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The Relationship between High School Students' Attitude towards Physical Education and Sports Course and Their Sense of Belonging to School

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Abstract: The development of high school students' sense of belonging to the school makes them feel happier and more peaceful at school as well as increasing their loyalty to each other. In addition, physical education course has a very important role in terms of students' sportive development, academic development as well as social and psychological development. Considering these two situations, our study aimed to examine the relationship between high school students' attitudes towards physical education and sports lessons and their sense of belonging to school. The sample group of our study consisted of 567 high school students who voluntarily agreed to participate in our research, whose parents' consent was obtained, who continued their high school education in Sivas and Aydın provinces in the 2023-2024 academic year. In our research, personal information form, "Sense of School Belonging Scale" adapted into Turkish by Sarı (2015), "Physical Education Attitude Scale" developed by Gullu and Guclu (2009) were used as data collection tools. According to the results of the analyses of our research; While there is a statistical difference ($p < 0.05$) in the sub-dimensions and total score of the sense of belonging to school and physical education course attitude scale in the variables of the class you are studying in, which school you are studying in, monthly income status of your family, there is no statistical difference ($p > 0.05$) in the sub-dimensions of the sense of belonging to school and total score and physical education course attitude scale in the variables of gender and whether you took part in the school team, and in the sub-dimension of rejected emotion in the variable of the province where you study.

Keywords: Physical education and sports lesson, Attitude, Sense of school belonging.

Introduction

Physical education lessons have an important role in both mental and psychological development of individuals within the scope of general education. Physical education classes are an area where individuals can feel physically fit in socialization, mental development, affective change and development (Ozmentes, 2006). Attitude is an affective factor in the formation of individuals' behaviors. Attitudes in physical education classes are defined as an area where individuals feel physically good, listen to lessons more efficiently, psychologically relax and socialize (Inceoglu, 2004).

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Students can develop positive or negative attitudes towards physical education course as well as any other course. Positive attitudes of students towards physical education course can facilitate the efficient processing of course activities and the achievement of specific and general objectives of the course, or it can ensure students' voluntary participation in various physical activities in the future (Silverman & Scrabis, 2004). On the contrary, students with negative attitudes towards physical education lesson may decrease the efficiency of the lesson, may not attend the lesson, may not attach importance to the lesson or may cause various problems in the teaching of the lesson. The fact that an individual has sufficient knowledge and skills about a subject may make him/her sufficient to show the behaviors related to the subject. However, if he/she is not motivated and does not have a positive attitude, he/she may not show sufficient tendency to perform the behaviors. For this reason, it is necessary to develop positive attitudes of individuals in the teaching-learning environment towards learning. During their school life, students generally form a positive perspective about subjects, teachers and classmates. They follow the rules, work in harmony with others, show respect to them and use their free time for useful activities (Alıncak, 2021; Alıncak & Yıldız, 2021; Morgan, 2000).

Sense of belonging to school is the subjective feeling state of the individual student about the extent to which he/she is approved, respected, included and supported by other individuals in the school (Goodenow & Grady, 1993). When the studies in the literature are examined in general, it is stated that the continuity in the sense of belonging can be achieved in a school environment conducive to social, psychological and academic harmony (Cosar, 2024; Demir & Alıncak, 2021; Hamm & Faircloth, 2011; Nichols, 2008; Mcneely, Nonnemaker, & Blum, 2002; Booker, 2004; Roeser, Midgley, & Urdan, 1996; Baumeister & Leary, 1995; Choenarom, Williams, & Hagerty, 2005; Chipuer, 2001; Hagerty, Williams, & Oue, 2002; King, Vidourek, Davis, & McClellan, 2002; Lee & Robbins, 1995). Goodenow and Grady (1993) found that students who see themselves as part of the school community have a more valuable place in the classroom environment and have higher levels of achievement expectations. At school, students want to be accepted, loved and respected by their friends. Students who are not loved and accepted by their friends feel unhappy and lonely.

