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The Analysis of the 5th Grade Students' Attitudes and Self-efficacy for Physical Education Course in terms of Demographic Characteristics

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Abstract

The aim of the study is to analyze the 5th grade students' attitudes and self-efficacy for the physical education course that they have come across for the first time which is taught by physical education and sports teachers. Law No. 6287 was issued by the Turkish Grand National Assembly National Education Culture Youth and Sports Commission on March 30, 2012 and put in the practice on April 11, 2012. It enforced compulsory education system from 8 years to 12 years and graded the education system as 4 + 4 + 4 years (URL-1). 329 fifth grade students studying at 13 public schools in the districts and villages of Rize and Trabzon cities joined the study. In addition to the Personal Information Form, "Physical Education Susceptibility Scale" (PESS) developed by Hilland et al. (2009) and adapted to Turkish by Öncü, Gürbüz, Küçükkılıç and Keskin (2015) checking its validity and reliability as a data collection tool covering 11 items were used. According to the findings of the analysis made for the "Attitude" subtitle of the 5th grade students towards physical education course; ***"Gender Variable"***(t = 2,211; p <0.05) had a significant difference compared to ***"Location of School"*** (F = 3,044; p <0,05). In addition, according to the findings of the analysis made for the "Self-efficacy" subtitle for the physical education course of the 5th grade students, there was a significant difference in terms of ***"Mother's Educational Level"*** (F = 2,766; p <0,05). The difference was meaningful between the groups of elementary school-post graduate, and high school-secondary school.

Keywords: secondary school, 5th grade, physical education course, self-efficacy and attitude

1. Introduction

An indispensable part of general education, Physical Education is usually defined as "a system of activities developing the structure and the functions of the body, providing the control of the muscles and their balanced development, and teaching; the evaluation of leisure time, using physical strength in the most economical way, and so how to control organs and move in the appropriate method." In addition, "Scientific body activities that enable people to develop their body, soul and mind in a balanced way without harming the integrity of the organism, and train them as the individuals beneficial to the society is called Physical Education" (Açak, M. 2006). Physical Education is not only limited to physical development but it also develops confidence and self-esteem, encourages respect, cooperation and harmony among individuals, and improves leadership skills (Buck, Jable and Floyd, 2004). Physical Education activities are the main activities that enable primary and secondary school students to; use their energy in the positive way, get rid of stress contributing to their socialization, adopt school rules, avoid bad habits, and so increase their knowledge, ability and skills. The main source of the development of countries in social, cultural and artistic issues is healthy human power. The ability of a country to develop a healthy society also goes through the adaptation of education approaches in accordance with the values of today's world to physical education lessons and its application in millions of primary and secondary education institutions. It is highly necessary to organize activities for millions of students studying at schools to influence their individual development in a positive way (Akgün and İnan, 2010).

The word "attitude" was first used by Herbert Spencer in 1862 (Güllü and Güçlü, 2009). The concept was searched by many psychologists and sociologists and became a popular subject, and it was even claimed that researches led to the birth of the science of social psychology (Allen, Guy and Edgley, (1980). People have attitudes as a result of experiences, so they are not innate behaviors (Kağıtçıbaşı, 2005). Attitude is the state of "being ready" or the tendency to respond in a certain way, and a positive or negative evaluative reaction seen in the opinion, emotion or tendency of

one's behavior (Yüksel, Ö. 2006). Attitudes are the regular attitudes and behaviors that result in various experiences of individuals against certain objects. Individual attitudes are formed as a result of an individual's upbringing and the experiences of the lifetime, and they are among the features that distinguish one person from other people (Şimşek, Ş. et al. 2008). According to Sakallı (2006) there are many factors affecting attitudes. The main ones are family, environment and direct personal experiences. Kağıtçıbaşı (2005) stated that the age of the individual is also an important factor in determining the attitudes. Particularly in childhood (between the ages of 6 and 12) many attitudes are formed by emulating parents. Attitudes are shaped during adolescence (between the ages of 12 and 21). These attitudes become increasingly strong in the first adulthood (between the ages of 21 and 30). If the individual develops a positive attitude towards an object or thing, s/he approaches and supports it, and if s/he develops negative attitudes toward an object or thing, s/he moves away from it and even exhibits negative behavior (Şişko and Demirhan, 2002).

