

## EXAMINATION OF SECONDARY SCHOOL STUDENTS' ATTITUDES TOWARDS PHYSICAL EDUCATION AND QUALITY OF SCHOOL LIFE

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### Abstract

The aim of the study is to analyze the correlation between secondary school students' attitudes towards physical education and quality of school life. In total, 632 secondary school students consisting of 338 female and 294 male students receiving education at 6 high schools located in Burdur city center participated in the study in 2015-2016 school year. As a data collection tool, "Attitude Scale of Physical Education for Secondary School Students" developed by Güllü and Güçlü (2009) and "Quality Scale of School Life" developed by Sarı (2007) were used. The data acquired from the study was statistically analyzed by using SPSS 22.0. In order to test hypotheses of the study, One Sample Kolmogorov-Smirnov experiment was performed at first to understand the data distribution and according to the results, it was found out that the data related to two scales was not distributed normally. So, non-parametric analysis methods were used. Spearman Correlation analysis was used for analyzing the correlation between Attitude Scale of Physical Education and Quality Scale of School Life. As a result of the study, it was found out that registered students doing sports have a higher attitude towards physical education and a more positive perception of school than those not doing sports. It was determined that there is a statistically meaningful and linear correlation between participants' perception of school life and their levels of attitude towards physical education ( $p < 0,05$ ).

**Key words:** *attitude, physical education, sport, quality of school life*

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### Introduction

The factors affecting the perception of an incident or object can't be thought as independent of individuals living in that society. Individuals' thoughts and perceptions of a subject spread throughout the society. Thus, the attitudes of individuals are reflected in the society. So, our positive or negative attitudes towards education, sports, social incidents or interpersonal relationships play a determining role.

For the first time, "attitude" concept was phrased by Herbert Spencer as "mental state of individual". Later, many researchers used attitude concept in their works so that other descriptions were added to the literature. In one of these, Hilgard and his colleagues (1971) described attitude as readiness for behaving in a specific way towards certain objects, incidents or concepts, approaching them and withdrawing from them. Franzoi (2003) interpreted attitude as "positive or negative evaluation of an object by the individual." Demirhan and Altay (2001) stated that attitudes can be at various levels from the most positive to the most negative.

Based upon the attitude descriptions above, we can explain attitude as positive or negative viewpoint of the individual on a concept or object, and his way of perception of an incident that hasn't happened yet. Attitude is an important concept because it shapes our future behaviors and attitudes mostly begin to take shape in puberty.

In this context, considering the students are in puberty, their attitudes towards physical education also takes form in this period. So, in this period that is very important in terms of attitudes towards physical education, "it is crucial that the direction and intensity of secondary school students' attitudes be measured" (Güllü and Güçlü, 2009).

Physical education and sports have a very significant role in general education and it aims for each student to reach his/her the maximum physical capacity by training them with physical activities. Besides, it contributes to the physical, mental, social and emotional development of children to the maximum level. Within this framework, physical education can be described as "an active life style that contains physical endurance and is aimed at contributing to students' behavioral and motor skills, attitudes, knowledge and developments with the help of physical education

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programs in schools" (Pate, Corbin & Pangrazi, 1998).

When we look at the descriptions of physical education, we see that emphasis was put on social, mental and emotional benefits of physical education at least as much as its physical benefits (Sahin 2015). When we analyze Physical Education Programme prepared by Ministry of National Education, we find out that it focuses on these contributions to students and aims for their personal developments (T.R. Ministry of National Education Directorate of Secondary Education Physical Education Programme 9-12. (Grades, 2009).

This personal development definitely affects life quality of the person. Today, one of the unchangeable factors of life is education. Its most basic factor is certainly the school. So, students' perceptions of school affect their life quality and this gives rise to the reality of school life quality. In order to explain the concept of school life quality, it is necessary to begin with life quality, which is a more basic concept including school life quality. "Life Quality" was described by Linnakylä and Brunell (1996) as "general and constant well-being of the person, his/her usual happiness, positive experiences creating contentment and satisfaction, and negative experiences and emotions meaning the opposite". Also, these experiences are evaluated within the framework of family and friend circle, school, job, leisure time etc. which are important in terms of life of the individual.

