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THE STUDY OF THE RELATIONSHIP BETWEEN THE ATTITUDES OF STUDENTS IN SECONDARY EDUCATION INSTITUTIONS TOWARDS PHYSICAL EDUCATION AND SPORTS LESSONS AND THEIR SOCIAL SKILL LEVELS

¹Duhan KILIÇ, ²Fatih YAŞARTÜRK

¹Bartın University, Institute of Educational Sciences, Bartın, TURKEY

²Bartın University, Faculty of Sport Sciences, Bartın, TURKEY

ABSTRACT

The purpose of this research is to examine and determine the relationship between the attitudes of students in secondary education institutions towards physical education and sports lessons and their social skill levels according to some variables. The sample of the study consists of 500 high school students studying in Anatolian high schools in Ankara Yenimahalle District in 2017-2018 academic year. The personal information form prepared by the researchers was used as a data collection tool in the research, and the "Matson Evaluation of Social Skills with Youngsters (MESSY)" scale developed by Matson, Ratatory and Helsel (1983) and adapted to Turkish by Erdoğan (2002) was used to measure the social skill level of students. There is also a "Physical Education Attitude Scale" developed by Pehlivan (1997) to evaluate students' attitudes towards physical education lesson. Descriptive statistics methods, mean, standard deviation and skewness, t-Test and Pearson correlation tests were

used in the analysis. In the findings of the study, a statistically significant difference was found in social adaptation, positive social behavior, social communication, overconfidence, inappropriate assertiveness and behavioral attitude sub-dimensions according to sex variable in the t-Test results. There was a statistically significant difference in social communication and affective attitude subscales according to age variable. In the correlation test, a positive and low level of significant correlation was found between the social skill scale and cognitive attitude, affective attitude, and behavioral attitude subscales. As a result, it can be said that students with positive attitudes towards physical education lessons have high positive social behaviors and students with high social skills have high attitudes towards physical education lessons.

Key Words: Secondary school students, Physical education and attitude in sports, Social skills

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INTRODUCTION

Today, the concept of education starts from the foundation and its importance differs at every stage. When we evaluate human in society in all aspects, education is of great importance in human life. A person undergoes training that includes some activities in order to see what his or her body can do in line with his or her interests and abilities. In the formation of the content of this training, sports enables to reveal the talents, skills and characteristic qualities. When compared to other lessons, physical education lesson provides physical development of the person with kinesthetic studies and also contributes to the mental, social and affective development.

Attitude is the pre-disposition of a mental, emotional and behavioral response organized by the individuals based on their experience, motivation and knowledge against themselves or any object, social issue or event in their environment. It is found that making people interested in physical education lesson, directing them to this field, increasing their positive perceptions that people in this field will also be successful will increase people's tendency towards this field and contribute to their attitude and perception (İnceoğlu, 2004). Attitude is an ongoing organization of motivation, excitement, understanding and learning processes with an aspect of the individual's own perception world (Krech and Crutchfield, 1980). According to Hilgard et al. (1971), attitude refers to approaching or moving away from some objects, concepts and situations, and also to be ready to behave in a certain way towards them. Franzoi (2003) defines attitude as an individual's positive or negative evaluation of an object.

In this context, attitudes can range from the most positive to the most negative. Negative attitudes can manifest themselves by having negative beliefs about objects or ideas, rejecting or disliking them, and taking actions against them. Positive attitudes, on the other hand, can be manifested by having a positive belief in objects or ideas, to adopt and love them (Demirhan & Altay, 2001). There are attitudes in our society that increase and decrease the interests and interests of people and direct positive or negative behaviors. Attitudes show their presence in sports, as well as affect students' interest in physical education and sports lessons. Since human is a being that develops over time, the attitudes that shape them while completing their development physiologically and psychologically can affect each other positively and negatively in relation to the individual characteristics such as skills, social skills, age, sex etc. (Özyalvaç, 2010). In addition to those mentioned above, the ages of individuals also play an important role in the formation of attitudes. Especially in childhood (6 to 12 years old), most attitudes are formed by imitating the mother and father (Kağıtçıbaşı, 2005). Attitudes are shaped during adolescence (ages 12 to 21). In the first adulthood period (ages 21 to 30), these

attitudes gradually crystallize or calcify. This period between the ages of 12-30, when attitudes are shaped and crystallized, is called the critical period. Attitudes acquired during this period do not change easily (Morgan, 2000).