Another important variable affecting attitude is self-efficacy. "Self-efficacy" is one of the basic concepts in Bandura's social learning theory, and Bandura (1977) defines self-efficacy belief as *"an individual's belief in how well s/he can perform the actions necessary to cope with possible situations"* (Akkoyunlu and Kurbanoğlu, 2004). Self-efficacy belief also affects people's emotional reactions and thoughts. Individuals with high self-efficacy can be relatively more comfortable and productive when they encounter activities with a high level of difficulty (Seçkin and Başbay, 2013). However, self-efficacy and attitudes may change over time and new ones may emerge. Therefore, new researches about the subject can provide positive findings for physical education and sports teachers (Şişko and Demirhan, 2002).

2. Method

2.1 Population and Sample of the Study

The population of the research consists of the secondary school students in the 5th grade. Determined by simple random sampling method, the sample of the research is 329 secondary school students in the 5th grade in 13 secondary schools as follows: Kurtuluş, Karasu, Ambarlık, Şehit Nedim Çalık, and Dörtyol Secondary Schools located in the center of Rize city, Kıbledağı Şehit Metin Çetin, Başköy, Ulucami, Ada Camii Secondary Schools in the villages of Güneysu district, IMKB Secondary School located in the center of Güneysu District, Zeki Bilge Secondary School located in the center of Çaykara District in Trabzon city, and Taşkıran and Uzungöl Secondary Schools located in Çaykara District, Trabzon.

2.2 Data Collection Tools

"Personal Information Form" and "Physical Education Susceptibility Scale" were used as data collection tools in the study.

2.2.1 Personal Information Form

The 'Personal Information Form' developed by the researcher's aims to collect information about the students who constitute the sample of the research. This section consists of the questions related to the demographic variables forming the subject of investigation in the survey. The questions are about gender, injury/disability status in physical education classes, educational level of the mother, educational level of the father and location of school, that are independent variables.

2.2.2 Physical education Predisposition Scale (PEPS)

Physical Education Predisposition Scale (PEPS), which was developed by Hilland et al. (2009) and adapted to Turkish language by Öncü, Gürbüz, Küçükkılıç and Keskin (2015), was used to measure students" self-efficacy and attitudes towards physical education. The scale, which consists of 11 items, includes 2 factors. Factors of the scale are "Attitude" (6 items) and "Self-efficacy" (5 items). Negative items included in the scale are scored reversely. The scale is a 5-point Likert-type scale with the following scoring system: "I strongly disagree (1)", "I disagree (2)", "I neither agree nor disagree (3)", "I agree (4)" and "I strongly agree (5)" The lowest score that can be achieved in the scale is 11 and the highest one is 55. The lowest and the highest scores of "Attitude" sub-dimension of the scale are 6 and 30, whereas the lowest and the highest scores of "Self-efficacy" sub-dimension of the scale are 5 and 25, respectively.

2.3 Statistical Methods

Explanatory Factor Analysis (EFA), "Cronbach Alpha Coefficient", and "Item-Total Correlation Analysis" were conducted in order to confirm the validity and reliability of "PEPS" (or BEYÖ in Turkish), which was used on fourth grade students as a data collection tool in this research. Kolmogorov-Smirnov test and coefficient of skewness and kurtosis were used in normality analysis of the collected data. Number of groups was taken into consideration for comparison of attitude and self-efficacy scores of different groups. In accordance with this, "t test for independent groups", which is a parametric statistical method, was used for comparison of the average scores of two independent groups and "one way analysis of variance test (ANOVA)", which is another parametric statistical method, was

employed to compare the average scores of three or more groups. While ANOVA tests proved differences, Tukey multiple comparison test (Post Hoc) was used in order to determine which group was the source of these differences. IBM SPSS package program was used for application of aforementioned statistical methods within the scope of this research.

