Analysis of attitudes of students attending secondary education institutions towards physical education and sports according to various variables

Análise das atitudes dos alunos do ensino secundário em relação à educação física e ao desporto segundo diversas variáveis

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Abstract

The aim of this study is to examine the attitudes of students in secondary education institutions towards physical education and sports according to various variables. In this quantitative study, a survey model was used. The study group consists of students in secondary education institutions affiliated to the Ministry of National Education. The sampling group, which was determined by convenient sampling method, consists of 387 people in total, 174 girls and 213 boys. In the first part of the measurement tool consisting of two parts; there is a personal information form that includes questions about the demographic information of the participants such as gender, licensed sports status, participation in school sports, income and class. The second part involves the Attitude Scale on Physical Education and Sports (BESITO) developed by Deliceoğlu (2018) to measure the participants' attitudes towards physical education and sports. Normality tests were applied to the data obtained and it was assumed that the data showed normal distribution since Skewness and Kurtisos values were between -2 and +2. Later, independent sample (T-Test) and one-way variance (One-Way ANOVA) tests were applied. Welch values were taken into consideration for the data that did not show homogeneity in the One-Way ANOVA test, and Tukey HSD test, one of the Post Hoc tests,

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was applied as the second step test. The results obtained were evaluated at 0.05 significance level. While no significant difference was found depending on gender and income variables, a significant difference was found in the behavioural sub-dimension depending on the variable of being a licensed athlete. A statistically significant difference was found in both behavioural and Besito total scores according to participation in school sports. Finally, a statistically significant difference was found in the affective sub-dimension depending on the class variable. As a result, in the study in which we examined the attitudes of students in secondary education institutions towards physical education and sports, it was concluded that students' attitude scores may differ according to various variables.

Keywords: Physical Education. Secondary Education. Sport. Attitude.

Resumo
O objetivo deste estudo é analisar as atitudes dos alunos das instituições de ensino secundário em relação à educação física e ao desporto de acordo com diversas variáveis. Neste estudo quantitativo, um modelo de pesquisa foi usado. O grupo de estudo é constituído por alunos de instituições de ensino secundário filiadas ao Ministério da Educação Nacional. O grupo de amostragem, que foi determinado pelo método de amostragem conveniente, consiste de 387 pessoas no total, 174 meninas e 213 meninos. Na primeira parte da ferramenta de medição composta por duas partes; existe um formulário de informações pessoais que inclui perguntas sobre as informações demográficas dos participantes, como gênero, status esportivo licenciado, participação em esportes escolares, renda e classe. A segunda parte envolve a Escala de Atitudes em Educação Física e Esportes (BESITO) desenvolvida por Deliceoğlu (2018) para medir as atitudes dos participantes em relação à educação física e esportes. Testes de normalidade foram aplicados aos dados obtidos e assumiu-se que os dados apresentavam distribuição normal uma vez que os valores de Skewness e Kurtisos estavam entre -2 e +2. Posteriormente, foram aplicados os testes de amostras independentes (T-Test) e de variância one-way (One-Way ANOVA). Os valores de Welch foram levados em consideração para os dados que não apresentaram homogeneidade no teste One-Way ANOVA, e o teste Tukey HSD, um dos testes Post Hoc, foi aplicado como teste de segunda etapa. Os resultados obtidos foram avaliados ao nível de significância de 0,05. Enquanto nenhuma diferença significativa foi encontrada dependendo das variáveis gênero e renda, uma diferença significativa foi encontrada na subdimensão comportamental, dependendo da variável ser um atleta licenciado. Uma diferença estatisticamente significativa foi encontrada nos escores comportamentais e totais de Besito de acordo com a participação em esportes escolares. Finalmente, foi
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Introduction