Students can develop a positive or negative attitude towards physical education lesson just as any other lesson. The positive attitudes of students towards physical education lesson can ensure that the lesson activities are handled efficiently and facilitate the special and general goals of the lesson or voluntary participation of students in various physical activities in the future (Silverman & Scrabis, 2004). Contrary to this situation, students who have negative attitudes towards physical education lesson may decrease the efficiency of the lesson, not attend the lesson, not pay attention to the lesson or cause various problems during the lesson (Güllü & Güçlü, 2009). Many factors provide change in the positive development of attitude towards physical education lesson. At this stage, having skill for physical education lesson will be effective in creating a positive attitude.

Skill is an ability that enables the individuals to apply their movements with the right target and less power, to find the most appropriate solution in the new and ever-changing game flow, and to learn new movements in the shortest time (Koç, 2006). We can explain the skill as the necessity of the motor functions of the whole body to work in good coordination.

Social skill can be evaluated as being accepted and approved by the society in which the person lives. It can also be said as applying their skills to the social area by doing useful works for the society and themselves (Riggio, 1986). In other words, individuals with high social skills not only know themselves well, but also they efficiently analyze and understand the emotional thoughts and behaviors of other individuals. Emotional and social skills are also high in these individuals (Trower et al., 2013). From the perspective of reactive norms, the frequency of positive reinforcement behaviors increase, the relationship between individuals develops and they become a part of the society as individuals with high social skills (Kelly, 1982). The general attitude of students with high social skills and, as of our study, their attitude towards physical education lesson will be high.

Therefore, it can be thought that gaining a positive attitude towards the physical education lesson will contribute to the individual and social development of the student. While social skills can be affected by many variables, they can as well be affected by attitudes towards physical education and activities related to physical education lesson. Students' expressing themselves by participating in group studies and activities for physical education lessons will have a positive effect on their socializing (Güven, 2017).

Especially considering that secondary school students are in adolescence, it can be said that the attitudes they have formed regarding physical education lessons and social skills behavior in this period are taking shape. In this respect, it is seen that secondary education is an important period for the formation of attitudes towards physical education lesson and strength of social skills. The aim of this research is to examine the relationship between secondary school students' attitude towards physical education and sports lesson and their social skill levels.

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Research Model

In accordance with the research objectives, "Descriptive and Relational Screening Model" was used. Descriptive screening models are defined as the screening arrangements made on the whole universe or a group of samples to be taken from it in order to make a general judgment about the universe consisting of many elements. Relational screening models aim to determine the presence and/or degree of change between two or more variables (Karasar, 2017).

Population and Sampling

Target population of the research consists of 7398 students from 10 Anatolian high schools in Yenimahalle District of Ankara province in 2017-2018 academic year. The sample of the study consists of 500 high school students studying in Anatolian high schools in Ankara Yenimahalle District in 2017-2018 academic year.

Data Collection Tools

The personal information form as a data collection tool in the research consists of questions including sex, age and school success.

Social Skills Assessment Scale: The scale, developed by Matson, Ratatory and Helsel (1983) and adapted to Turkish by Erdoğan (2002), consists of a five-point likert type (1: strongly disagree, 5: strongly agree) 5 sub-dimensions and 47 items. Erdoğan (2002) evaluated the scale in 2 dimensions in his study with secondary school students. Since the sample of this study is high school students, considering the original structure of the scale, reliability and validity studies were conducted for the most appropriate item-factor relationship in this study.

Physical Education and Attitude Scale: The scale developed by Pehlivan (1997) consists of likert type (1: strongly disagree, 5: strongly agree) 3 sub-dimensions and 22 items. Since the scale was evaluated with different dimensions and items in different studies, reliability and validity studies were conducted for the most appropriate item-factor relationship in this study.

Data Analysis

Descriptive statistics methods, mean, standard deviation and skewness, t-Test and Pearson correlation tests were used in the analysis of the data using the SPSS 21.0 statistics program. The significance level was determined as $p < 0.05$ in the analyses.

FINDINGS

Results regarding the relationship between secondary school students' attitude towards physical education lesson and their social skill levels are given below.

