

ANALYSIS OF THE CORRELATION BETWEEN SECONDARY SCHOOL STUDENTS' ATTITUDES TOWARDS PHYSICAL EDUCATION AND QUALITY OF SCHOOL LIFE

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Abstract

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

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

Introduction

The factors affecting the perception of an incident or object can't be thought as independent of individuals living in that society. Individuals' thoughts and perceptions of a subject spread throughout the society. Thus, the attitudes of individuals are reflected in the society. So, our positive or negative attitudes towards education, sports, social incidents or interpersonal relationships play a determining role. For the first time, "attitude" concept was phrased by Herbert Spencer as "mental state of individual". Later, many researchers used attitude concept in their works so that other descriptions were added to the literature. In one of these, Hilgard and his colleagues (1971) described attitude as readiness for behaving in a specific way towards certain objects, incidents or concepts, approaching them and withdrawing from them. Franzoi (2003) interpreted attitude as "positive or negative evaluation of an object by the individual." Demirhan and Altay (2001) stated that attitudes can be at various levels from the most positive to the most negative. Based upon the attitude descriptions above, we can explain attitude as positive or negative viewpoint of the individual on a concept or object, and his way of perception of an incident that hasn't happened yet. Attitude is an important concept because it shapes our future behaviours and attitudes mostly begin to take shape in puberty. In this context, considering the students are in puberty, their attitudes towards physical education also takes form in this period. So, in this period that is very important in terms of

attitudes towards physical education, "it is crucial that the direction and intensity of secondary school students' attitudes be measured" (Güllü and Güçlü, 2009). Physical education and sports have a very significant role in general education and it aims for each student to reach his/her the maximum physical capacity by training them with physical activities. Besides, it contributes to the physical, mental, social and emotional development of children to the maximum level. Within this framework, physical education can be described as "an active life style that contains physical endurance and is aimed at contributing to students' behavioural and motor skills, attitudes, knowledge and developments with the help of physical education programmes in schools" (Pate, Corbin ve Pangrazi, 1998). When we look at the descriptions of physical education, we see that emphasis was put on social, mental and emotional benefits of physical education at least as much as its physical benefits. (Salar, Hekim and Tokgöz, 2012; Hekim and Hekim, 2015; Sahin, 2015). When we analyze Physical Education Programme prepared by Ministry of National Education, we find out that it focuses on these contributions to students and aims for their personal developments (T.R. Ministry of National Education Directorate of Secondary Education Physical Education Programme 9-12. Grades 2009). This personal development definitely affects life quality of the person. Today, one of the unchangeable factors of life is education. Its most basic factor is certainly the school. So, students' perceptions of school affect their life quality.

And this gives rise to the reality of school life quality. In order to explain the concept of school life quality, it is necessary to begin with life quality, which is a more basic concept including school life quality.

"Life Quality" was described by Linnakylä and Brunell (1996) as "general and constant well being of the person, his/her usual happiness, positive experiences creating contentment and satisfaction, and negative experiences and emotions meaning the opposite". Also, these experiences are evaluated within the framework of family and friend circle, school, job, leisure time etc. which are important in terms of life of the individual. School is one of the most important factors affecting and shaping one's life together with the family.

It is an institution contributing to students' socialization and from which they acquire positive and negative experiences. School life amounts to an important period of 12 years due to 12 year compulsory education in our country. Positive and negative experiences and emotions acquired in this period affect life quality of the person. Especially that in this period the students are in puberty and receive education at schools give rise to the concept of school life quality and made this period very important.

However, school life quality can be described as the students' satisfaction of the offered education in school, the extent to which experiences offered to them meet expectations; efficiency of education methods and techniques; quality of interaction with teachers, school management and their friends; level of participation in school management, amount of qualitative experiences adding value to their future lives; the extent to which school meets social, emotional and psychological needs (İlgan, Oğuz, Yapar 2013). When we examine recent studies, we see that many studies on students' attitudes towards physical education have been made.

