

A Study On The Girls' Technical Vocational And Religious Vocational High School Female Students' Attitudes To The Physical Education Lesson

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ABSTRACT: This study aimed to analyze girls' technical vocational and religious vocational high school 9th and 10th grade female students' attitudes to physical education lesson. 224 female students selected by random sampling method from Anatolian Religious Vocational High School and Girls Technical Vocational High School in Corum province of Turkey in the 2014-2015 academic years were included in this study. 6 questions aiming to determine the socio-demographic characteristics and "Physical Education Attitude Scale" consisting 35 questions and developed by Güllü and Güçlü (2009) were applied in the study.

In the study a non-parametric method, Mann-Whitney U test was used for paired comparisons and Kruskal-Wallis H test was used for multiple comparisons and the significance level was taken as ($p < 0.05$). According to the findings of the study it was determined that the attitude to physical education lesson of the female students doing sports actively in comparison to the ones not doing sports actively, girls' technical vocational high school students in comparison to religious vocational high school students and female students with a sports branch in comparison to the ones without a sports branch was positively high, and that no significant difference was found among the female students with a sports branch ($P < 0.05$).

KEYWORDS: Physical Education Lesson, Female Students, Attitude

I. INTRODUCTION

Physical education and sports are conscious and planned activities which provide physical, mental, social and emotional development of teenagers and which are done as part of a general education²⁶. Physical education is described in school physical education programs as the active life style which is done in order to provide entertaining participation to students' development, knowledge, attitudes, their motor and behavioral skills with physical activities and which includes physical continuity^{17,18}.

Sedentary lifestyle is among main problems of the increase of obesity problems in children and the teenagers. It is highly possible for the obese teenagers to be obese adults; they have the risk of having coronary heart diseases, high blood pressure and diabetes²⁴.

By increasing with their physical education lessons, the ability of the motor skills of individuals will provide the opportunity to develop many basic movements such as running, jumping and balance. Thus, physical education lessons will provide the development of the individual's body control, coordination and neuromuscular system through changes in behavior related to movement, concomitantly will also provide him to be mentally and psychologically compatible²³.

When attitude is evaluated by its broad meaning it is the cognitive, emotional and behavioral response of the individual which he organizes regarding his own experience, motivation and information of himself or another subject or event¹². Attitude in another definition is the tendency which is attributed to the individual and forms his thoughts, feelings and behavior toward another object^{4,13}.

According to Kirk (2003), gender is the behavior model which is socially constructed for both sexes. It may vary according to social changes. However, the construction of behavior model of social communities can take a long time and behavior model changes vary depending on each social and economic group.

Figley (1985), Luke and Sinclair (1991) stated in their studies that teacher behavior and the content of the curriculum affect the students' attitudes to physical education lesson positively or negatively. As a result of their study it was found that the most important factor was the teachers for the attitudes to physical education lesson.

Students have positive attitudes to physical education lesson, because it is not in question to be successful in the physical education lesson or the state of being under pressure for academic achievement mark ¹⁵.

The aim of this study is to analyze the Religious Vocational High School and Girls' Technical Vocational High School female students' attitudes to physical education lesson.

II. METHODS

Research Universe and Sample: Female students studying at state schools of Ministry of Education constituted the research universe. 9th and 10th grade female students studying at Buhara Girls' Technical Vocational High School and Anatolian Religious Vocational High School in Corum, Turkey city center constituted the sample.

Data Collection Tool: 224 girls were included in the study by random sampling method. The study consists of two parts, in the first part 6 questions to determine the socio-demographic characteristics, in the second part "Physical Education Attitude Scale" consisting of 35 questions and developed by Güllü and Güçlü (2009) were applied. Likert type fivefold grading scale was applied.

Collection of Data: Student personal information form and physical education lesson attitude scale were conducted in the ninth and tenth grade classes of high schools constituting the sample in the Corum province. The application was performed by the researcher and the physical education teacher of the school by giving information to the students in 2014-2015 academic years.

