

# The Research of Primary School Second Stage Students' Parents' Attitudes Related to Course of Physical Education According to Their Education Levels \*

Sinan AYAN <sup>1</sup>,Rıdvan KIR <sup>2</sup>

<sup>1</sup> Department of Physical Education and Sport Teaching, Faculty of Education, Kırıkkale University, Turkey (e-mail: sayan@kku.edu.tr).

<sup>2</sup> Ministry of National Education, Physical Education and Sport Teacher, Ankara, Turkey.

\* This study is a part of R. Kir's master thesis.

## ABSTRACT

In this study the relationship between educational levels of primary school second stage students' parents and their attitudes related to Course of Physical Education and Sports was analysed. The samples were randomly chosen from 7 primary schools; 389 female and 384 male students attended voluntarily. For measuring the attitudes of children, "the scale of Primary school second stage students' attitudes related to Course of Physical Education" was used. The scale consists of two sections. The first section consists of 12 items about personal information and the second section consists of 20 items with the type of 5 point likert scale about the attitudes related to Course of Physical Education. Firstly, the frequency distribution of the data was measured within descriptive statistics and crosstab values were examined. In the study, correlation analysis was made between the 3 factors created by factor analysis (interest to the course, attitude to the teacher, course hour) and the education level of the children's parents. For the paired comparison in independent samples, t-test and one-way analysis of variance-ANOVA were carried out. For the significant difference at the results of one-way ANOVA analysis, Post-Hoc test was used for designating which group caused this difference. Meaningful differences were observed between the parents' education levels and the attitudes of them related to Course of Physical Education and between the students' interests to Course of Physical Education and the attitudes related to course hour.

**Key Words:** Primary school second stage students, course of physical education, parents, education level, attitude.

## İlköğretim İkinci Kademe Öğrencilerin Ebeveynlerinin Eğitim Düzeylerine Göre Beden Eğitimi Dersine İlişkin Tutumlarının İncelenmesi

### ÖZET

Çalışmada ilköğretim ikinci kademe öğrenim gören öğrencilerin annelerinin ve babalarının eğitim durumlarıyla beden eğitimi ve spor dersine ilişkin tutumları arasındaki ilişki incelenmiştir. Araştırmaya örneklem olarak random yöntemiyle seçilen 7 ilköğretim okulundan; 389 kız ve 384 erkek öğrenci gönüllü olarak katılmıştır. Öğrenci tutumlarının ölçülmesi için geliştirilen "İlköğretim İkinci Kademe Öğrencilerinin Beden Eğitimi Dersine İlişkin Tutum Ölçeği" kullanılmıştır. Ölçek iki bölümden oluşmaktadır. Birinci bölüm kişisel bilgilere ilişkin 12 maddeden, ikinci bölüm ise beden eğitimi dersine yönelik tutumlara ilişkin 5'li likert tipi 20 maddelik ölçekten oluşmaktadır. İlk olarak tanımlayıcı istatistikler kapsamında verilerin frekans dağılımları alınmış ve çapraz tablo değerlerine bakılmıştır. Çalışmada faktör analizi sonucu oluşturulan 3 faktör (derse ilgi, öğretmene karşı tutum, ders saati) ve öğrencilerin ebeveynlerinin eğitim durumu arasında korelasyon analizi yapılmıştır. İkili karşılaştırmalar için bağımsız iki örnek t-testi (independent samples t-test) ve varyant analizlerinden tek yönlü-ANOVA yöntemi uygulanmıştır. Tek yönlü-ANOVA analizi sonuçlarında anlamlı farklılığın çıktığı durumlarda ise bu farkın hangi gruptan kaynaklandığını belirlemek için Post-Hoc testlerinden yararlanılmıştır. İlköğretim ikinci kademe öğrencilerinin ebeveynlerinin eğitim düzeylerine göre beden eğitimi dersine ilişkin tutumları arasında, beden eğitimi dersine gösterdikleri ilgiyle beden eğitimi ders süresine ilişkin tutumları arasında anlamlı farklılık bulunmuştur.

**Anahtar Sözcükler:** İlköğretim ikinci kademe öğrencileri, beden eğitimi dersi, ebeveyn, eğitim düzeyi, tutum.

### INTRODUCTION

Physical Education (PE) is to learn acting and to learn via acting. In other words, it is to transform the physical actions into life toward a planned development (3). PE includes all the planned and systematic studies that made for providing individual's physical, mental and spiritual development, preparing him/her to the conditions of daily and professional

lives, and strengthening his/her national consciousness and feeling of citizenship (19). In other saying, PE is an inseparable part of general education and it is the studies aimed at developing physical, mental, emotional and social development of human via physical activities (5).