Physical education and sports, with their important place in the education and training process, are very important in terms of realising the goals set within the curriculum. Physical education is defined by the Turkish Language Association (TDK) (2022) as making movements with or without tools in order to strengthen the body and protect health. In other words, according to Şahin (2015), it is the whole of the activities carried out through physical activities and games in order to reach the efficiency power required by the age and genetic potential of the physical, spiritual and mental qualities that make up the human being. Another concept, sports education, is defined by Lumpkin (1986) as the ability of the individual to raise their social, mental and physical characteristics to the optimum level through physical activity (cited by Günsel, 2004). The skills, knowledge, behaviours and habits aimed to be gained by the individual within the scope of physical education and sports lessons should be handled as a whole. In addition to the development of physical skills of the individual, the development of emotional, mental and social aspects in a balanced and healthy way is among the primary objectives of physical education and sports (Karaçam and Pulur 2016). Considering the general and special aims of physical education and sports, the term is based on the aim of providing the individual's intellectual, mental and physical development (Ministry of National Education (MEB), 2022). The first element in shaping the development of the individual is the family, followed by the school environment where the individual spends the most time after their family. In the school environment, which is the only environment where the individual, apart from family members, establishes bonds with new people and finds great opportunities for socialisation, the individual learns to prepare for life, to establish a good future, and to use the knowledge learned during the education and training process in social life. The social skills exhibited by the individual in the family and school may differ (Epözdemir, 2018, Yurtseven and Duman 2021). It is very difficult to raise efficient, productive and social individuals in an education and training process that progresses...
without cultural, artistic and sports activities (Aras & Asma, 2020; Uslu & Özlü, 2022, Duyan et al., 2022). Physical education and sports courses are among the most important courses to achieve these. Physical education and sports lessons generally provide stronger interaction than other courses that students enjoy (Uruç, 2023). Increasing students' interest in physical education lessons will positively affect their interest in both physical education and sports lessons and other lessons, their awareness of the importance of lessons and their desire to succeed (Kılıç, 2019; Özyalvaç, 2010, Ilkim et al., 2018). In order for students to learn in a better way, it is important that teachers, students and teaching programmes are systematically maintained in harmony without any disruptions, which will ensure that physical education and sports lessons are efficient and effective (Kangalgil, Hünük, & Demirhan, 2006). At this point, the attitude of the students is very effective. Many social phenomena such as family, classroom environment, friends, teachers and school administration can affect the attitude of students (Aicinena, 1991). It is possible for students to have positive attitudes through teachers' activities to arouse curiosity and an innovative educational approach. Students with negative attitudes towards physical education and sports may encounter negative situations such as reluctance to participate in activities, low performance, and seeing the lesson as unimportant. On the other hand, students with positive attitudes have a high desire to participate in the lessons and a high performance, making it easier to achieve the general and specific objectives of the course. Therefore, in time, students may have a positive perception of participation in physical activities by voluntarily participating in sports activities (Güllü, et al., 2016; Sivrikaya, Kılçık, 2017). In this context, it is aimed to contribute to the related field by analysing the attitudes of students in secondary education institutions towards physical education and sports according to various variables.

Methodology

2.1 Research Design

In this study, in order to analyse the attitudes of students in secondary education institutions towards physical education and sports according to various variables, the comparison type correlational survey model was used within the scope of correlational screening, one of the screening models of quantitative approach. Studies using this method reveal the differences of two or more groups on a variable (Karasar, 2005).
2.2 Research Group

The study group consists of students in secondary education institutions affiliated to the Ministry of National Education. The sampling group determined by convenient sampling method consists of 387 people in total, 174 girls and 213 boys.

2.3 Data Collection Tool

In the first part of the measurement tool consisting of two parts, there is a personal information form with questions about the demographic information of the participants such as gender, licensed sports status, participation in school sports, income and class. The second part involves the Attitude Scale on Physical Education and Sports (BESITO) developed by Deliceoğlu (2018) in order to measure the participants' attitudes towards physical education and sports. The five-point Likert-type scale (1: strongly disagree, 5: strongly agree) consists of 2 sub-dimensions and 41 items. After the factor analysis, 7 items (17, 20, 22, 23, 25, 30, 36) with a load value below 0.45 were removed and the scale was reduced from 41 to 34 items. The first factor of the scale consists of 17 items and the second consists of 17 items. The items in the first factor were named as "Affective Dimension" because they were related to positive-negative feelings towards Physical Education and Sports, and the items in the second factor were named as "Behavioural Dimension" because they included the application dimension in the activities applied. The lowest score that can be obtained from BESITO is 34 and this score shows us that the student has a completely negative attitude towards physical education and sports, while the highest score of 170 points shows us that the student has a completely positive attitude. According to the total scores in the sub-dimensions of the scale, information about the direction of the attitude is obtained. Cronbach Alpha for the 34 items in the measurement tool was calculated as .92, .94 for the first factor and .88 for the second factor.