Data Analysis Techniques: SPSS (16) statistical software was used in the evaluation of the data obtained and the significance level was taken ($p < 0.05$).

Table 1: Normal Distribution Test of High School Students Attitude Scores for Physical Education Lesson

	N	\bar{X}	SS	Kolmogorov-Smirnov Z	Asymp. Sig
Attitude Score	224	3,95	0,86	1,682	0,007*

*P<0,05

As seen in Table 1, the students' attitude score for physical education lesson does not indicate normal distribution. Therefore, in the conducted comparison tests Mann-Whitney U test, a non-parametric method was used for paired comparisons and Kruskal-Wallis H test was used for multiple comparisons. $\alpha = 0.05$ was taken as the level of significance.

III. RESULTS

Table2: Demographics Informations for High School Students

	F	%	
School Type	Religious Vocational High School for Girls	123	54.9
	Technical Vocational High School for Girls	101	45.1
	Total	224	100.0
Age	14 years	73	32.1
	15 years	143	63.8
	16 years	5	2.2
	17 years	3	1.3
	Total	224	100.0
Grade	9th Grade	190	84.8
	10th Grade	34	15.2
	Total	224	100.0
Status of Active Sport	Yes	82	36.6
	No	142	63.4
	Total	224	100.0
Status of Sports Branch	None	136	60.7
	Track&Field	8	3.6
	Basketball	15	6.7
	Soccer	3	1.3
	Handball	9	4.0
	Table Tennis	5	2.2
	Volleyball	36	16.1
	Other	12	5.4
Total	224	100.0	
Status of Sport in family	Yes	95	42.4
	No	129	57.6
	Total	224	100.0
	I do not give time ever	14	6.2
	Less than 10 minutes	62	27.7
	10-15 minutes	52	23.2

Status of Daily Sports Activity	16-20 minutes	21	9.4
	21-25 minutes	10	4.5
26-30 minutes	27	12.1	
Over 30 minutes	38	17.0	
Total	224	100.0	

In Table 2, 54.9% of the female students study at Religious Vocational High School, 45.1% of them study at Girls' Technical Vocational High School. 63.8% of students are 15 years old, 32.1% are 14 years old. According to the state of doing sports actively, 36.6% of them do sports actively, 63.4% do not do sports actively. When the state of having a sports branch is considered 60.7% of them have any sports branch.

Table 3: Comparison of Attitudes Toward Physical Education Lesson by age

Age	\bar{X}	N	SS	Average Seq.	Kruskal Wallis H Testi	P
14 years and under	3.98	73	0.89	116.79	3.622	0.163
15 years	3.98	143	0.82	112.64		
16 years and over	3.31	8	1.04	70.88		
Total	3.95	224	0.86			

P>0.05

Table 4: Comparison of Attitudes Toward Physical Education Lesson according to the type of School and Grade

Variable	Group	\bar{X}	SS	Average Seq.	Mann Whitney U Testi	P
School Type	Religious Vocational High School for Girls (N=123)	3.63	0.97	90.89	3553.500	0.000*
	Technical Vocational High School for Girls (N=101)	4.34	0.47	138.82		
Grade	9th Grade (N=190)	4.03	0.84	119.00	1994.500	0.000*
	10th Grade (N=134)	3.52	0.80	76.16		

*P<0.05

In Table 4, the averages for physical education lesson of the students of Girls' Vocational High School and female students studying at Religious Vocational High Schools are different from each other. It was seen that Girls' Technical Vocational High School students' attitude averages for physical education lesson were high. Statistically significant differences were determined between the attitudes to physical education lesson of 9th grade students in comparison with 10thgrade students.