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

Methods

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

Population and Sample

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

Data Collection Tools

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

Attitude Scale

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

Quality Scale of School Life

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

Analysis of Data

SPSS 22.0 program was used in analysis of data. Data were inspected as to whether they are reliable or not before analyzing scale data. Following the reliability analysis, Cronbach's Alpha coefficient of consistence was found to be, 930 regarding Attitude Scale of Physical Education for Students of Secondary School. Sub-dimensions of Quality Scale of School Life Cronbach's Alpha coefficient of consistence were found to be ,930 belonging to Positive Perceptions Regarding School, ,753 belonging to Students, ,900 belonging Negative Perceptions Regarding School, ,835 belonging to School Administration, ,853 belonging to Statue, ,751 belonging to Social Events and ,893 total score of scale. These values show that both scales are highly reliable. According to One Sample Kolmogorov-Smirnov test results applied on scale data, it was identified that there was no normal distribution regarding both scale data.

Thus, non-parametric analyzing methods were used. Mann Whitney U analysis was used to compare the scale scores of individuals regarding their gender and license status, Kruskal Wallis H analysis was used to compare the scale scores of individuals regarding group of age, class level and type of school they are educated. In cases which there were significant differences between groups in the results of Kruskal Wallis H analysis, Mann Whitney U analysis was applied as post hoc test.

Spearman Correlation analysis was applied in inspection of the correlation between Attitude Scale of Physical Education for Students of Secondary School and Quality Scale of School Life. Significance level of Mann Whitney U analysis, Kruskal Wallis H analysis and Spearman Correlation analysis were identified as "p<0,05".

Results

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

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

Variables	Sub-Variables	N	X	Ss	Mean Rank	Sum of Rank	U	p
Genders	Female	338	126,53	23,668	296,64	100264,0	42973,0	,003
	Male	294	131,35	27,377	339,33	99764,0		
Status of Licence	Yes	201	140,48	24,104	405,71	81547,0	25385,0	,000
	No	431	123,31	24,372	274,90	118481,0		

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

observed that there are statistically significant differences between attitude levels towards physical education of individuals by licence status (p<0,05). Levels of licenced individuals are higher than levels of other individuals.

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

Variables	Sub-Variables	N	X	Ss	Mean Rank	x2	p	Between Group Differences
Group of age	14	75	134,84	21,657	361,99	31,301	,000	1-4, 1-5, 2-4, 2-5, 3-4, 3-5
	15	187	133,20	24,615	348,41			
	16	168	130,73	25,114	329,29			
	17	154	121,51	26,443	263,82			
	18 and above	48	118,50	26,113	245,38			
Class level	9	185	134,82	24,364	362,39	27,794	,000	1-2, 1-3, 1-4, 2-3, 2-4
	10	229	130,36	24,263	325,75			
	11	87	122,54	27,746	270,34			
	12	131	121,60	25,560	266,17			
Type of school	Sport High School	92	148,45	20,519	465,94	112,549	,000	1-2, 1-3, 1-4, 1-5, 1-6, 2-3, 2-4, 2-6, 3-5, 4-5, 5-6
	Uso Anatolian High School	235	130,15	23,750	329,06			

	Vocation High School	86	118,06	27,024	244,16			
	Social Sciences High School	57	118,28	24,295	231,41			
	Sciences High School	80	132,86	25,996	343,44			
	Grils of Vocation High School	82	117,29	18,879	221,57			

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

statistically significant differences between attitude levels towards physical education of individuals by type of school they are educated at ($p < 0,05$). When participants' attitudes towards school quality of life were examined, participants' level towards school quality of life have been detected as a medium-level.