Education is an inherent part of every social system; it could be said that the social system of micro-communities and even individuals both cannot seriously exist without speaking and develop without education. (Bonacin et al. 2016). So the school is one of the most important factors affecting and shaping one's life together with the family. It is an institution contributing to students' socialization and from which they acquire positive and negative experiences. School life amounts to an important period of 12 years due to 12 year compulsory education in our country. Positive and negative experiences and emotions acquired in this period affect life quality of the person. Especially that in this period the students are in puberty and receive education at schools give rise to the concept of school life quality and made this period very important.

When we examine recent studies, we see that many studies on students' attitudes towards physical education have been made. Similarly, we found out that there are many studies on life quality and school life quality in the literature. That physical education is in the curriculum of secondary schools is not only due to its contributions to physical development of students, but also due to its important contributions to mental, social and emotional development as stated by both Ministry of National Education Board decisions and scientific studies. Based on this point, the correlation between students' attitudes towards physical education and school life quality arouses curiosity.

The aim of the study is to provide an insight into this correlation.

## Methods

This research is a screening model study on inspecting the correlation between attitudes towards physical education and perceptions of school life quality of high school students.

### Population and Sample

Population of our research consists of 5851 high school students who study at high schools located in Burdur city center. Sample of our research consists of 9th, 10th, 11th, 12th grader students who study at Uso Anatolian High School, Mehmet Uzay Social Sciences High School, Sport High School, Emekevler Vocational and Technical Anatolian High School, Ercan Akin Science and Vocational and Technical High School. Our survey forms were applied to 700 students of aforementioned schools who were chosen by random sampling method. After collecting data, excluding the forms that were wrongly or missingly filled, 632 surveys were evaluated.

### Data Collection Tools

Survey form is used to collect data. Survey form applied to the students consists of three parts; demographic information, attitude scale of physical education and quality scale of school life. There are questions in demographic information part about age, gender, class, status of license.

### Attitude Scale

Attitude Scale of Physical Education for Students of Secondary School" was used as attitude scale, developed by Güllü M. and Güçlü M (2009) in order to inspect the attitudes of secondary school students towards physical education class. Responses to the 5 grade Likert Scale are as follows: "(1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Disagree". Scale consists of total 35 items of which 11 of them are negative and 24 of them positive.

### Quality Scale of School Life

Another scale used in research is Quality Scale of School Life developed by Sarı (2007). The scale contains 35 items which consists of 5 sub-dimensions. Responses to 5 grade QSSL are of "1. Strongly disagree - 5. Strongly Agree". There are 14 negative items (these are calculated per contra) and 20 positive items in the scale. In this context, minimum score is 35 and maximum score is 175.

### Analysis of Data

SPSS 22.0 program was used in analysis of data. Data were inspected as to whether they are reliable or not before analyzing scale data. Following the reliability analysis, Cronbach's Alpha coefficient of consistence was found to be, 930 regarding Attitude Scale of Physical Education for Students of Secondary School. Sub-dimensions of Quality Scale of School Life Cronbach's Alpha coefficient of

consistence were found to be ,930 belonging to Positive Perceptions Regarding School, ,753 belonging to Students, ,900 belonging Negative Perceptions Regarding School, ,835 belonging to School Administration, ,853 belonging to Statue, ,751 belonging to Social Events and ,893 total score of scale. These values shows that both scales are highly reliable. According to Kolmogorov-Smirnov test results applied on scale data, it was identified that there was no normal distribution regarding both scale data. Thus, non-parametric analyzing methods were used. Mann Whitney U analysis was used to compare the scale scores of individuals regarding their gender and license status, Kruskal

Wallis H analysis was used to compare the scale scores of individuals regarding group of age, class level and type of school they are educated. In cases which there were significant differences between groups in the results of Kruskal Wallis H analysis, Mann Whitney U analysis was applied as post hoc test. Spearman Correlation analysis was applied in inspection of the correlation between Attitude Scale of Physical Education for Students of Secondary School and Quality Scale of School Life. Significance level of Mann Whitney U analysis, Kruskal Wallis H analysis and Spearman Correlation analysis were identified as "p<0,05".

**Results**

Participants are %53,5 female and %46,5 male. Participants in the survey %11,9 is 14 age group, %29,6 is 15 age group, %26,6 is 16 age group and %24,4 is 17 age group. Those participated in the survey %29,3 9th grade, %29,3 10th grade, %13,8, 11th grade and %20,7 12th grade students. %31,8 of the participants are do sports and %68,2 of them don't do sports. %14,6 of the participants from Sports High School, %37,2 of from Uşo Anatolian High School, %13,6 of from vocation High School, %9 of from Social Science High School, %12,7 of from Science High School and %13 of from Girl Vocation High School students. When the Participants' attitudes towards physical education were examined, participants' level of them have been detected as a medium-level.