Yavuzer (2004) stated that rejection or ridicule of a child by peers can cause a great blow to his/her sense of self-worth and confidence. Bowers (1997) found that children who are rejected by their peers are at high risk of dropping out of school, alcohol addiction, underemployment and unsuccessful marriages, especially psychological and social problems. According to Leonard (2002), students who fail to develop peer relationships tend to be involved in juvenile offences, lead unhealthy and unhappy lives in adulthood, experience emotional problems and attempt suicide. On the other hand, students who are treated respectfully by others are happier at school, more satisfied with their experiences and work harder to achieve their goals (Smith & Sandhu, 2004).

Considering these two situations, our research aims to examine the relationship between high school students' attitudes towards physical education and sports course and their sense of belonging to school. In line with this purpose, our research will contribute to the literature by evaluating physical education and sports on the basis of different variables on the sense of school belonging.

Material Method

Research Model

The descriptive survey model was used in our research within the scope of the survey model. Research aiming to determine a topic on a subject is called descriptive research (Marder, 2012).

Working Group

The sample group of our study consisted of 567 (Female; N= 392, 69.1%, Male; N=175, 30.9%) high school students who voluntarily agreed to participate in our study, whose parents' consent was obtained, continuing their high school education in Sivas and Aydıń provinces in the 2023-2024 academic year.

Data Collection Tools

The data collection process in our research consists of three parts. In the first part, a personal information form was used by the researchers, in the second part, the "Sense of School Belonging Scale" adapted into Turkish by

Sarı (2015), and in the third part, the "Physical Education Attitude Scale" developed by Güllü and Güçlü (2009) were used.

Personal Information Forum

The personal information forum created by the researchers to determine the information of the participants includes 6 questions about gender, grade, province of education, which school you are studying in, have you been involved in the school team, and family monthly income status.

Sense of School Belonging Scale

"Sense of School Belonging Scale" adapted into Turkish by Sarı (2015) It is a scale with 18 items, 2 sub-dimensions and 5 grades. The first factor (School Engagement) includes 13 positive items in the scale, while the other factor (Sense of Rejection) combines five negative items in the scale. Cronbach's alpha internal consistency coefficients for the subscales were .84 and .78, respectively. In this study, the reliability analysis of the scale was renewed, and Cronbach's alpha internal consistency coefficient was calculated as .775.

Physical Education Attitude Scale

"Physical Education Attitude Scale" developed by Güllü and Güçlü (2009) It consists of a total of 35 items, 11 of which are negative and 24 of which are positive, and a single dimension. Cronbach's alpha internal consistency coefficient for the scale was determined as .94. Within the scope of this study, the reliability analysis of the scale was renewed, and Cronbach's alpha internal consistency coefficient was calculated as .875.

Analysing the Data

In the data analysis of our research, the data were evaluated using SPSS programme at 0.05 significance level and 95% interval. In order to determine whether the data had normality values, it was seen that the results of the kurtosis skewness value -2, +2 ranges were high, the p value was greater than 0.05 as a result of the Kolmogorov - Smirnow test and it was decided to apply nonparametric tests. Statistically, Kruskal Wallis H test, Mann Withney U test, reliability coefficients, percentage and frequency calculations were made.

Ethics of the Study

Ethics committee permission was obtained by the relevant institute and the study was applied to high school students who voluntarily wanted to participate in our study after obtaining parental consent. High school students who did not want to voluntarily participate in the study and whose parental consent was not obtained were not included in the study.

Findings

Table 1 shows that most of the participants were girls (69.1%). When we examine the variables with the highest categories, we see that the 11th grade participants (30.9%) in the variable of the grade you are studying, the Sivas province participants (63.3%) in the variable of the province you are studying, the Anatolian high school participants (45.7%) in the variable of the school you are studying at, the participants who answered yes in the variable of whether you took part in the school team (53.1%), and the participants who answered yes in the variable of your family's monthly income (39.5%).