2.4 Data Analysis

Participants who provided incomplete information were excluded from the study. The Kolmogorov-Smirnov normality test was applied by transferring the data to the SPSS 23.0 package programme and although the results obtained did not show a normal distribution, it was accepted that the data had a normal distribution because the skewness and kurtosis values were between -3 and +3 (Jondeau & Rockinger, 2003). Independent sample test (T-test) and
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A one-way analysis of variance (One-Way ANOVA) were applied to the data. Depending on the homogeneity assumption, Welch values were taken into consideration and Tukey HSD test, one of the Post Hoc tests, was applied as a second level test (Tukey, 1949).

Results

Within the scope of the aim of our research, the attitudes of the participants towards physical education and sports were examined according to various variables and the results of data analyses were presented.

<table>
<thead>
<tr>
<th>Sub-dimension</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SS</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective</td>
<td>Male</td>
<td>213</td>
<td>53.9</td>
<td>7.59</td>
<td>.447</td>
<td>.655</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>174</td>
<td>53.6</td>
<td>7.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioural</td>
<td>Male</td>
<td>213</td>
<td>39.8</td>
<td>7.98</td>
<td>.911</td>
<td>.363</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>174</td>
<td>38.9</td>
<td>10.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Besito Total</td>
<td>Male</td>
<td>213</td>
<td>93.8</td>
<td>9.95</td>
<td>1.165</td>
<td>.245</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>174</td>
<td>92.6</td>
<td>10.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1. T-Test results for physical education and sports according to gender variable
Source: Research Results

According to Table 1, it was found that the affective sub-dimension ($t(385)=.447; p>0.05$), behavioural sub-dimension ($t(385)=.911; p>0.05$), Besito total scores ($t(85)=1.165; p>0.05$) depending on the gender variable. No significant difference was found in affective sub-dimension, behavioural sub-dimension and Besito total scores depending on gender variable.

<table>
<thead>
<tr>
<th>Sub-dimension</th>
<th>Licensed Athlete</th>
<th>N</th>
<th>Mean</th>
<th>SS</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective</td>
<td>Yes</td>
<td>85</td>
<td>54.7</td>
<td>7.68</td>
<td>1.310</td>
<td>.191</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>302</td>
<td>53.5</td>
<td>7.51</td>
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<td></td>
</tr>
<tr>
<td>Behavioural</td>
<td>Yes</td>
<td>85</td>
<td>36.6</td>
<td>7.94</td>
<td>-3.481</td>
<td>.001*</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>302</td>
<td>40.2</td>
<td>9.50</td>
<td></td>
<td></td>
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<tr>
<td>Besito Total</td>
<td>Yes</td>
<td>85</td>
<td>91.4</td>
<td>10.0</td>
<td>-1.838</td>
<td>.067</td>
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<tr>
<td></td>
<td>No</td>
<td>302</td>
<td>93.7</td>
<td>10.4</td>
<td></td>
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</tr>
</tbody>
</table>

Table 2. T-Test results for physical education and sports according to the variable of licensed athlete
*p<0.05*
Source: Research Results

According to Table 2, it was found that the affective sub-dimension ($t(385)=1.310; p>0.05$), behavioural sub-dimension ($t(158,08)=-3.481; p<0.05$), Besito total ($t(385)=-1.838; p>0.05$) depending on the licensed athlete variable. While there was no significant difference between the affective sub-dimension and Besito total scores depending on the licensed athlete variable, a significant difference was found in the behavioural sub-dimension.
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<table>
<thead>
<tr>
<th>Sub-dimension</th>
<th>Participation in School Sports</th>
<th>N</th>
<th>Mean</th>
<th>SS</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affective</strong></td>
<td>No</td>
<td>169</td>
<td>53.5444</td>
<td>8.03486</td>
<td>-.667</td>
<td>.505</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>218</td>
<td>54.0688</td>
<td>7.18484</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavioural</strong></td>
<td>No</td>
<td>169</td>
<td>38.2426</td>
<td>9.14664</td>
<td>-2.251</td>
<td>.025*</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>218</td>
<td>40.3761</td>
<td>9.32396</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Besito Total</strong></td>
<td>No</td>
<td>169</td>
<td>91.7870</td>
<td>10.39011</td>
<td>-2.512</td>
<td>.012*</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>218</td>
<td>94.4450</td>
<td>10.27319</td>
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</tr>
</tbody>
</table>

Table 3. T-test results for physical education and sports according to the variable of participation in school sports

p<0.05*

Source: Research Results

According to Table 3, depending on the variable of participation in school sports, affective sub-dimension (t(385)= .667; p>0.05), behavioural sub-dimension (t(385)= -2.251; p<0.05), Besito total (t(385)= -2.512; p<0.05) were determined. While there was a significant difference between the behavioural sub-dimension and Besito total scores depending on the licensed athlete variable, no significant difference was found in the affective sub-dimension.