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

Variables	Subscale	Sub-variables	N	X	Ss	Mean Rank	Sum of Rank	U	P
Gender	Positive Emotions Towards School	Female	338	20,89	6,761	315,33	106580,5	49289,5	,862
		Male	294	20,79	7,455	317,85	93447,5		
	Students	Female	338	44,93	9,161	328,24	110945,5	45717,5	,083
		Male	294	43,85	9,083	303,00	89082,5		
	Negative Emotions Towards School	Female	338	12,74	4,812	318,27	107574,0	49089,0	,794
		Male	294	12,60	5,099	314,47	92454,0		
	School Administration	Female	338	11,58	4,379	319,71	108062,0	48601,0	,635
		Male	294	11,40	4,590	312,81	91966,0		
	Statue	Female	338	17,18	4,827	313,56	105984,0	48693,0	,664
		Male	294	17,18	5,547	319,88	94044,0		
	Social Activities	Female	338	10,51	3,398	323,94	109491,5	47171,5	,270
		Male	294	10,22	3,389	307,95	90536,5		
Total	Female	338	117,84	22,110	325,18	109912,0	46751,0	,200	
	Male	294	116,04	22,624	306,52	90116,0			
Status of license	Positive Emotions Towards School	Yes	201	21,86	7,383	346,72	69690,5	37241,5	,004
		No	431	20,37	6,901	302,41	130337,5		
	Students	Yes	201	45,06	10,412	326,65	65657,50	41274,5	,339
		No	431	44,13	8,469	311,76	134370,5		
	Negative Emotions Towards School	Yes	201	12,62	5,200	316,30	63577,0	43276,0	,985
		No	431	12,70	4,826	316,59	136451,0		
	School Administration	Yes	201	11,54	4,753	318,21	63960,5	42971,5	,872
		No	431	11,47	4,346	315,70	136067,5		
	Statue	Yes	201	17,59	5,579	338,86	68110,0	38822,0	,035
		No	431	16,99	4,964	306,07	131918,0		
	Social Activities	Yes	201	10,43	3,604	324,10	65145,0	41787,0	,472
		No	431	10,35	3,296	312,95	134883,0		
	Total	Yes	201	119,11	25,492	333,22	66977,0	39955,0	,116
		No	431	116,02	20,682	308,70	133051,0		

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

Perception of licensed individuals is higher than others. In other sub-dimensions, there are no statistically significant differences between perception levels on quality of school life by license status ($p > 0,05$). In table 4, there are statistically significant differences between perceptions of school life quality of individuals by group of age in all sub-dimensions ($p < 0,05$).

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

Subscale	Group of Age	N	X	Ss	Mean Rank	X2	P	Between Group Differences
Positive Emotions Towards School	14	75	21,45	6,163	325,64	19,726	,001	1-5, 2-3, 2-5, 3-4, 3-5
	15	187	20,66	7,301	312,85			
	16	168	22,56	6,479	360,58			
	17	154	19,78	7,174	288,35			
	18 and above	48	18,02	7,980	252,44			
Students	14	75	47,44	8,156	376,17	17,777	,001	1-2, 1-4, 1-5, 2-3, 3-5
	15	187	43,42	9,611	298,37			
	16	168	45,49	9,096	339,37			
	17	154	43,79	8,862	301,30			
	18 and above	48	41,96	8,369	262,59			
Negative Emotions Towards School	14	75	14,80	3,959	392,79	20,596	,000	1-3, 1-4, 1-5
	15	187	13,02	4,921	330,78			
	16	168	12,10	4,869	293,74			
	17	154	12,19	4,994	298,96			
	18 and above	48	11,56	5,600	277,63			
School Administration	14	75	12,31	3,876	351,86	17,959	,001	1-4, 1-5, 2-4, 3-4
	15	187	11,91	4,337	333,98			
	16	168	11,91	4,448	334,11			
	17	154	10,42	4,557	270,89			
	18 and above	48	10,58	5,094	277,84			
Statue	14	75	17,63	4,978	332,70	21,230	,000	1-5, 2-4, 2-5, 3-4, 3-5
	15	187	17,80	4,763	337,94			
	16	168	17,80	5,031	338,49			
	17	154	16,31	5,420	286,16			
	18 and above	48	14,73	5,716	228,07			
Social Activities	14	75	11,33	2,772	366,62	11,402	,022	1-3, 1-5, 4-5
	15	187	10,48	3,517	324,05			
	16	168	10,04	3,451	299,15			
	17	154	10,50	3,214	317,83			
	18 and above	48	9,29	3,809	265,22			
Total	14	75	124,96	18,871	380,56	29,389	,000	1-2, 1-4, 1-5, 2-5, 3-4, 3-5
	15	187	117,30	23,087	318,81			
	16	168	119,89	21,655	342,51			
	17	154	112,99	22,513	281,38			
	18 and above	48	106,15	20,394	229,03			