**Table 1.** Comparing Attitudes towards Physical Education of Individuals by Gender and Status of License

Variables	Sub-Variables	N	X	SD	Mean Rank	U	p
Genders	Female	338	126,53	23,66	296,64	42973,0	,003
	Male	294	131,35	27,37	339,33		
Status of License	Yes	201	140,48	24,10	405,71	25385,0	,000
	No	431	123,31	24,37	274,90		

X: Mean, SD: Standard Deviation

In table 1, it is observed that there are statistically significant differences between attitude levels towards physical education of individuals by gender (p<0,05). Levels of male individuals are higher than levels of female individuals. In addition, it is observed that there are statistically significant differences between attitude levels towards physical education of individuals by license status (p<0,05). Levels of licensed individuals are higher than levels of other individuals.

**Table 2.** Comparing Attitudes towards Physical Education of Individuals by Group of Age, Class Level and Type of School

Variables	Sub-Variables	N	X	SD	Mean Rank	x2	p	Between Group Differences
Group of age	14	75	134,84	21,65	361,99	31,301	,000	1-4, 1-5, 2-4, 2-5, 3-4, 3-5
	15	187	133,20	24,61	348,41			
	16	168	130,73	25,11	329,29			
	17	154	121,51	26,44	263,82			
	18 and above	48	118,50	26,11	245,38			
Class level	9	185	134,82	24,36	362,39	27,794	,000	1-2, 1-3, 1-4, 2-3, 2-4
	10	229	130,36	24,26	325,75			
	11	87	122,54	27,74	270,34			
	12	131	121,60	25,56	266,17			

Type of school	Sport High School	92	148,45	20,51	465,94	112,549	,000	1-2, 1-3, 1-4, 1-5, 1-6, 2-3, 2-4, 2-6, 3-5, 4-5, 5-6
	Uso Anatolian High School	235	130,15	23,75	329,06			
	Vocation High School	86	118,06	27,02	244,16			
	Social Sciences High School	57	118,28	24,29	231,41			
	Sciences High School	80	132,86	25,99	343,44			
	Girls of Vocation High School	82	117,29	18,87	221,57			

X: Mean, SD: Standard Deviation

In the table 2, there are statistically significant differences between attitude levels towards physical education of individuals by group of age ( $p < 0,05$ ). Besides, there are statistically significant differences between attitude levels towards physical education of individuals by class level ( $p < 0,05$ ). In addition to age groups and class level there are statistically significant differences between attitude levels towards physical education of individuals by type of school they are educated at ( $p < 0,05$ ).

When participants 'attitudes towards school quality of life were examined, participants' level towards school quality of life have been detected as a medium-level.

**Table 3.** Comparing Perceptions of School Life Quality of Individuals by Gender and Status of License Status

Variables	Subscale	Sub-variables	N	X	SD	U	P
Gender	Positive Emotions Towards School	Female	338	20,89	6,76	49289,5	,862
		Male	294	20,79	7,45		
	Students	Female	338	44,93	9,16	45717,5	,083
		Male	294	43,85	9,08		
	Negative Emotions Towards School	Female	338	12,74	4,81	49089,0	,794
		Male	294	12,60	5,09		
	School Administration	Female	338	11,58	4,37	48601,0	,635
		Male	294	11,40	4,59		
	Statue	Female	338	17,18	4,82	48693,0	,664
		Male	294	17,18	5,54		
	Social Activities	Female	338	10,51	3,39	47171,5	,270
		Male	294	10,22	3,38		
	Total	Female	338	117,84	22,11	46751,0	,200
		Male	294	116,04	22,62		
Status of license	Positive Emotions Towards School	Yes	201	21,86	7,38	37241,5	,004
		No	431	20,37	6,90		
	Students	Yes	201	45,06	10,41	41274,5	,339
		No	431	44,13	8,46		
	Negative Emotions Towards School	Yes	201	12,62	5,20	43276,0	,985
		No	431	12,70	4,82		
	School Administration	Yes	201	11,54	4,75	42971,5	,872
		No	431	11,47	4,34		
	Statue	Yes	201	17,59	5,57	38822,0	,035
		No	431	16,99	4,96		
	Social Activities	Yes	201	10,43	3,60	41787,0	,472
		No	431	10,35	3,29		
	Total	Yes	201	119,11	25,49	39955,0	,116
		No	431	116,02	20,68		