Table 1. Distribution of the participants according to their demographic characteristics

	Groups	n	%
Sex	Male	221	44.2
	Female	279	55.8
Age	14-15	215	43.0
	16-17	285	57.0
School achievement	Poor	36	7.2
	Moderate	204	40.8
	Good	202	40.4
	Very good	58	11.6

In Table 1, 44.2% of 500 students participating in the study are male and 55.8% are female. In addition, 43% of the participants are between the ages of 14-15 and 57% between the ages of 16-17. It was determined that 7.2% of students had poor school success, 40.8% were moderate, 40.4% were good and 11.6% were very good.

Table 2. Descriptive statistics of the scales

The Scale and Sub-Dimensions	N	\bar{X}	SS	Skewness
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Social Adaptation	500	4.22	0.66	-0.73*
Positive Social Behavior	500	4.18	0.74	-0.86*
Social Communication Skill	500	3.91	0.77	-0.71
Overconfidence	500	1.58	0.63	0.73*
Inappropriate Assertiveness	500	1.74	0.85	0.95*
Assessing Social Skills	500	4.19	0.47	-0.84
Cognitive Attitude	500	3.91	0.96	-0.92
Affective Attitude	500	3.00	1.07	0.15
Behavioral Attitude	500	3.60	1.06	-0.40
Assessing Social Skills	500	3.54	0.81	-0.15

1: Negative items are reversed *: After square root and logarithmic transformation

Table 2 shows the average, standard deviation and skewness statistics of the scale and its sub-dimensions. When the lowest (1) and highest (5) points that can be obtained from the Matson Evaluation of Social Skills with Youngsters scale are taken into consideration, total (4.19±0.47) and social adaptation (4.22±0.66), positive social behavior (4.18±0.74), social communication skills (3.91±0.77) subscale scores were high whereas self-confidence (1.58±0.63) and inadequate assertiveness (1.74±0.85) scores were very low. When the lowest (1) and highest (5) scores that can be obtained from the attitude scale of physical education lesson are taken into account, the total (3.54±0.47) and cognitive (3.91±0.96) and behavioral (3.91±0.77) subscale scores were moderate whereas affective subscale score (3.00±1.07) was found to be low.

Table 3. T-Test results of attitude scores towards social skills and physical education lessons according to sex variable

Sub-scales	Sex	N	\bar{X}	SS	t	p
Social Adaptation	Male	221	4.12	0.69	-3.12	0.002
	Female	279	4.30	0.63		
Positive Social Behavior	Male	221	4.01	0.78	-5.03	0.000
	Female	279	4.32	0.66		
Social Communication Skill	Male	221	3.92	0.79	0.25	0.801
	Female	279	3.90	0.76		
Overconfidence	Male	221	1.72	0.73	4.37	0.000
	Female	279	1.47	0.52		
Inappropriate Assertiveness	Male	221	1.89	0.91	3.75	0.000
	Female	279	1.62	0.78		
Assessing Social Skills	Male	221	4.08	0.49	-4.55	0.000
	Female	279	4.27	0.44		

Table 3 shows the results of two independent sample t tests for comparing the attitudes and sub-dimension scores of social skills assessment and physical education lessons according to the sex of the

students. Social skills assessment scale total score ($t = -4.55$; $p < 0.05$), social adaptation ($t = -3.12$; $p < 0.05$), positive social behavior ($t = -5.05$; $p < 0.05$), overconfidence ($t = 4.37$; $p < 0.05$) and inadequate assertiveness ($t = 3.75$; $p < 0.05$) were found to differ significantly by sex. Male students' overconfidence and inappropriate assertiveness scores were significantly higher than female students' scores. Female students' social adaptation and positive social behaviors scores were significantly higher than male students' scores. In general, the social skill level of female students is significantly higher than that of male students. It was determined that social communication skill scores did not differ significantly by sex. It was found that the behavioral attitude points towards physical education lessons differed significantly by sex ($t = 2.28$; $p < 0.05$). Behavioral attitude scores of male students towards physical education lesson were significantly higher than female students. It was found that total scores of cognitive and affective attitude sub-dimension and attitude towards physical education lesson did not differ significantly by sex.