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

Subscale	Class Level	N	X	Ss	Mean Rank	X2	P	Between Group Differences
Positive Emotions Towards School	9	185	20,53	6,974	306,44	33,916	,000	1-2, 1-4, 2-4, 3-4
	10	229	22,31	6,430	352,81			
	11	87	21,97	7,594	351,99			
	12	131	17,98	7,153	243,68			
	13	131	17,98	7,153	243,68			
Students	9	185	44,23	9,693	315,12	11,396	,010	1-4, 2-4, 3-4
	10	229	45,24	9,193	331,97			
	11	87	45,67	8,788	344,95			
	12	131	42,46	8,154	272,50			
Negative Emotions Towards School	9	185	13,47	4,771	345,47	9,737	,021	1-2, 1-4
	10	229	12,34	4,909	305,05			
	11	87	13,08	5,019	330,56			
	12	131	11,85	5,062	286,26			
School Administration	9	185	11,69	4,091	324,50	17,673	,001	1-4, 2-4, 3-4
	10	229	12,11	4,420	342,84			
	11	87	11,47	4,469	314,87			
	12	131	10,16	4,851	260,24			
Statue	9	185	17,59	5,042	331,07	27,891	,000	1-4, 2-4, 3-4
	10	229	17,86	4,640	337,99			
	11	87	17,78	5,270	341,11			
	12	131	15,03	5,631	242,00			
Social Activities	9	185	10,66	3,277	331,60	5,970	,113	-
	10	229	10,52	3,424	326,17			
	11	87	9,74	3,535	282,28			
	12	131	10,16	3,378	301,00			
Total	9	185	118,17	22,830	324,16	31,763	,000	1-4, 2-4, 3-4
	10	229	120,39	22,120	347,15			
	11	87	119,70	21,835	336,93			
	12	131	107,63	19,950	238,53			

In table 5, it is observed that there are no statistically significant differences between perceptions of social events which is sub-dimension of perceptions on quality of school by class level

($p > 0,05$) and there are statistically significance differences between perceptions of individuals in all other sub-dimensions ($p < 0,05$).

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

Subscale	Okul Türü	N	X	Ss	Mean rank	X2	P	Between Group Differences
Positive Emotions Towards School	Sport High School	92	25,10	6,931	439,89	87,674	,000	1-2, 1-3, 1-4, 1-5, 1-6, 2-3, 2-4, 2-5, 2-6, 3-4, 3-5, 4-6, 5-6
	Uso Anatolian High School	235	20,12	6,566	293,46			
	Vocation High School	86	18,07	7,569	249,35			
	Social Sciences High School	57	22,67	6,843	366,18			
	Sciences High School	80	23,18	5,126	369,09			
	Girls of Vocation High School	82	17,52	6,741	228,67			
Students	Sport High School	92	48,70	10,234	399,08	61,775	,000	1-2, 1-3, 1-4, 1-6, 2-5, 3-4, 3-5, 4-5, 5-6
	Uso Anatolian High School	235	43,04	8,931	289,80			
	Vocation High School	86	41,34	6,044	250,13			
	Social Sciences High School	57	44,58	8,856	319,50			
	Sciences High School	80	49,03	8,946	412,38			
	Girls of Vocation High School	82	42,26	8,313	274,35			
Negative Emotions Towards School	Sport High School	92	14,18	5,073	376,73	13,727	,017	1-2, 1-3, 1-4, 1-5, 1-6,
	Uso Anatolian High School	235	12,64	4,736	313,57			
	Vocation High School	86	12,36	5,287	306,59			
	Social Sciences High School	57	11,84	5,371	288,11			
	Sciences High School	80	12,69	4,365	315,39			
	Girls of Vocation High School	82	11,95	5,016	288,55			
School Administration	Sport High School	92	12,47	4,454	360,46	30,061	,000	1-2, 1-3, 1-6, 2-5, 3-5, 5-6
	Uso Anatolian High School	235	10,92	4,038	292,51			
	Vocation High School	86	10,70	5,276	282,86			
	Social Sciences High School	57	12,00	4,140	337,32			
	Sciences High School	80	13,31	3,767	392,77			
	Girls of Vocation High School	82	10,77	5,007	282,32			
Statue	Sport High School	92	18,91	5,572	390,05	35,263	,000	1-2, 1-3, 1-4, 1-6, 2-3, 2-5, 2-6, 3-5, 5-6
	Uso Anatolian High School	235	17,23	4,627	313,06			
	Vocation High School	86	15,35	6,031	260,90			
	Social Sciences High School	57	17,09	4,611	308,09			
	Sciences High School	80	18,41	4,717	362,24			
	Girls of Vocation High School	82	15,88	5,172	263,37			
Social Activities	Sport High School	92	11,28	3,167	366,66	34,821	,000	1-2, 1-3, 1-6, 2-5, 3-5, 4-5, 5-6
	Uso Anatolian High School	235	10,04	3,250	294,25			
	Vocation High School	86	9,80	3,868	290,77			