3. Findings

3.1 Comparing Attitudes of 5th Grade Students according to Demographical Variables

Table 1. Statistics Related to Attitude Dimension

	N	Avg.	sd.	Skewness	Kurtosis	Minimum	Maximum
Attitude	329	24,52	4,29	-0,826	0,427	6	30

Kolmogorov-Smirnov Normality test was used to test whether score variable taken from attitude sub-dimension of scale showed a normal distribution or not.

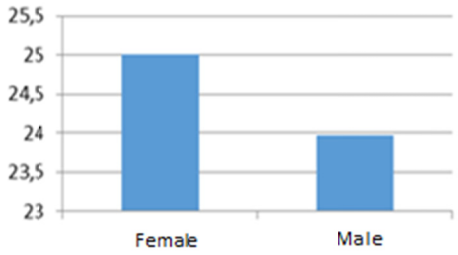
Table 2. K-S Results of Normality Test

	Kolmogorov-Smirnov		
Attitude	Statistic	sd	Sig.(p)
	0,109	329	0,000

According to Kolmogorov-Smirnov test, total attitude scores of fifth-grade do not show a normal distribution ($p<0.05$). In this case another criteria admitted in literature for examining normality of variables obtained from Likert scale is coefficient of skewness and kurtosis were between -1,5 and 1,5 range). According to this, when considering coefficient of skewness and kurtosis values, it can be accepted that it showed a normal distribution. In this case, parametrical statistic techniques will be used in examining whether attitude score showed a difference from various variables or not.

Table 3. (t) Test Results of Attitude Score Averages Based on Gender

Gender	N	Mean	ss	T	p
Female	175	25,01	4,12	2,211	0,028
Male	154	23,97	4,49		

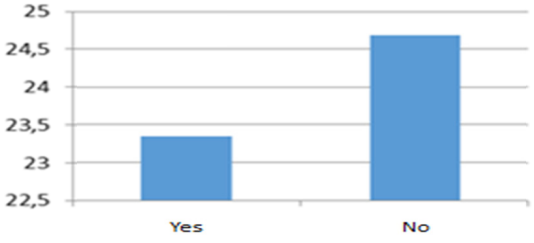


Graphic 1. Average Attitude Points on Gender Variable

According to the result on Chart, attitudes of fifth-grade students show a statistically significant difference with regard to gender ($t=2,211$; $p<0.05$). When looking on average scores, it can be suggested that female students have more positive attitude than male students towards physical education course.

Table 4. Results of (t) Test Related to Attitude Averages on Occurrence of Injury/Disablement

Occurrence of Disablement	N	Mean	Sd.	T	p
Yes	49	23,34	4,27	-1,817	0,070
No	375	24,69	4,29		

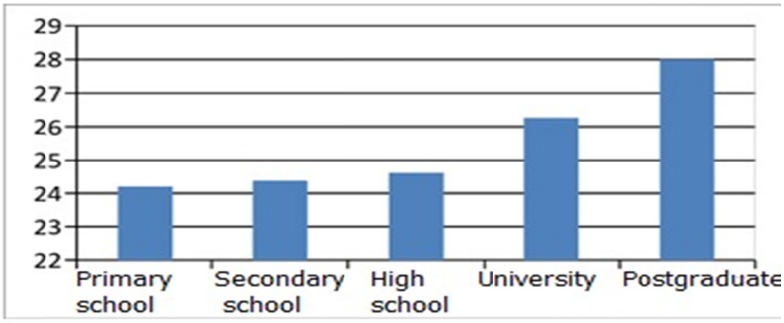


Graphic 2. Average Attitude Points on Occurrence of Injury/Disablement

According to T-test results on Chart, attitudes of fifth-grade students do not show a statistically significant difference with regard to occurrence of injury/disablement (t=-1,817; p>0.05). It can be understood that having a bad event in physical education course before does not affect attitude of students towards this course.