Table 4. T-Test results of social skills and attitude towards physical education lesson scores by age variable

Sub-scales	Age Groups	N	\bar{X}	SS	t	p
Social Adaptation	14-15	215	4.23	0.64	0.20	0.839
	16-17	285	4.21	0.68		
Positive Social Behavior	14-15	215	4.17	0.77	-0.12	0.901
	16-17	285	4.19	0.71		
Social Communication Skill	14-15	215	3.99	0.72	2.00	0.046
	16-17	285	3.85	0.80		
Overconfidence	14-15	215	1.56	0.61	-0.57	0.566
	16-17	285	1.59	0.65		
Inappropriate Assertiveness	14-15	215	1.65	0.73	-1.74	0.082
	16-17	285	1.80	0.93		
Assessing Social Skills	14-15	215	4.22	0.43	1.33	0.186
	16-17	285	4.16	0.50		

Table 4 shows results of two independent samples t test for the comparison of social skill assessment and attitude towards physical education scale and subscale scores by the age groups. It was determined that social skill assessment total score and social adaptation, positive social behavior, overconfidence, and inappropriate assertiveness subscale scores did not differ significantly according to age groups. It was determined that social communication skill scores did not differ significantly according to age groups ($t = 2.00$; $p < 0.05$). Social communication skill scores of 14-15 age group students were significantly higher than the scores of 16-17 age group students. It was found that the affective attitude scores towards the physical education lessons differed significantly according to age groups ($t = 3.49$; $p < 0.05$). Affective attitude scores of 14-15 age group students towards physical

education lessons were significantly higher than 16-17 age group students' scores. It was found that total scores of cognitive and behavioral attitude subscale and attitude towards physical education lesson did not differ significantly by the age groups.

Table 5. Correlation analysis results between social skills and attitude towards physical education lesson and school success

	2	3	4	5	6	7
1- Social Adaptation	0.38**	0.41**	-0.34**	-0.14**	0.73**	0.07
2-Positive Social Behavior	1	0.31**	-0.29**	-0.25**	0.70**	0.06
3-Social Communication Skill		1	-0.22**	-0.10*	0.67**	0.11*
4- Overconfidence			1	0.43**	-0.62**	-0.09
5- Inappropriate Assertiveness				1	-0.50**	-0.08
6- Social Skills Assessment					1	0.11*
7- School Success						1

	2	3	4	5
1- Cognitive Attitude	0.24**	0.59**	0.80**	0.01
2- Affective Attitude	1	0.53**	0.73**	0.02
3- Behavioral Attitude		1	0.85**	-0.06
4- Attitude towards Physical Education Lesson			1	-0.01
5-School Success				1

Pearson correlation test results related to the relationship between social skills and school success are given in Table 5. A low, positive and significant relationship was found between school success and social communication ($r= 0.11$; $p<0.05$) subscale and social skill total ($r= 0.11$; $p0.05$). Students with high school success are able to communicate socially and their social skills in general are significantly higher than those with low school success. It was determined that attitude scale and subscale scores towards physical education lessons did not differ significantly according to school success. According to the findings of this study, it was concluded that there was no relationship between the social skill level of children and school success.

According to the Pearson correlation test results made in Table 6, a positive and significant relationship has been found between social skills assessment scale total scores and cognitive attitude towards physical education lesson ($r=0,22$; $p<0,05$), affective attitude ($r=0,19$; $p0,05$), behavioral attitude ($r=0,12$; $p0,05$) subscales and total ($r=0,23$; $p0,05$). A positive and significant relationship was found between social adaptation subscale scores and cognitive attitude towards physical education lesson ($r=0,14$; $p<0,05$), affective attitude ($r=0,19$; $p0,05$), behavioral attitude ($r=0,15$; $p0,05$) subscales and total ($r=0,20$; $p0,05$) scores. In addition, a positive and significant relationship has been found between positive social behavior subscale scores and cognitive attitude towards physical education lesson ($r=0,15$; $p<0,05$), affective attitude ($r=0,15$; $p0,05$) subscales and total ($r=0,16$; $p0,05$) scores. A positive and significant relationship has been found between social communication skills subscale points and cognitive attitude ($r=0,21$; $p<0,05$), affective attitude ($r=0,24$; $p0,05$), behavioral attitude ($r=0,24$; $p0,05$) towards physical education lesson subscales and total ($r=0,29$; $p0,05$) scores. There was

no significant relationship between overconfidence and inappropriate assertiveness and attitude towards physical education ($p > 0.05$).