	Social Sciences High School	57	10,30	3,540	315,19			
	Sciences High School	80	11,86	2,699	400,57			
	Girls of Vocation High School	82	9,54	3,461	269,85			
Total	Sport High School	92	130,64	25,282	424,84	89,081	,000	1-2, 1-3, 1-4, 1-6, 2-3, 2-5, 2-6, 3-4, 3-5, 4-5, 4-6, 5-6
	Uso Anatolian High School	235	114,00	19,547	291,71			
	Vocation High School	86	107,62	17,551	237,08			
	Social Sciences High School	57	118,47	24,644	337,86			
	Sciences High School	80	128,48	20,572	411,37			
	Girls of Vocation High School	82	107,91	19,174	241,90			

In table 6, there are statistically significant differences between perceptions of school life quality of individuals by group of age in all sub-dimensions ($p < 0,05$).

Result of inspecting the relation between attitude scale of physical education for students of secondary school and quality scale of school life, there is statistically significant and direct relation between perception of school life sub-dimensions and attitude levels towards physical education of individuals ($p < 0,05$). As perception levels of school life quality increase, attitude levels towards physical education of individuals also increase statistically significant.

Discussion and conclusion

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

Levels of male individuals' attitude were identified as significantly higher than levels of female individuals' attitude ($p < 0,05$). Paralel to our study, in a provincial-wide study in Burdur, Denizli, Muğla levels of male individuals' attitudes were found to be higher than levels of female individuals' attitudes (Özkurt R., 2015 and Ekici S., Bayraktar A., Hacicaferoğlu B. 2010; Çelik Z. And Pular A). There are other study results paralel to our findings (Hatten, 2004; Koca et al., 2005). In a study, the reasons for female students having low attitudes toward sports classes and physical education were emphasized as due to high classroom size, coeducation, social pressure, changing rooms, hesitation to take shower etc (Stelzer et al., 2004). There are studies with different findings than our

results. For example, in a study it was identified that there was no significant difference found between secondary students attitudes towards physical education regarding group of ages (Ulusuik 2016). In our study, when we inspect the perceptions of school life quality regarding gender variable, it is observed there were no statistically significant differences ($p > 0,05$). There were no significant differences observed in a study conducted in Adana about perceptions of school life quality between male and female students (Sarı M., Ötünç E. & Erceylan H., 2007). It was observed that there are statistically significant differences between attitude levels towards physical education of individuals by licence status ($p < 0,05$). According to results of our research, levels of licenced individuals are higher than levels of other individuals. In a study regarding attitudes towards physical education between students who are studying high school and actively doing sports and not doing sports were compared in city of Ankara central counties and it was observed that attitudes towards physical education were relatively higher on students actively doing sports than others (İmamoğlu C., 2011). Same results parallel to our results was found in similar studies (Chung & Philips 2004; Kangalil M., Hünük D., Demirhan G., 2006). There is not much study on quality of school life of licenced high school students.