Table 5. ANOVA Test Results related to Attitude Averages of Mother's Education Level

Mother's Education Level	N	Avg.	ss	F	p
Primary	121	24,20	4,314		
Secondary	112	24,38	4,275		
High School	67	24,61	4,334	1,456	0,215
University	26	26,27	4,094		
Postgraduate	1	28,00	-		

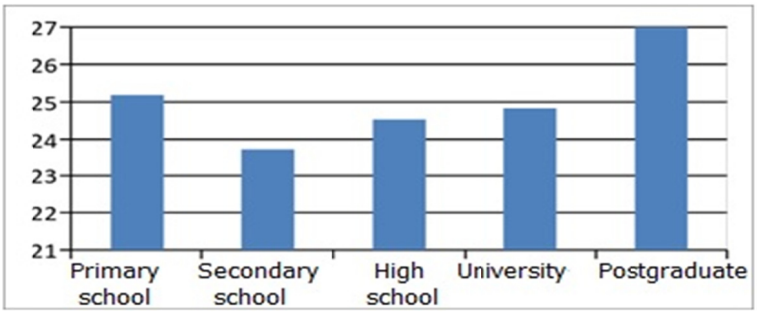


Graphic 3. Average Attitude Scores According to Mother's Education Level

According to ANOVA test results on table, attitudes of fifth-grade students towards physical education course do not show a significant difference with regard to educational level of their mother (F=1,456; p>0.05).

Table 6. ANOVA Test Results related to Attitude Averages of Father's Education Level

Father's Education Level	N	Avg.	ss	F	p
Primary	73	25,19	3,836		
Secondary	100	23,73	4,461		
High School	100	24,53	4,329	2,206	0,068
University	53	24,83	4,406		
Postgraduate	3	29,00	1,732		

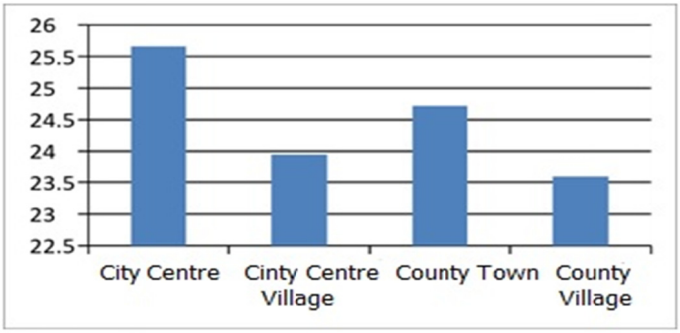


Graphic 4. Average Attitude Scores According to Father's Education Level

According to ANOVA test results on table, attitudes of fifth-grade students towards physical education course don't show a significant difference with regard to educational status of their fathers (F=2,206; p>0,05).

Table 7. ANOVA Test Results related to Attitude Averages in Location of School

Location of School	N	Avg.	ss	F	p
City Center	65	25,66	4,021		
City Center Village	77	23,95	4,377	3,044	0,029
County Town	128	24,72	3,998		
County Village	59	23,59	4,868		



Graphic 5. Average Attitude Scores According to Location of School

In accordance with ANOVA test results it can be suggested that attitudes of fifth-grade students toward physical education course show significant difference according to the place of school (F=3,044; p<0,05). TUKEY test was used to determine from which differences it arose from and findings on table were obtained.

Table 8. TUKEY Test Results According to Place of School Variables

		Average Differences	Sig. (p)
City Center	City Center Village	1,713	,081
	County Town	,943	,467
	County Village	2,068*	,036
City Center Village	City Center	-1,713	,081
	County Town	-,771	,592
	County Village	,355	,963
County Town	City Center	-,943	,467
	City Center Village	,771	,592
	County Village	1,126	,336
County Village	City Center	-2,068*	,036
	City Center Village	-,355	,963
	County Town	-1,126	,336

According to the findings on table there is a significant difference among the city center- County Village groups. In addition when considering group averages it can be suggested that attitudes of fifth-grade students towards physical education course were positive at schools in city centers.