Table 5: Comparison of Attitudes Toward Physical Education Lesson According to The Status of Active Sport, Status of Sports Branch And Status of Family Involve Sport

Variable	Group	\bar{X}	SS	Average Seq.	Mann Whitney U Testi	P
Active Sports	Yes (N=82)	4.23	0.82	136.26	3874.000	0.000*
	No (N=142)	3.79	0.83	98.78		
Sports Branch	Yes (N=88)	4.28	0.75	138.14	3727.500	0.000*
	No (N=136)	3.74	0.86	95.91		
Family Sports Participation	Yes (N=95)	3.97	0.87	113.48	6034.000	0.845
	No (N=129)	3.94	0.85	111.78		

*P<0.05

In Table 5, the averages for physical education lesson of female students doing sports actively in comparison with the ones not doing sports actively are different from each other. It was seen that the attitude averages for physical education lesson of female students doing sports actively were high. It was found that there were significant differences between the attitudes to physical education lesson of the students with a sports branch in comparison to the ones without a sports branch. It was seen that the attitude averages for physical education lesson of female students with a sports branch were high. There was not a significant difference between the female students' attitudes to physical education lesson according to the status of people doing sports in the family ($p > 0.05$).

Table6: Comparison of Attitudes Toward to the Physical Education Lesson by Sport Branch

Branch	\bar{X}	N	SS	Average Seq.	Kruskal Wallis H Testi	P
Track&Field	3.97	8	0.78	34.00	9.710	0.137
Basketball	4.22	15	0.95	47.27		
Soccer	4.69	3	0.21	59.50		
Handball	3.91	9	0.78	30.61		
Table Tennis	4.10	5	0.75	37.70		
Volleyball	4.53	36	0.53	51.65		
Other	4.03	12	0.89	36.08		
Total	3.95	88	0.86			

$P > 0.05$

There was not a significant difference high school students attitudes to physical education lesson according to the sports branch ($P > 0.05$).

Table 7: Comparison of Attitudes Toward Physical Education Lesson by Status of Daily Sport Activity

Daily Sports Activity	\bar{X}	N	SS	Average Seq.	Kruskal Wallis H Testi	P
Less than 10 min.	3.57	62	0.85	82.77	41.553	0.000*
10-15 min.	4.06	52	0.76	115.63		
16-20 min.	3.97	21	0.89	113.26		
21-25 min.	4.49	10	0.49	156.00		
26-30 min.	4.39	27	0.77	153.43		
Over 30 min.	4.22	38	0.73	134.58		
I do not give time ever	3.24	14	0.83	61.43		
Total	3.95	224	0.86			

* $P < 0.05$

There was significant differences found high school student daily activity levels.

IV. DISCUSSION AND CONCLUSIONS

In this study, girls' vocational high school and religious vocational high school female students' the attitudes to physical education lesson were analyzed. Generally, it is thought that the female students' attitudes to physical education lesson are low and that there are differences in attitudes to physical education lesson depending on age.

Arabacı (2009), stated in his study that the attitudes to physical education lesson vary depending on gender and age. He stated that secondary school students in comparison with high school students and male students in comparison with female students had a more positive attitude to physical education lesson. In another study (Chung and Allen, 2002); significant differences were found between gender and nations in attitudes to physical education lesson. Male students have more positive attitudes to physical education lesson than female students. Taiwanese students' attitude to physical education lesson was determined more positive than that of American students. Male students' having a good time exercise scores were found higher than female students. It was seen that having a good time exercise scores of American students were found higher than those of Taiwanese students. Men and women's perceptions and attitudes to the sports are in different ways in many studies. Generally, men value combat sports in comparison with women, use sports as a perception of considering sports as a material to be potentially rewarded and in situations such as identification²⁵. Male students have different approaches to sports participation than female students^{15,20}. Men are more interested in team sports, manly sports and especially football than girls. However, girls prefer individual and esthetic sports and physical education activities^{20,22}.

Female students' attitudes to physical education lesson were usually analyzed by comparing with male students. However, this study was conducted with the thought that female students' attitudes to physical education lesson would differ depending on their social, cultural, religious beliefs and their problems such as puberty.