But according to findings in our research doing sports with licence increases attitude towards physical education. Similarly, it was identified that there is statistically significant and direct relation between quality of school life sub-dimensions and attitudes towards physical education levels ($p < 0,05$). Thus, we can speak of sport having positive effects on quality of school life. In results of our research it was found that there is statistical significance between groups of age and attitudes towards physical education levels ($p < 0,05$). It is interesting that as age and grade increases, attitudes towards physical education levels are decreasing systematically. There is no question related to physical education in univesity admission exam. Thus, interest of students in physical education may decrease as they age and approach final year. There was significant difference found between secondary students attitudes towards physical education regarding group of ages

(Akandere et al., 2010). There are also studies that have different results when compared to our results (Zengin S., 2013). It was observed that there is statistically significant differences in all sub-dimensions of quality of school life regarding group of age ($p < 0,05$). It was observed that there is no statistically significant differences on social events, sub-dimension perceptions on quality of school life of individuals regarding class levels ($p > 0-05$), all other sub-dimensions were observed to have statistically significant differences on perception of the individuals ($p < 0-05$).

In contrast to our findings in a study conducted in 2012 there were significant differences on behalf of 12th graders in positive emotions towards school dimension, teachers dimension of students regarding classes and again in the same research negative emotions towards school dimension and a significant difference found on behalf of 12th graders in grand total (Demir Ö., Kaya H.İ., & Metin M 2012). In our research it was identified that there are statistically significant differences between attitude levels towards physical education of individuals by type of school they are educated ($p < 0,05$). When attitude scores checked regarding school type, it is observed that high school of sports students have the highest score. This is an expected result when we consider high school of sports students as interested in sports and got into the school by special talent exam. School types of vocational school for girls, industrial vocational high schools and social sciences high school were found to have the lowest attitude score.

Attitude scores of Anatolian high schools and science high schools were found to be close to each other. In a study conducted by Özkan (2011), attitudes towards physical education and sport classes regarding imam hatip high school and general high school students were inspected and there were no significant differences identified between two types of school. There are statistically significant differences between perceptions of school life quality of individuals by group of age in all sub-dimensions ($p < 0,05$). The highest perception of school life quality is sports high school type of school. After students of sports high school, it is science high school. The lowest perception on quality of school life are school types of vocational school for girls, industrial vocational high schools. Only sports high school and science school have their own sports hall. Thus we can consider that indoor sports hall presence may increase perception of school life quality. In a thesis study conducted in 2015 called 'Inspection of School Sport Facilities' Impact on Secondary School Students Attitudes Towards Physical Education',

they were aware positive effects of physical education on secondary school students' physical, mental and health thus in schools having a sports facility, attitudes score levels towards class was found to be higher (Kılıç, 2015). This study is parallel to our findings. In literature, the most important reason for students quit doing sport is stated as the insufficient opportunity of attendance (Chellodurai ve Chank, 2000). In a study about quality of school life, it was found that emotions towards schools and perceptions towards their own statuses of students were higher than of Anatolian high school students (Gedik A., 2014). There is statistically significant and direct relation between perception of school life sub-dimensions and attitude levels towards physical education of individuals ($p < 0,05$). As perception levels of school life quality increase, attitude levels towards physical education of individuals also increase statistically. Increasing attitude levels towards physical education will mean increasing perception of school life quality. Considering all these benefits of physical education and sports on individuals, it is a reality that it will provide positive effects on individuals' quality of life. For students, considering the time they spent in school, it is an important factor that affects their quality of life. Thus, quality of school life is highly important and lots of researchs need to be conducted in order to inspect variations that can effect quality of school life. This research has been conducted regarding the attitude towards physical education and quality of school life, which is one of the variables, and it resulted as a positive relation between them.

Suggestions

Benefits of physical education are highly emphasized and know reality. In this subject, necessary informing of students, curators, administrations and also teacher should be done strongly. Emphasizing positive effects of attitude towards physical education and sport on students' quality of school life, attitude towards physical education of students may be altered. In result of research, it has been acquired that attitude scores towards physical education tend to decrease as student grades up to 12th grade. Thus, in order to increase students' attitude levels towards physical education, at least 5 questions about physical education can be asked in university admission exam. Or encouragements such as giving additional score to the ones doing sport. In the study, schools identified with the highest perception of school life quality were Sport High School and Science High School. Considering this, increasing the number and quality of physical environments of schools it is expected to increase the perception of school life quality.

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