3.2 Comparing Self-efficacies of Fifth-Grade Students according to Demographical Variables

Table 9. Statistics related to Self-Efficacy Dimension

	N	Avg.	sd.	Skewness	Kurtosis	Minimum	Maximum
Self-Efficacy	329	20,46	3,85	-0,799	0,496	5	25

Kolmogorov-Smirnov Test was used to determine whether total self-efficacy score variable showed a normal distribution taken from self-efficacy sub-dimension of scale.

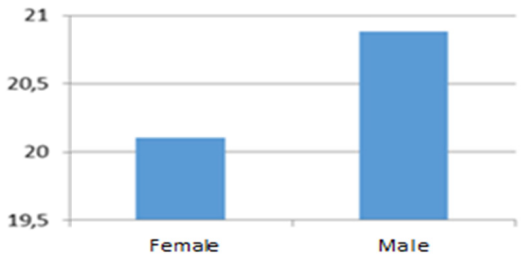
Table 10. K-S Normality Test Results

	Kolmogorov-Smirnov		
Self-Efficacy	Statistics	sd	Sig.(p)
	0,119	329	0,000

According to Kolmogorov-Smirnov Test results, self-efficacy scores of fifth-grades were not distributed as normal (p<0.05). In this case skewness and kurtosis showed a normal distribution when considering self-efficacy variables between –1,5 and 1,5 coefficients. Therefore in this case, parametrical statistic techniques will be used to examine whether attitude score showed a difference from various variables or not.

Table 11. (t) Test Result related to Self-Efficacy Averages with regard to gender variables

Gender	N	Avg.	ss	T	p
Female	175	20,10	3,68	-1,841	0,066
Male	154	20,88	3,99		

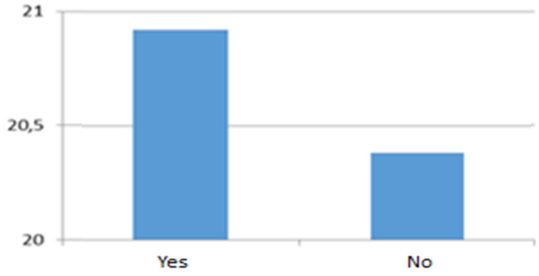


Graphic 6. Average Self-Efficacy Scores according to Gender Variable

According to the result on table self-efficacy perception of fifth-grade students towards physical education course showed a significant difference according to gender (t= -1,841; p>0.05).

Table 12. (t) Test Results according to Self-Efficacy Averages and Living or not living status and disablement/injury status

Occurrence of Disablement	N	Avg.	ss	T	p
Yes	38	20,92	4,12	0,800	0,424
No	290	20,38	3,81		

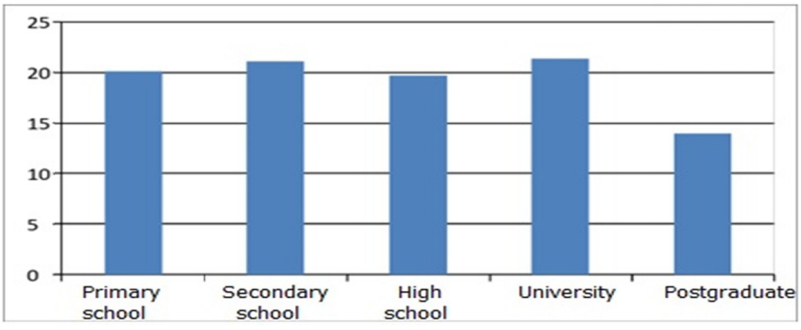


Graphic 7. Self-Efficacy Scores according to Self-Efficacy Averages and Living or not living status and disablement/injury status

According to t test result on table Self-Efficacy Scores according to Self-Efficacy Averages and Living or not living status and disablement/injury status do not show a significant difference (t=0,800; p>0,05). So having a bad event in physical education course before, doesn't affect self-efficacy perceptions of fifth-grade students towards this course.