According to the descriptive statistics results of the scales in Table 2, high school students' sense of belonging to school (\bar{x} =42,6914) and physical education course attitudes are at high level (\bar{x} = 95,222). In Table 3, as a result of the normality analysis of the scale, it was seen that the significance values were greater than 0.05 and it was decided to use nonparametric analyses in the analysis.

Table 1. Demographic variables demographic variables

Variables		f	%
Gender	Male	175	30,9
	Girl	392	69,1
	Total	567	100
Class of Study	Grade 9	168	29,6
	Grade 10	112	19,8
	Grade 11	175	30,9
	Grade 12	112	19,8
	Total	567	100
Your province of education	Sivas	359	63,3
	Aydn	208	36,7
	Total	567	100
Which school are you studying at?	Science High School	112	19,8
	Anatolian High School	259	45,7
	Imam Hatip High School	196	34,9
	Total	567	100
Did you take part in the school team?	Yes	301	53,1
	No	266	46,9
	Total	567	100
Your family Monthly Income Status	Below Minimum Wage	189	33,3
	Minimum Wage	154	27,2
	Above Minimum Wage	224	39,5
	Total	567	100

Table 2. Descriptive values related to the scale

Variables	Minimum	Maksimum	\bar{x}	Ss	Cronbach alpha
Rejected Emotion Subscale	5,00	16,00	11,3827	2,13086	,672
School Commitment Sub-dimension	13,00	44,00	31,3086	5,12683	,639
Sense of School Belonging Scale	18,00	59,00	42,6914	6,79313	,775
Physical Education Attitude Scale	39,00	137,00	95,2222	18,06936	,875

Table 3. Scale normality analysis results

	Kolmogorov-Smirnova		Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.
Rejected Emotion Subscale	,132	567	,000	,965	567	,000
School Commitment Sub-dimension	,092	567	,000	,958	567	,000
Sense of School Belonging Scale	,118	567	,000	,964	567	,000
Physical Education Attitude Scale	,090	567	,000	,964	567	,000

In Table 4, as a result of the Man Witney U analysis between the participants' total score and sub-dimensions of the school belonging scale, physical education course attitude scale and gender variable, it is seen that there is a statistically significant difference in the school attachment sub-dimension, sense of belonging scale and physical education course attitude scales ($p < 0.05$).

Table 4. Gender variable" between participants' attitude towards physical education and sports lesson and sense of belonging to school Man Witney U test results

Scale and Subscale Dimensions	Gender	Sequence Average	Ranking Total	U Value	z	p	
Rejected Emotion Subscale	Girl	392	69,1	285,63	33663,000	-,358	,720
	Male	175	30,9	280,36			
School Commitment Sub-dimension	Girl	392	69,1	305,56	25847,500	-4,705	,001*
	Male	175	30,9	235,70			
Sense of School Belonging Scale	Girl	392	69,1	301,88	27293,000	-3,896	,001*
	Male	175	30,9	243,96			
Physical Education Attitude Scale	Girl	392	69,1	304,69	26190,500	-4,503	,001*
	Male	175	30,9	237,66			

When the Kruskal Wallis H Test results of the opinions of the participants according to the variable of "the class in which you study" are analysed in Table 5, a statistically significant difference ($p < 0.05$) was found in the total score of the sense of belonging to the school, in the sub-dimensions of rejected emotion and school attachment, and in the physical education course attitude scale.