<table>
<thead>
<tr>
<th>Sub-dimension</th>
<th>Classroom</th>
<th>N</th>
<th>Mean</th>
<th>SS</th>
<th>F</th>
<th>p</th>
<th>Difference</th>
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<tbody>
<tr>
<td><strong>Affective</strong></td>
<td>Grade 9</td>
<td>107</td>
<td>53.3</td>
<td>7.37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 10</td>
<td>96</td>
<td>51.5</td>
<td>8.46</td>
<td>5.972</td>
<td>.001*</td>
<td>a-b</td>
</tr>
<tr>
<td></td>
<td>Grade 11</td>
<td>88</td>
<td>55.6</td>
<td>6.77</td>
<td></td>
<td></td>
<td>a-c</td>
</tr>
<tr>
<td></td>
<td>Grade 12</td>
<td>96</td>
<td>55.0</td>
<td>6.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavioural</strong></td>
<td>Grade 9</td>
<td>107</td>
<td>39.4</td>
<td>9.23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 10</td>
<td>96</td>
<td>40.4</td>
<td>9.47</td>
<td>.837</td>
<td>.474</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 11</td>
<td>88</td>
<td>38.2</td>
<td>9.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 12</td>
<td>96</td>
<td>39.4</td>
<td>8.60</td>
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<tr>
<td><strong>Besito Total</strong></td>
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<tr>
<td></td>
<td>Grade 10</td>
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<td>92.7</td>
<td>10.3</td>
<td>1.196</td>
<td>.311</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 11</td>
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<td>91.9</td>
<td>11.8</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Grade 12</td>
<td>88</td>
<td>93.9</td>
<td>10.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. One-Way ANOVA results for physical education and sports according to class variable

p<0.05*, a =10th grade, b=11th grade, c=12th grade

Source: Research Results

According to Table 4, it was found that the affective sub-dimension (F(3; 386)= 5.972; p<0.05), behavioural sub-dimension (F(3; 386)= .837; p>0.05), Besito total scores (F(3; 386)= 1.196; p>0.05) depending on the class variable. While there was no significant difference between the behavioural sub-dimension and Besito total scores depending on the class variable, a significant difference was found in the affective sub-dimension. When the results of Tukey HSD second level test were analysed in order to determine between which groups there was a difference, it was found that there was a difference between 10th grade and 11th grade and 12th grade.
Sub-dimension | Income (TL) | N  | Mean | SS  | F      | p    \\
--- | --- | --- | --- | --- | --- | --- \\
**Affective** | 7500 and Below | 72 | 53.1 | 7.64 |  |  \\
7501-12500 | 89 | 53.2 | 7.26 | .836 | .475 |  \\
12501-17500 | 108 | 54.6 | 7.70 |  |  \\
Over 17500 | 118 | 55.9 | 7.60 |  |  \\
7500 and Below | 72 | 38.8 | 10.1 |  |  \\
**Behavioural** | 7501-12500 | 89 | 39.6 | 10.0 | .186 | .906 |  \\
12501-17500 | 108 | 39.8 | 9.10 |  |  \\
Over 17500 | 118 | 40.3 | 8.34 |  |  \\
7500 and Below | 72 | 91.9 | 11.1 |  |  \\
**Besito Total** | 7501-12500 | 89 | 92.8 | 10.7 | .921 | .431 |  \\
12501-17500 | 108 | 94.4 | 10.0 |  |  \\
Over 17500 | 118 | 95.2 | 9.99 |  |  \\

Table 5. One-Way ANOVA results for physical education and sports according to income variable
Source: Research Results

According to Table 5, it was found that affective sub-dimension ($F(3;386)=.836$; $p>0.05$), behavioural sub-dimension ($F(3;386)=.186$; $p>0.05$), Besito total scores($F(3;386)=.921$; $p>0.05$) depending on the income variable. There was no significant difference between the affective and behavioural sub-dimensions and Besito total scores depending on the income variable.