X: Mean, SD: Standard Deviation

In table 3, it is observed that there is no statistically significant differences between perception of school life quality by gender ( $p > 0,05$ ). Despite that there are statistically significant differences on positive emotion and statue perception toward school between licensed individuals and other individuals ( $p < 0,05$ ), perception of

licensed individuals is higher than others. In other sub-dimensions, there are no statistically significant differences between perception levels on quality of school life by license status ( $p>0,05$ ).

**Table 4.** Comparing Perceptions of School Life Quality of Individuals by Group of Age

Subscale	Group of Age	N	X	SD	Mean Rank	X <sup>2</sup>	P	Between Group Differences
Positive Emotions Towards School	14	75	21,45	6,16	325,64	19,726	,001	1-5, 2-3, 2-5, 3-4, 3-5
	15	187	20,66	7,30	312,85			
	16	168	22,56	6,47	360,58			
	17	154	19,78	7,17	288,35			
	18 and above	48	18,02	7,98	252,44			
Students	14	75	47,44	8,15	376,17	17,777	,001	1-2, 1-4, 1-5, 2-3, 3-5
	15	187	43,42	9,61	298,37			
	16	168	45,49	9,09	339,37			
	17	154	43,79	8,86	301,30			
	18 and above	48	41,96	8,36	262,59			
Negative Emotions Towards School	14	75	14,80	3,95	392,79	20,596	,000	1-3, 1-4, 1-5
	15	187	13,02	4,92	330,78			
	16	168	12,10	4,86	293,74			
	17	154	12,19	4,99	298,96			
	18 and above	48	11,56	5,60	277,63			
School Administration	14	75	12,31	3,87	351,86	17,959	,001	1-4, 1-5, 2-4, 3-4
	15	187	11,91	4,33	333,98			
	16	168	11,91	4,44	334,11			
	17	154	10,42	4,55	270,89			
	18 and above	48	10,58	5,09	277,84			
Statue	14	75	17,63	4,97	332,70	21,230	,000	1-5, 2-4, 2-5, 3-4, 3-5
	15	187	17,80	4,76	337,94			
	16	168	17,80	5,03	338,49			
	17	154	16,31	5,42	286,16			
	18 and above	48	14,73	5,71	228,07			
Social Activities	14	75	11,33	2,77	366,62	11,402	,022	1-3, 1-5, 4-5
	15	187	10,48	3,51	324,05			
	16	168	10,04	3,45	299,15			
	17	154	10,50	3,21	317,83			
	18 and above	48	9,29	3,80	265,22			
Total	14	75	124,96	18,87	380,56	29,389	,000	1-2, 1-4, 1-5, 2-5, 3-4, 3-5
	15	187	117,30	23,08	318,81			
	16	168	119,89	21,65	342,51			
	17	154	112,99	22,51	281,38			
	18 and above	48	106,15	20,39	229,03			

X: Mean, SD: Standard Deviation

In table 4, there are statistically significant differences between perceptions of school life quality of individuals by group of age in all sub-dimensions ( $p<0,05$ )

**Table 5.** Comparing Perceptions of School Life Quality of Individuals by Class Level

Subscale	Class Level	N	X	SD	Mean Rank	X2	P	Between Group Differences
Positive Emotions Towards School	9	185	20,53	6,97	306,44	33,916	,000	1-2, 1-4, 2-4, 3-4
	10	229	22,31	6,43	352,81			
	11	87	21,97	7,59	351,99			
	12	131	17,98	7,15	243,68			
Students	9	185	44,23	9,69	315,12	11,396	,010	1-4, 2-4, 3-4
	10	229	45,24	9,19	331,97			
	11	87	45,67	8,78	344,95			
	12	131	42,46	8,15	272,50			
Negative Emotions Towards School	9	185	13,47	4,77	345,47	9,737	,021	1-2, 1-4
	10	229	12,34	4,90	305,05			
	11	87	13,08	5,01	330,56			
	12	131	11,85	5,06	286,26			
School Administration	9	185	11,69	4,09	324,50	17,673	,001	1-4, 2-4, 3-4
	10	229	12,11	4,42	342,84			
	11	87	11,47	4,46	314,87			
	12	131	10,16	4,85	260,24			
Statue	9	185	17,59	5,04	331,07	27,891	,000	1-4, 2-4, 3-4
	10	229	17,86	4,64	337,99			
	11	87	17,78	5,27	341,11			
	12	131	15,03	5,63	242,00			
Social Activities	9	185	10,66	3,27	331,60	5,970	,113	-
	10	229	10,52	3,42	326,17			
	11	87	9,74	3,53	282,28			
	12	131	10,16	3,37	301,00			
Total	9	185	118,17	22,83	324,16	31,763	,000	1-4, 2-4, 3-4
	10	229	120,39	22,12	347,15			
	11	87	119,70	21,83	336,93			
	12	131	107,63	19,95	238,53			