Table 13. ANOVA Test Results Related to Self-Efficacy Averages According Mother Educational Status

Mother Education Status	N	Avg.	ss	F	p
Primary	121	20,13	4,237		
Secondary	112	21,11	3,332		
High School	67	19,73	3,756	2,766	0,028
University	26	21,38	3,590		
Postgraduate	3	14,00	3,571		



Graphic 8. Self-Efficacy Scores According to Mother Education Status

According to ANOVA test results self-efficacy perceptions of fifth-grade students show a significant difference according to educational status of mother (F=2,766; p<0,05). TUKEY test was used to determine from which differences it arose from and findings on table were obtained.

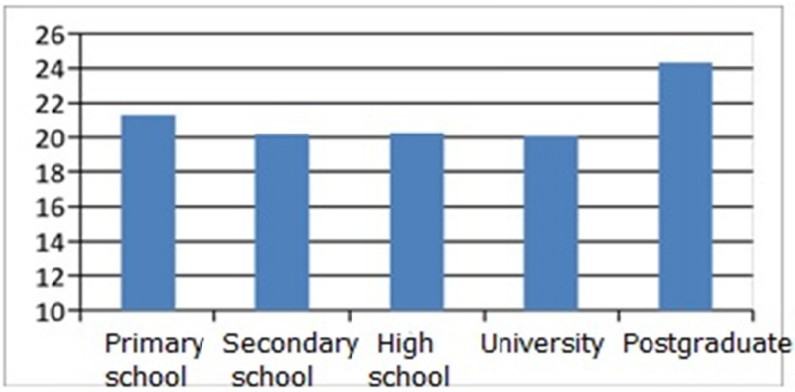
Table 14. TUKEY multiple comparison test results according to Mother Educational Status

		Average Differences	Sig. (p)
Primary	Secondary	-1,040	,229
	High School	,401	,958
	University	-1,252	,544
	Postgraduate	3,799*	,042
Secondary	Primary	1,040	,229
	High School	1,441*	,010
	University	-,212	,999
	Postgraduate	4,839	,189
High School	Primary	-,401	,958
	Secondary	-1,441*	,010
	University	-1,653	,325
	Postgraduate	3,398	,550
University	Primary	1,252	,544
	Secondary	,212	,999
	High School	1,653	,325
	Postgraduate	5,051	,187
Postgraduate	Primary	-3,799*	,042
	Secondary	-4,839	,189
	High School	-3,398	,550
	University	-5,051	,187

According to the results on table, self-efficacy perception averages among high-secondary and primary-postgraduate group are significantly different according to mother educational status. In addition, when considering group averages it can be suggested that self-efficacy perception take the highest value toward physical education course in case of mother's educational level is university.

Table 15. ANOVA Test Results related to Self-Efficacy Averages according to Father's educational level

Father Education Status	N	Avg.	ss	F	p
Primary	73	21,30	3,961		
Secondary	100	20,17	3,998		
High School	100	20,24	3,485	2,030	0,090
University	53	20,06	3,959		
Postgraduate	3	24,33	1,155		

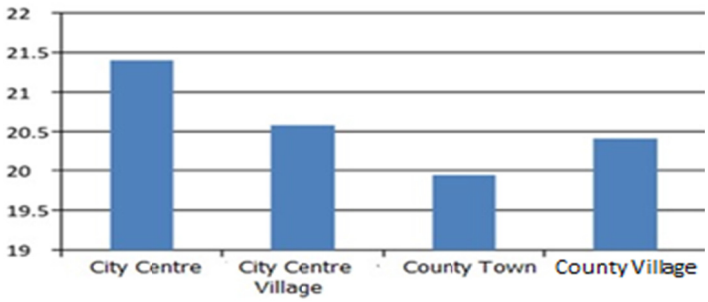


Graphic 9. Self-Efficacy Scores According to Father's Education Level

When considering ANOVA result on table, it can be seen that self-efficacy perception of fifth-grade students towards physical education course do not show a significant difference (F=2,030; p>0,05).

Table 16. ANOVA test results related to self-efficacy averages of location of school

Place of School	N	Avg.	ss	F	p
City Center	65	21,40	3,707	2,135	0,096
City Center Village	77	20,58	3,381		
County Town	128	19,94	4,027		
County Village	59	20,41	4,043		



Graphic 10. Self-Efficacy Scores According to Location of School

In accordance with ANOVA result on table, when considering place of school it can be seen that self-efficacy perceptions of fifth-grade students towards physical education course do not show a significant difference.