**Discussion**

In the study in which we examined the attitudes of students in secondary education institutions towards physical education and sports, no significant difference was found in affective, behavioural and Besito total scores depending on gender variable (Table 1), which is thought to be due to the fact that students in secondary education institutions have similar developmental periods. Literature review showed that Çelik, Koçkaya, and Parlar (2018) examined the attitudes of students at secondary education level towards physical education and sports and found no significant difference between the attitude scores depending on the gender variable. In the study conducted by Göksel and Caz (2016) in which the attitudes of students attending Anatolian high school towards physical education and sports were examined, no significant difference was found according to the gender variable. Chatterjee, Nandy, and Adhikari (2012) emphasised that no significant difference was found in their attitudes towards physical education and sport according to gender variable. Diaz (2015) emphasised that there was no significant difference in attitudes towards physical education and sport depending on gender variable. However, in the study conducted by Çelik and Pulur (2011), it is stated that
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students' attitudes differ depending on the gender variable. It is thought that the reason for reaching different results in the studies in the literature is due to the population and sample of the studies.

While no significant difference was found between the affective sub-dimension and Besito total scores depending on the licensed athlete variable, a significant difference was found in the behavioural sub-dimension. When the mean scores of affective and Besito total scores are examined, it is seen that the mean scores of the students who are licensed athletes are higher (Table 2). It is thought that students doing licensed sports, actively participating in competitions and continuous sports activities increase their average attitude scores, although they do not create a significant difference in affective sub-dimension and Besito Total scores. Literature review showed that in their study, Cengiz, Kılıç and Soylu (2018) emphasised that the scores of attitude towards physical education and sports of students who do sports as licensed are higher than those of students who do not do sports as licensed. In the study conducted by Alemdağ, Öncü, and Sakalloğlu (2014) in which the attitudes of classroom teachers towards physical education and sports course were examined, it was emphasised that the attitudes of teachers who actively engaged in sports or who had previously been interested in sports were better than others.

While no significant difference was found in affective sub-dimension depending on the variable of participation in school sports, a significant difference was found in behavioural sub-dimension and Besito total scores. Looking at the mean scores, it is seen that the scores of the students participating in school sports are higher (Table 3). Literature review showed that the students who participate in school sports have higher attitude scores than the others in the master's thesis study conducted by Filiz (2018), in which the relationship between the attitudes of individuals of secondary school age towards physical education and sports and the level of attachment to school is examined. In the study conducted by Hünük (2006), it is emphasised that the attitude scores of students who participate in school sports are higher.

While a significant difference was found in the affective sub-dimension depending on the grade variable, no significant difference was found in the behavioural sub-dimension and Besito total scores. It is seen that the difference in the affective sub-dimension occurred between 10th grade and 11th and 12th grades. Looking at the mean scores, it is seen that the attitude scores increase as the grade level increases (Table 4). When the related literature studies were examined, it was determined that the attitudes towards physical education and sports did not change depending on the class variable in the study conducted by İbrahimli (2019), while in the study conducted by Şentürk (2019), in which the attitudes of students continuing their
education in Şanlıurfa towards physical education and sports were examined, it was determined that the attitude scores differed depending on the class variable. It is thought that the difference in the regions where the studies were conducted affected the attitude scores.

There was no statistical difference between the affective sub-dimension, behavioural sub-dimension and Besito total scores depending on the income variable. However, when the average scores are examined, it is seen that the attitude scores also increase depending on the increase in income level (Table 5). It is thought that the increase in welfare level due to the increase in income level causes the average scores to increase. When the related literature is examined, it is stated in the study conducted by Cantekin (2014) that attitudes towards physical education and sports do not change depending on income status. In the study conducted by Siral (2020), it was emphasised that the attitude scores related to physical education and sports did not change depending on the income variable.

Conclusions

In the study in which we examined the attitudes of students in secondary education institutions towards physical education and sports, it was concluded that the attitude scores of the students may differ according to various variables. Again, when we look at the mean scores of the variables for which there is no significant difference, it is seen that the mean scores change and accordingly, students’ active sports, having high economic income, participating in school sports, studying at different grade levels affect the attitudes towards physical education and sports. The following suggestions are put forward for students to have a better attitude towards physical education and sport;

- Ensuring participation in sports activities in schools,
- Increasing the hours of physical education and sports lessons in schools,
- Physical education and sports teachers should attend development seminars at regular intervals in order to have an innovative educational approach,
- Relieving students with exam anxiety through physical education and sports activities,
- It is recommended that sports activities should be carried out by considering the developmental periods of the students.
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