X: Mean, SD: Standard Deviation

In table 5, it is observed that there are no statistically significant differences between perceptions of social events which is sub-dimension of perceptions on quality of school by class level ( $p>0,05$ ) and there are statistically significance differences between perceptions of individuals in all other sub-dimensions ( $p<0,05$ ).

**Table 6.** Comparing Perceptions of School Life Quality of Individuals by Type of School

Subscale	Type of School	N	X	SD	Mean rank	X2	P	Between Group Differences
Positive Emotions Towards School	Sport High School	92	25,10	6,93	439,89	87,674	,000	1-2, 1-3, 1-4, 1-5, 1-6, 2-3, 2-4, 2-5, 2-6, 3-4, 3-5, 4-6, 5-6
	Uso Anatolian High School	235	20,12	6,56	293,46			
	Vocation High School	86	18,07	7,56	249,35			
	Social Sciences High School	57	22,67	6,84	366,18			
	Sciences High School	80	23,18	5,12	369,09			
	Girls of Vocation High School	82	17,52	6,74	228,67			
Students	Sport High School	92	48,70	10,23	399,08	61,775	,000	1-2, 1-3, 1-4, 1-6, 2-5, 3-4, 3-5, 4-5, 5-6
	Uso Anatolian High School	235	43,04	8,93	289,80			
	Vocation High School	86	41,34	6,04	250,13			
	Social Sciences High School	57	44,58	8,85	319,50			
	Sciences High School	80	49,03	8,94	412,38			

	Girls of Vocation High School	82	42,26	8,31	274,35			
Negative Emotions Towards School	Sport High School	92	14,18	5,07	376,73	13,727	,017	1-2, 1-3, 1-4, 1-5, 1-6,
	Uso Anatolian High School	235	12,64	4,73	313,57			
	Vocation High School	86	12,36	5,28	306,59			
	Social Sciences High School	57	11,84	5,37	288,11			
	Sciences High School	80	12,69	4,36	315,39			
	Girls of Vocation High School	82	11,95	5,01	288,55			
School Administration	Sport High School	92	12,47	4,45	360,46	30,061	,000	1-2, 1-3, 1-6, 2-5, 3-5, 5-6
	Uso Anatolian High School	235	10,92	4,03	292,51			
	Vocation High School	86	10,70	5,27	282,86			
	Social Sciences High School	57	12,00	4,14	337,32			
	Sciences High School	80	13,31	3,76	392,77			
	Girls of Vocation High School	82	10,77	5,00	282,32			
Statue	Sport High School	92	18,91	5,57	390,05	35,263	,000	1-2, 1-3, 1-4, 1-6, 2-3, 2-5, 2-6, 3-5, 5-6
	Uso Anatolian High School	235	17,23	4,62	313,06			
	Vocation High School	86	15,35	6,03	260,90			
	Social Sciences High School	57	17,09	4,61	308,09			
	Sciences High School	80	18,41	4,71	362,24			
	Girls of Vocation High School	82	15,88	5,17	263,37			
Social Activities	Sport High School	92	11,28	3,16	366,66	34,821	,000	1-2, 1-3, 1-6, 2-5, 3-5, 4-5, 5-6
	Uso Anatolian High School	235	10,04	3,25	294,25			
	Vocation High School	86	9,80	3,86	290,77			
	Social Sciences High School	57	10,30	3,54	315,19			
	Sciences High School	80	11,86	2,69	400,57			
	Girls of Vocation High School	82	9,54	3,46	269,85			
Total	Sport High School	92	130,64	25,28	424,84	89,081	,000	1-2, 1-3, 1-4, 1-6, 2-3, 2-5, 2-6, 3-4, 3-5, 4-5, 4-6, 5-6
	Uso Anatolian High School	235	114,00	19,54	291,71			
	Vocation High School	86	107,62	17,55	237,08			
	Social Sciences High School	57	118,47	24,64	337,86			
	Sciences High School	80	128,48	20,57	411,37			
	Girls of Vocation High School	82	107,91	19,17	241,90			