4. Discussion and Conclusion

According to the results of the research, the attitudes of the 5th grade students towards the physical education course differ significantly by sex ($t = 2,211$, $p < 0.05$). According to the average scores, it can be said that female students have a more positive attitude towards physical education lessons than male students. On one hand, the result is in contrast with some studies in the literature (Alpaslan, 2008; Chatterjee, 2013; Gürbüz and Özkan, 2012; Phillips, 2011); on the other hand, it is seen in some other studies that; in contrast to female students, the results of male students' attitudes toward physical education were higher than those of female students (Arabacı, 2009; Chung and Phillips, 2002; Balyan, 2009; Güllü, 2007; Hilland et al., 2009; Hünük, 2006; Smoll and Schutz, 1980; Şişko and Demirhan, 2002; Ekici et al., 2011).

5th grade students' attitudes toward physical education does not show a significant difference ($p = 0.05$, $p > 0.05$) in terms of injury/disability. Then, the fact that there was a negative experience in the physical education class formerly does not affect the 5th grade students' attitude towards the course.

In our study, it was determined that the attitudes of the 5th grade students towards the physical education lesson did not show any statistically significant difference according to the education level of the mother and father. However, the study investigating parents' attitudes and expectations towards participation in physical education courses conducted by Öncü, (2007) showed that the participants with higher socio-cultural level got higher scores from the statement *"There should be more time for Physical Education Courses"* and it was interpreted as the high socio-cultural level is significant to perceive the importance of physical education and sports. This is in contrast to the results of our study. In addition, it can be said that the attitudes towards the physical education lesson show a partially significant difference according to the place where the school is located. Regarding the school place, there is a significant difference between the county town and district village groups only. Moreover, when the group average is taken into consideration, it can be said that the attitudes of the 5th grade students towards the physical education lesson in the county town are more positive. This situation differs with the results of Valdez (1997), while Chatterjee (2013); Hologlu (2006); Keskin (2015) show parallel results.

The self-efficacy perceptions of the 5th grade students for the physical education course did not show a statistically significant difference by gender. When the self-efficacy dimension of the research was examined, the self-efficacy perceptions of 5th grade students for the physical education course did not show a statistically significant difference by gender. While the finding that the beliefs of self-efficacy and general self-efficacy do not differ according to the gender is parallel to the findings of many researches (Çetin, 2009; Oğuz and Topkaya, 2008; Saracaloğlu, Karasakaloğlu and Gencel, 2010; Yenice, 2012; Yıldırım and İlhan, 2010), it is seen to be different from the results of the researches by Galpin et al. (2003), Hilland et al., (2009), Joet et al., (2011), Kamtsios, (2010) and Keskin, (2015).

According to research findings, self-efficacy towards physical education course does not show any significant

difference in terms of injury/disability status (t = 0,800, p> 0,05). This result is parallel to the research results of Keskin (2015). Thus, the fact that there is a negative experience in physical education class does not affect the 5th grade students' self-efficacy perceptions. The self-efficacy perceptions of the 5th grade students are significantly different in terms of the education level of the mother (F = 2,766; p <0,05). According to the results, the self-efficacy perception averages between the primary school-postgraduate and high school-secondary school groups are significantly different considering the education level of the mother. Moreover, when the average of the groups is taken into consideration, it can be said that the students' self-efficacy perceptions of the physical education course have the highest value if the educational level of the mother is the university. On the other hand, it can be seen that the students' self-efficacy perceptions towards physical education course did not show any significant difference in terms of the educational status of the father and the school place.

4.1 Conclusion

The results of the study have showed that 5th grade students' self-efficacy levels towards physical education course are higher and they are individuals who develop positive attitudes towards the course. In addition, it can be said that physical education course is important for children to develop healthy attitude and self-efficacy towards life as well as their physical development, because children's attitude and self-efficacy is high despite the negative situations such as injuries and disability during the course.

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