In this study, girls' technical vocational high school female students' attitudes to physical education lesson were found higher than those of female students of religious vocational high school (Table 3). As White (1995) reported, gender differences increase in puberty. The girls' interest in the physical education lesson reduces dramatically and severely during puberty. In addition; according to the data obtained by the Youth Risky Attitudes Superintendence Report it was seen that there was a 30% decrease in heavy physical activities in female students studying between 9th and 12th grades⁹. As Benn (1998) stated, many Muslim society women are mostly seen as spouse and mother position as role models. Considering that participation in sports highly affects religious and familial tasks, he announced that it was thought that sports being associated with games were a waste of time. Similar findings between this study and Benn's (1998) study suggest that religious vocational high school students are affected by the same psycho-social and religious processes. According to many researchers; Islam, by supporting girls and women to participate in physical activities, stated that it is a religious requirement for body health^{6,19,21}. However, according to the reports of city council of Birmingham (England) in 2007 it was stated that Muslim families withdrew their daughters from physical education lesson. The reasons for this were the problems caused by the lack of school's facilities as required by religious and cultural needs, school's dress code and gender discrimination. School's dress code, problems in changing clothes, participation in mixed classes, dance and swimming lessons were expressed as general concerns⁷.

Although the importance of physical education and physical activity is supported worldwide, Muslim girls and women hesitate for physical education; they cannot find equal opportunities in the fields of physical activity by falling behind men. The number of withdrawing girls from physical education lessons increases rapidly in the regions where the Muslim community lives in the UK. Besides, it was stated that Muslim girls and women faced difficulties in society and in international sports games^{3,11}. It was found in some studies that 5 main factors might have an effect on attitudes to physical education. These factors were stated as curriculum content, teacher's behaviors, classroom atmosphere, students' perception and sports facilities. These stated five factors were indicated by male and female students, and indicated by the group of students who wanted the physical education lesson to be elective and did not select physical education lesson¹⁶.

It was seen that girls' vocational high school students' attitude averages for physical education lesson was higher than those of religious vocational high school ($P < 0.05$). Religious Vocational High School female students' low results in attitudes to physical education lesson makes us think that it results from the religious community's different point of view of the sports. In society, sports are generally evaluated based on a branch and competition. By going away from this perception, enabling our female students an esthetic and game like physical activity opportunities that do not require combat and compromising their religious understanding will both popularize sports widely and contribute to raise a healthier and a more social community.

In this study it was determined that there were positively statistically significant differences between the 9th grade students' attitudes to physical lesson in comparison with the 10th grade students ($P < 0.05$). It is seen in some studies that there is a decrease in physical activities requiring combat between 9th and 12th grade female students⁹. In these studies, it supports that 9th grade female students' attitudes to physical education lesson is higher than 10th grade female students.

It was seen that the attitude average for physical education lesson of female students doing sports actively is higher ($P < 0.05$). Female students doing sports actively are thought to reflect positively on the physical education lesson by maintaining strong relationships with sports.

It was seen that the physical education lesson attitude average of female students with a sports branch was high ($p < 0.05$). Like the female students who do sports actively, female students with a sports branch also find physical education lesson more comfortable and feel self-confidence for the sports since they do a particular field of sports. This condition affects their attitudes to physical education lesson positively. A significant difference was not determined between the high school students' attitudes to physical education lesson according to their sports branch ($P > 0.05$). In general, despite there is a positive attitude to physical education lesson in female students doing a particular sports branch, there is no change in the attitudes depending on the sports branch.

Statistically significant differences were found between high school students' state of doing sports daily ($P < 0.05$). A positive approach for the attitudes to physical education lesson develops among the students doing a particular sport daily. Therefore, female students' attitudes, which were acquainted with sports and exercise, to physical education lesson are positive. In other words, participation in physical education lesson affects students' attitudes and accordingly their health, social and psychological development. It is important to provide appropriate environment and opportunities for the students who avoid physical education lesson due to their religious understandings in order to grow healthy societies.

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