Table 5. "The variable of the class of education" between the participants' attitude towards physical education and sports lesson and sense of belonging to the school Kruskal Wallis H Test Results

Scale and Subscale Dimensions	Class of Study	N	Sequence Average	Chi-square Value	df	p
Rejected Emotion Subscale	Grade 9	168	29,6	14,679	3	,002*
	Grade 10	112	19,8			
	Grade 11	175	30,9			
	Grade 12	112	19,8			
School Commitment Sub-dimension	Grade 9	168	29,6	18,232		,001*
	Grade 10	112	19,8			
	Grade 11	175	30,9			
	Grade 12	112	19,8			
Sense of School Belonging Scale	Grade 9	168	29,6	17,061		,001*
	Grade 10	112	19,8			
	Grade 11	175	30,9			
	Grade 12	112	19,8			
Physical Education Attitude Scale	Grade 9	168	29,6	87,119		,001*
	Grade 10	112	19,8			
	Grade 11	175	30,9			
	Grade 12	112	19,8			

In Table 6, as a result of the Man Witney U analysis between the total score of the participants' sense of school belonging scale, rejected emotion and school attachment sub-dimension, physical education course attitude scale and the province of education, it is seen that there is no statistically significant difference in the sense of school belonging scale and its sub-dimensions and physical education course attitude scales ($p > 0.05$).

Table 6. The variable of the province of education" between the participants' attitude towards physical education and sports lesson and sense of belonging to the school Man Witney U Test results

Scale and Subscale Dimensions	Your province of education	N	Sequence Average	Ranking Total	U Value	z	p
Rejected Emotion Subscale	Sivas	359	63,3	288,67	35670,000	-,898	,369
	Aydm	208	36,7	275,99			
School Commitment Sub-dimension	Sivas	359	63,3	285,76	36702,500	-,338	,735
	Aydm	208	36,7	280,95			
Sense of School Belonging Scale	Sivas	359	63,3	287,21	36184,500	-,614	,539
	Aydm	208	36,7	278,46			
Physical Education Attitude Scale	Sivas	359	63,3	283,08	37007,000	-,175	,861
	Aydm	208	36,7	285,85			

In Table 7, when the results of Kruskal Wallis H Test were analyzed according to the variable "in which school do you study", a statistically significant difference ($p < 0.05$) was found in the total score of the sense of belonging to the school and in the sub-dimensions of rejected emotion and school attachment, and in the physical education course attitude scale.

In Table 8, as a result of the Man Witney U analysis between the total score and sub-dimensions of the school belonging scale, the physical education course attitude scale and the variable "Have you taken part in the school team?", it is seen that there is a statistically significant difference in the school attachment sub-dimension, the sense of belonging scale and the physical education course attitude scales ($p < 0.05$).

When the Kruskal Wallis H Test results of the participants' opinions according to the variable "monthly income of your family" are examined in Table 9, a statistically significant difference was found in the sub-dimensions and total score of the sense of belonging to the school scale and in the physical education lesson attitude scale ($p < 0.05$).

Table 7. The variable of "which school do you attend" between participants' attitudes towards physical education and sports lesson and sense of belonging to the school Kruskal Wallis H test results

Scale and Subscale Dimensions	Which school are you studying at?	N	Sequence Average	Chi-square Value	df	p
Rejected Emotion Subscale	Science High School	112	19,8	29,573	2	,001*
	Anatolian High School	259	45,7			
	Imam Hatip High School	196	34,9			
School Commitment Sub-dimension	Science High School	112	19,8	68,391	2	,001*
	Anatolian High School	259	45,7			
	Imam Hatip High School	196	34,9			
Sense of School Belonging Scale	Science High School	112	19,8	65,858	2	,001*
	Anatolian High School	259	45,7			
	Imam Hatip High School	196	34,9			
Physical Education Attitude Scale	Science High School	112	19,8	44,217		,001*
	Anatolian High School	259	45,7			
	Imam Hatip High School	196	34,9			

Table 8. Results of the Man Witney U Test between participants' attitudes towards physical education and sports lesson and sense of belonging to the school in the variable of "did you take part in the school team? variable