X: Mean, SD: Standard Deviation

In table 6, there are statistically significant differences between perceptions of school life quality of individuals by group of age in all sub- dimensions ( $p < 0,05$ ). Result of inspecting the relation between attitude scale of physical education for students of secondary school and quality scale of school life, there is statistically significant and direct relation between perception of school life sub-dimensions and attitude levels towards physical education of individuals ( $p < 0,05$ ). As perception levels of school life quality increase, attitude levels towards physical education of individuals also increase statistically significant.

## Discussion and Conclusion

High school life has a direct effect on life quality both as it is an adaptation period to the new school and environment they experience in transition from secondary to high school and it is a period of puberty. Positive and negative emotions of secondary school student towards school, relations with other students, his/her statue in school, perception of school administration and social interactions in school also determines the quality of school life. Furthermore in this period, since they are in puberty, their attitudes towards lessons are important and these attitudes taking a fixed form determine future behaviors.

As a result of the research, attitude levels towards physical education of individuals were found to be above average. Levels of male individuals' attitude were identified as significantly higher than levels of female individuals' attitude ( $p < 0,05$ ). Parallel to our study, in a provincial-wide study in Burdur, Denizli, Muğla levels of male individuals' attitudes were found to be higher than levels of female individuals' attitudes (Ekici et al. 2010; Çelik et al. 2011). There are other study results parallel to our findings (Koca et al., 2005). In a study, the reasons for female students having low attitudes toward sports classes and physical education were emphasized as due to high classroom size, coeducation, social pressure, changing rooms, hesitation to take shower etc. (Stelzer et al., 2004). There are studies with different findings than our results. For example, in a study it was identified that there was no significant difference found between secondary students attitudes towards physical education regarding group of ages (Uluisik 2016). In our study, when we inspect the perceptions of school life quality regarding gender variable, it is observed there were no statistically significant differences ( $p > 0,05$ ). There were no significant differences observed in a study conducted in Adana about perceptions of school life quality between male and female students (Sarı, Ötünç and Erceylan 2007).

It was observed that there are statistically significant differences between attitude levels towards physical education of individuals by license status ( $p < 0,05$ ). According to results of our research, levels of licensed individuals are higher than levels of other individuals. In a survey conducted on teachers, it was found that as the level of physical activity increased, the perception of quality of life also increased (Saglam and Yılmaz 2017). In a similar study, life satisfaction of students with sports education at university was higher than other students (Kaçay et al. 2017). Same results parallel to our results was found in similar studies (Chung & Philips 2004; Kangalgil, Hünük and Demirhan 2006). There is not much study on quality of school life of licensed high school students. But according to findings in our research doing sports with license increases attitude towards physical education. Similarly, it was identified that there is statistically significant and direct relation between quality of school life sub-dimensions and attitudes towards physical education levels ( $p < 0,05$ ). Thus, we can speak of sport having positive effects on quality of school life.

In results of our research it was found that there is statistical significance between groups of age and attitudes towards physical education levels ( $p < 0,05$ ). It is interesting that as age and grade increases, attitudes towards physical education levels are decreasing systematically. There is no question related to physical education in university admission exam. Thus, interest of students in physical education may decrease as they age and approach final year. There was significant difference found between secondary students attitudes towards physical education regarding group of ages (Akandere et al., 2010) It was observed that there is statistically significant differences in all sub-dimensions of quality of school life regarding group of age ( $p < 0,05$ ) and It was observed that there is no statistically significant differences on social events, sub-dimension perceptions on quality of school life of individuals regarding class levels ( $p > 0-05$ ), all other sub-dimensions were observed to have statistically significant differences on perception of the individuals ( $p < 0-05$ ). In contrast to our findings in a study conducted in 2012 there were significant differences on behalf of 12th graders in positive emotions towards school dimension, teachers dimension of students regarding classes and again in the same research negative emotions towards school dimension and a significant difference found on behalf of 12th graders in grand total (Demir, Kaya and Metin 2012).