Table 6. Correlation analysis results between social skills and attitude scale towards physical education lesson

	2	3	4	5	6	7	8	9	
1- Social adaptation	0.38*	.41	-0.34*	-0.14*	0.73*	0.14*	0.19*	0.15*	0.20*
2-Positive Social Behavior	1	0.31*	-0.29*	-0.25*	0.70*	0.15*	0.15*	0.06	0.16*
3-Social Communication Skill		1	-0.22*	-0.10*	0.67*	0.21*	0.24*	0.24*	0.29*
4- Overconfidence			1	0.43*	-0.62*	-0.09	-0.03	0.08	-0.03
5- Inappropriate Assertiveness				1	-0.50*	-0.06	0.05	0.10	0.02
6- Social Skills Assessment					1	0.22*	0.19*	0.12*	0.23*
7- Cognitive Attitude						1	0.24*	0.59*	0.80*
8- Affective Attitude							1	0.53*	0.73*
9- Behavioral Attitude								1	0.85*
10- Attitude towards Physical Education Lesson									1

* $p < 0.05$

DISCUSSION AND CONCLUSION

According to the findings obtained to determine the social skill levels of the students participating in the research, it was concluded that social adaptation, positive social behavior, social communication skill and general social skill level were high whereas negative social behaviors such as overconfidence and inappropriate assertiveness were low. Memiş and Memiş (2013), Öcal and Kemer kaya (2014), Kul and Demirel (2015) concluded in their study that secondary school students' social skills levels were high. The findings obtained from this study are in line with the studies in the literature.

It was concluded that the cognitive and affective attitude and the attitude towards physical education lessons did not differ significantly according to sex, and that the behavioral attitude level of male students towards physical education lesson was more positive than female students. Aydoğan et al.

(2016) concluded that the attitude level of female students was more positive than male students, and Özkurt and Pepe (2016) found that the attitude level of male students was more positive than female students in their studies. Öncü and Güven (2011), Göksel and Caz (2016), Güllü et al. (2016), Yazıcı, Kalkavan and Özdilek (2016), Kılıç and Çimen (2018) concluded that the level of attitude towards physical education did not differ significantly by sex. The findings obtained from this study are in line with the studies in the literature.

It was concluded that the cognitive and behavioral attitude and attitude towards physical education lessons did not differ significantly according to age groups, and that the affective attitude level of the students in the 14-15 age group towards the physical education lesson was more positive than the 16-17 age group. Göksel and Caz (2016), Güllü et al. (2016) concluded that the level of attitude towards physical education lesson did not differ significantly between age groups. The findings obtained from this study are in line with the studies in the literature.

It has been concluded that students with high school success can communicate socially and their social skill level is significantly higher than those with low school success. Karayurt and Akyol (2008), Memiş and Memiş (2013) concluded in their study that there was a positive correlation between academic achievement and social skill level, and students with higher academic achievement have higher social skills than those with low academic achievement. Therefore, it can be said that students with high school success will also have high social skills.

It was determined that attitude scale and subscale scores towards physical education lessons did not differ significantly according to school success.

It has been concluded that there is a positive relationship between social adaptation, positive social behavior, social communication skill levels and social skill level in general and attitude towards physical education lesson, and that students with high social skill level have positive attitude towards physical education lesson. It has been determined that there is no significant relationship between overconfidence and inappropriate assertiveness, negative social behavior level and attitude towards physical education, that students with high social skills have positive attitudes towards physical education lesson, and students with positive attitude towards physical education lesson have high social skills due to the fact that the correlation relationship is bidirectional. Gülay (2008), Balyan (2009), Aybek, İmamoğlu and Taşmektepligil (2011), Özkan (2014), Yaman (2015), Dalkıran et al. (2015), Makar (2016) concluded that the social skill levels of students who do sports are significantly higher

than those who do not do sports. It is seen that the findings obtained from this study are in parallel with the studies in the literature.

As a result, it can be said that students with positive attitudes towards physical education lessons have high positive social behavior, social adaptation and social communication skills, and students with high social skills have high attitudes towards physical education lessons.

Suggestions

- Apart from this study, it can be investigated in different provinces and schools.
- In order to develop a positive attitude towards physical education lessons, it is suggested to organize lesson programs and applications in a way that encourages students to participate eagerly,
- and to develop physical, tools and equipment opportunities to enable different sports activities in schools. In this case, it is anticipated that attitudes towards physical education lesson and social skills will also develop.

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