Scale and Subscale Dimensions	Did you take part in the school team?	Sequence Average	Ranking Total	U Value	z	p	
Rejected Emotion Subscale	Yes	301	53,1	284,57	39861,500	-,089	,929
	No	266	46,9	283,36			
School Commitment Sub-dimension	Yes	301	53,1	256,08	31629,500	-4,330	,001*
	No	266	46,9	315,59			
Sense of School Belonging Scale	Yes	301	53,1	261,78	33344,500	-3,442	,001*
	No	266	46,9	309,14			
Physical Education Attitude Scale	Yes	301	53,1	233,78	24916,500	-7,770	,001*
	No	266	46,9	340,83			

Table 9. "Monthly income status of your family variable" between participants' attitude towards physical education and sports lesson and sense of belonging to school Kruskal Wallis H Test Results

Scale and Subscale Dimensions	Your family Monthly Income Status	N	Sequence Average	Chi-square Value	df	p
Rejected Emotion Subscale	Below Minimum Wage	189	33,3	19,574	2	,001*
	Minimum Wage	154	27,2			
	Above Minimum Wage	224	39,5			
School Commitment Sub-dimension	Below Minimum Wage	189	33,3	41,996	2	,001*
	Minimum Wage	154	27,2			
	Above Minimum Wage	224	39,5			
Sense of School Belonging Scale	Below Minimum Wage	189	33,3	39,414	2	,001*
	Minimum Wage	154	27,2			
	Above Minimum Wage	224	39,5			
Physical Education Attitude Scale	Below Minimum Wage	189	33,3	13,527		,001*
	Minimum Wage	154	27,2			
	Above Minimum Wage	224	39,5			

Discussion

At the top of Maslow's hierarchy of needs are the need for status, commitment and high self. The sense of belonging is explained as the area in which individuals accept themselves to the environment they are in and psychologically feel safe (Goodenow, 1992). It is stated that physiological and psychological changes have a great effect on high school students' focus on lessons due to adolescence, as well as changes in their circle of friends. It has been stated that physical education and sports lessons have a positive effect on high school students' physiological and psychological well-being, socialization and academic success (Duru, 2015).

In our study, according to the results of the gender variable analysis, there was no statistical difference in the rejected emotion sub-dimension of the participants' school belonging status sub-dimensions, while there was a statistical difference in the total score of school belonging and its sub-dimensions and the total score of the attitude scales towards physical education and sports course (Table 4). We can say that the reason for the lack of difference in the rejected emotion sub-dimension may be that the feelings of belonging of high school students may change due to adolescence, students may want to show themselves, prove themselves in front of the community, identify with their own self and want to be in comfortable environments.

In addition, according to the results of our research, we can state that the relationship between high school students' school loyalty, school belonging, and physical education course attitudes has an effect on students' socialization, physical and spiritual development in physical education and sports courses. When the studies in the literature on physical education and sports course attitude and sense of school belonging are analyzed in terms of gender variable, it is seen that there are similar studies to the results of our research. We can state that these studies support the results of our research (Kangalgil et al., 2006; Sisko & Demirhan, 2002; Smoll & Schutz, 1980; Arslan & Mendes, 2002; Gullu, 2007; Koca & Asci, 2002; Booker, 2004; Goodenow & Grady, 1993; Adelabu, 2007; Nichols, 2008; Uwah et al., 2008).

When the results of the analyses of the participants on the basis of class variable were examined in our study, statistical significance was found in the sub-dimensions and total scores of schools belonging status and in the physical education and sports course attitude scale (Table 5). In the study conducted by Eksioglu et al. (2009) on high school students, it was stated that there was a statistical difference in school belonging status on the class variable. In the study conducted by Ozkan (2015), it was observed that there was no statistical difference in school belongingness on the class variable. In the research conducted by Sarı (2015), it was aimed to determine the level of school belonging of high school students and it was determined that there was a statistical difference on the class variable. In the research conducted by Kalaycı and Ozdemir (2013) on the school belonging status of high school students, it was stated that the school loyalty status of the students was at a medium level. In the research conducted by Bellici (2015), it was stated that the class variable decreased the school belonging status of the students as their grades increased. When the research on physical education and sports lesson attitude in the literature are examined comprehensively, it is stated that there is a statistical difference on the class variable. These research results support the results of our research (Chung & Philips, 2002; Alenezi, 2005; Stewart et al., 1991; Birtwistle & Brodie, 1991; Balyan et al., 2005; Xiang et al., 2002; Filiz, 2019; Ulutas, 2018; Gullu, 2007; Kangalgil et al., 2006).