In our research it was identified that there are statistically significant differences between attitude levels towards physical education of individuals by type of school they are educated ( $p < 0,05$ ). When attitude scores checked regarding school type, it is observed that high school of sports students have the highest score. This is an expected result when we consider high school of sports students as interested in sports and got into the school by special talent exam. School types of vocational school for girls, industrial vocational high schools and social sciences high school were found to have the lowest attitude score. Attitude scores of Anatolian high schools and science high schools were found to be close to each other. There are statistically significant differences between perceptions of school life quality of individuals by group of age in all sub-dimensions ( $p < 0,05$ ). The highest perception of school life quality is sports high school type of school. After students of sports high school, it is science high school. The lowest perception on quality of school life are school types of vocational school for girls, industrial vocational high schools. Only sports high school and science school have their own sports hall. Thus we can consider that indoor sports hall presence may increases perception of school life quality. In literature, the most important reason for students quit doing sport is stated as the insufficient opportunity of attendance (Chellodurai ve Chank, 2000). There is statistically significant and direct relation between perception of school life sub-dimensions and attitude levels towards physical education of individuals ( $p < 0,05$ ). As perception levels of school life quality increase, attitude levels towards physical education of individuals also increase statistically. Increasing attitude levels towards physical education will mean increasing perception of school life quality. Considering all these benefits of physical education and sports on individuals, it is a

reality that it will provide positive effects on individuals' quality of life. For students, considering the time they spent in school, it is an important factor that effects their quality of life. Thus, quality of school life is highly important and lots of researches need to be conducted in order to inspect variations that can effect quality of school life. This research has been conducted regarding the attitude towards physical education and quality of school life, which is one of the variables, and it resulted as a positive relation between them.

Benefits of physical education are highly emphasized and know reality. In this subject, necessary informing's of students, curators, administrations and also teacher should be done strongly. Emphasizing positive effects of attitude towards physical education and sport on

students' quality of school life, attitude towards physical education of students may be altered. In result of research, it has been acquired that attitude scores towards physical education tend to decrease as student grades up to 12<sup>th</sup> grade. Thus, in order to increase students' attitude levels towards physical education, at least 5 questions about physical education can be asked in university admission exam or encouragements such as giving additional score to the ones doing sport. In the study, schools identified with the highest perception of school life quality were Sport High School and Science High School. Considering this, increasing the number and quality of physical environments of schools it is expected to increase the perception of school life quality.

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## **ANALIZA STAVOVA UČENIKA SREDNJIH ŠKOLA PREMA TJELESNOM ODGOJU I KVALITETI ŠKOLSKOG ŽIVOTA**

### **Sažetak**

Cilj istraživanja je analizirati povezanost stavova učenika srednjih škola prema tjelesnom odgoju i kvaliteti školskog života. Ukupno 632 srednjoškolaca, 338 ženskih i 294 muškaraca koji su pohađali školu u 6 srednjih škola smještenih u središtu Burdura sudjelovalo je u studiji u školskoj godini 2015. Kao alat za prikupljanje podataka korišten je "Skala atraktivnosti tjelesnog odgoja za učenike srednjih škola" koju su razvili Güllü i Güçlü (2009) i "Skala kvalitete školskog života" koji je razvio Sarı (2007). Podaci dobiveni iz studije statistički su analizirani korištenjem SPSS 22.0. Da bi se testirale hipoteze o studiji, najprije je proveden jedan eksperiment uzorkovanja Kolmogorov-Smirnov kako bi se razumjela raspodjela podataka, a prema rezultatima ustanovljeno je da podaci koji se odnose na dvije ljestvice nisu normalno distribuirani. Tako su korištene neparametrijske metode analize. Analiza korelacijske analize Spearman korištena je za analizu korelacije između Skala atentiranja tjelesnog odgoja i stupnja kvalitete školskog života. Kao rezultat studije, otkriveno je da registrirani studenti koji rade u sportu imaju veći stav prema tjelesnom odgoju i pozitivnije percepcije škole od onih koji se ne bave sportom. Utvrđeno je da postoji statistički značajna i linearna korelacija između percepcije sudionika o životu škole i njihove razine stavova prema tjelesnom odgoju ( $p < 0,05$ ).

**Ključne riječi:** stav, tjelesni odgoj, sport, kvaliteta školskog života

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