the nature of learning, expectations regarding learning, openness to learning and total attitude scores towards learning of management department students were not found to be lower than physical education and sports teaching and recreation department students. Another of the few studies comparing the departments of students studying in the field of sports sciences is the research conducted by Turhan and Canpolat (2023) on attitudes towards information, communication and technology. In their study, Turhan and Canpolat (2023) stated that the department variable was not effective in attitudes towards information, communication and technology. The effect of the department in this study may be due to the different examination systems of universities and student admissions.

There are studies showing that the total attitude score towards learning is in favor of the students of the coaching education department between departments (Turaç, 2017; Yıldırım et al. 2022). These studies do not coincide with the results of the research. Turaç (2017) revealed that the attitude towards learning of the students of the coaching education department was higher in his study with the students of the physical education and sports teaching and coaching education departments. Yıldırım et al. (2022) stated in their study with students studying in the field of sports sciences that the attitude of the students of the coaching education department towards learning was higher. However, as mentioned above, Yıldırım et al. (2022) reported that the students of the teaching department had a higher attitude towards learning than the students of the coaching education department, and this showed that there was no direct proportion in the dimensions related to learning. These differences may be due to enrollment in schools with different examination systems. It was also observed in the study that the departments in which the student's study do not affect their concerns attitude towards learning. It can be stated that the main reasons for anxiety in the attitude towards learning are similar in students studying in the field of sports sciences.

When the participants were examined according to their grade levels, the attitude scores of the first-year students towards the nature of learning were found to be lower than those of the second, third and fourth-year students. As a result of the study conducted by Yıldırım et al. (2022) with sports science students at the university, the nature of learning attitude score of fourth-year students was found to be higher than other classes. This result is similar to the research result. It can be stated that especially in the fourth year, students have a positive attitude towards the nature of learning. Again, when the participants were examined according to their grade level, it was determined that there was a difference in the concerns attitude towards learning. It was determined that the concerns scores of fourth-year students regarding learning were lower than those of first-year students. A similar result was obtained in the study conducted by Yıldırım et al. (2022) with students studying in the field of sports sciences. Accordingly, the anxiety levels of first-year students were found to be higher than those of fourth-year students. Dikmen and Bahçeci (2022) stated in their study with university students that fourth- and third-year students had less avoidance behavior than first and second yearstudents. This result can be evaluated as a positive attitude towards learning, and it can be said that it is a similar result with the analysis of the class level variable in this study. When the class level is evaluated, it can be thought that experience is important, and the education received creates a difference in first and fourth years.

In the study, it was revealed that the grade level of the students was not effective in the scale of expectations regarding learning, openness to learning and attitude towards learning. Turhan and Canpolat (2023), who obtained a result supporting this result but evaluated the grade level in a different subject, stated in their study with students studying in the field of sports sciences that the grade level was not effective in the attitude towards information, communication and technology. Based on these results, it can be stated that the grade level was not effective in all dimensions related to learning.

In the study, the effect of the age factor on learning attitude was examined and it was observed that as the age of the students studying in the field of sports sciences increased, the scores of the nature

of learning and openness to learning increased, while the scores of anxieties related to learning decreased. Yıldırım et al. (2022) conducted a study with students studying in the field of sports sciences and found that those aged 23 and over embraced the nature of learning more, were more open to learning, and had higher attitudes towards learning than students aged 18-22. This result is like the result of the age variable of the study. Dikmen and Bahçeci (2022) stated that the age factor did not affect the attitude towards learning because of their research with university students. This result does not coincide with the age variable result of the research. At this point, it can be stated that age can create maturity in talented individuals due to experience and practice, and this can cause a decrease in anxiety scores. However, it should be noted that there should be more evidence that the age factor influences students studying in the field of sports sciences regarding learning attitude.

CONCLUSION

This research has revealed that the attitudes of students in the faculty of sports sciences towards learning can vary significantly depending on various individual and academic factors. The research results show that programs and strategies that take into account student characteristics should be developed in order to support positive attitudes towards learning. In particular, it is thought that initiatives aimed at reducing anxiety and increasing openness regarding the learning process can increase students' academic success and participation in the learning process. Improving learning environments and adopting student-centered approaches in faculties of sports sciences emerge as an important necessity in this context. The research emphasizes that attitudes towards learning play a critical role in individuals' academic development and professional competence.

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