There was no statistical difference between high school students' sense of belonging to school and their attitudes towards physical education lessons (Table 6). In his research, Goodenow (1992) examined the school belonging of students on a country basis and found that there was a statistical difference. In Yuksel's (2020) study on Ankara and Cankırı provinces, it is stated that the province variable is above average for the sense of school belonging. Taşdemir, Bayram and Şam (2021) stated in their research that there is a statistical difference on the attitude towards physical education and sports lessons based on the province variable. In the study conducted by Ozturk (1998), it is stated that the attitude towards physical education and sports lessons may differ on the basis of province variable. In the study conducted by Erden and Ozmutlu (2017), it was seen that there was no statistical difference between the sense of school belonging and attitudes towards physical education lessons.

In our study, when the variable in which school you are studying was examined, it was found that there was a statistical difference between the sense of belonging to school, physical education and sports course attitude (Table 7). In the study conducted by Arıkan (2015), it is stated that students studying in sports high school have higher school belonging, physical education and sports course attitudes than students studying in Anatolian high school. Koca et al. (2005) found that high school students' attitudes towards physical education and sports lessons were positive. In a study conducted between public high schools and private high schools, it is stated that there is no statistical difference on physical education and sports course attitudes (Balyan, Morali, & Onursal, 2005). In the research conducted by Yuksel (2020), it was stated that there was a differentiation according to the type of high school.

In Table 8, when the variable "Did you take part in the school team?" is examined in our research, it is determined that there is no statistical difference in the rejected emotion sub-dimension, while there is a statistical difference between the total score of the sense of belonging to the school and the school commitment sub-dimension and the attitude towards physical education and sports lesson. When the studies in the literature were examined, it was seen that there were studies similar to the results of our research (Pittman & Richmond, 2007; Chow, 2007; Melor et al., 2005; Furrer & Skinner, 2003; Nichols, 2008; Ma, 2010; Osterman, 2000).

In our study, when the monthly income status of the family is examined in Table 9, it is determined that there is a statistical difference between the sense of belonging to the school and the attitude towards physical education and sports lessons. It was seen that the research result of the research conducted by Arastaman (2006) was similar to our study. Gencer (2019) stated in his research that there are differences in the monthly income status of the families of imam hatip high school students on their school belonging attitudes, and that the highest score of this difference is in families with high economic level. Devecioglu and Sarikaya (2006) stated in their research that family income status is effective in directing students to sports. In 2010, the research conducted by Ekici and Hevedanlı shows that the results support the results of our research.

Conclusion

As a result, while there is a statistical difference in the variables of the grade you are studying, the school you are studying in, the monthly income status of your family in the sub-dimensions of the sense of belonging to the school and the total score and in the attitude scale of the physical education course, there is no statistical difference in the sub-dimensions of the sense of belonging to the school and the total score and in the attitude scale of the physical education course in the variables of gender and whether you took part in the school team, and in the sub-dimensions of the sense of belonging to the school and the total score and in the attitude scale of the physical education course in the variable of the province where you study.

Scientific Ethics Declaration

* The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

* Declaration of Scientific Ethics Research ethics committee permission was obtained from Aydın Adnan Menderes University Rectorate, Social and Human Sciences Research 31906847/050.04.04.01. number, dated 25.03.2024.

Notes

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