It can be said that any contribution to the physical development of individuals is an aim only special to

the course of PE. Action is inherent for individual. The basic action system is comprised of muscles active and bones passive; action helps for strengthening these structures. Also, the PE activities increase specific weight of bones and flexibility of connective tissues, and they make these structures gain resistance and strengthen. Done regularly, PE activities increase the physical fitness and endurance of body; therefore, the functions of internal organs develop. So, the organism adjusts to changed conditions easily and resists fatigue (22).

Education is a systematic formation that the teachers transfer knowledge, ability and several values to the students or a process to form a wanted behaviour change in an individual's behaviours purposely and by the teachers' own life. As a broader definition, education is a process followed consciously, purposefully and routinely for preparing the young members of society to the current culture by the help of adult members (12). A person always needs the actions. A child develops by gaining a lot of action experiences. An adult has a wealthy and happy life via actions. An old person lives more energetic if that one acts. So, the most important duty of school must be to educate people for acting during their lives. It must be known that an action is always a joy of life for the child, the adult and the old (11). If we consider the sports as physical and mental education, we can say that sports and education are identical. As a general meaning, education is an operation applied by adult generations for generations not ready to social life. Education leads up to people educated for having a job thanks to the social statue gained by the activation up to social stratification pyramid (10).

It has been observed that in the first stage of primary school, the theoretical information about PE program and teaching via plays are dominant and in the second stage, PE and sports are handled together. Educators also admit the PE and sports as a whole (31). The attendance of children to the PE and sport activities is mainly related to the point of view of parents. The approach of parents on this subject is one of the most deterministic elements on the point of children's attendance to these activities. While some parents realize the importance of the sports and support their children for attending to the physical activities, some parents do not guide to the children's attendance to these activities. The most important factor for parents to behave negatively is the idea on which sports affects the academic life negatively and causes to injuries, and which is a general opinion in our society (13). Furthermore, it is a fact that individuals with low education level consider sports as a waste of time, do not approve of girls' doing sports, accept the situation of supporters as a negative situation (29). In the studies it has been observed that the male students' attitudes to PE are usually more

positive than the females (26). In another study, it has been found that students' attitudes do not change according to the different class levels with male and female students (21).

The Course of PE in the primary schools has been found to be important according to the students in the second stage, and it has been determined that their attitudes related to the course are positive (28). The role of parents who are models for the child is very significant in terms of forming the interests. The parents who are interested in music, painting or doing sports, will absolutely be good examples for their children. However, when the father is a musician and the mother is a ballerina, it does not mean that the child will surely have the same interest. The demand, ability and tendency of the child are essential. After determining these characteristics, the child should be directed according to his/her interests (30).

The positive attitudes of parents will positively be affective for the child to attend sport activities (23). When considering that the effect of parents on starting and doing sports is one of the most effective factors, the most beautiful example is Küntay's saying "A family is the first unit where a child sees the social and sports world" (20). In the light of these explanations, the aim of the study is to examine the effect of parents' attitudes to the children's attitudes in terms of the course of PE.

## MATERIAL & METHOD

In this study, a screening model has been used for examining the attitudes of primary school second stage students. This model is a research approach that aims to describe a situation available from the past to today by considering its form for today. The event, person or thing used for the study are tried to be identified as so and in its own circumstances. There is no other effort for affecting and changing them. There is a thing needed to know; the important thing is to observe and determine it properly (15).

Before forming the outline of attitude scale for the course of PE, a literature review was done about the subject and the attitude scales were examined (1, 8, 24, 16). The principle component analysis was used for factor analysis and the varimax technique was applied. The Kaiser-Meyer-Olkin (KMO) value was found as 0.89 in factor analysis and the Bartlett Test was resulted as a meaningful one. The aim of doing Bartlett test is to find out whether the correlation matrix taken from factor analysis is the unit matrix or not (4). Also, the total variant value was found as 51,778. As a result of factor analysis, the scale was gathered under 3 factors; as 0.45 and high load values were thought as good criteria in factor analysis (7), 4 items with 0.45 and below, load values were extracted

from the scale and item numbers of the scale became 20. The 3 factors were called as factor 1- about the course, factor 2- attitude related to the teacher and factor 3-course hour.

The coefficient of consistence (coronbach alfa) was considered for the reliability of the scale. An internal consistency analysis was done for the three factors; the coronbach alfa coefficient was found as 0,88 for factor 1, 0,80 for factor 2 and 0,67 for factor 3. According to the experts, if the alfa coefficient is between 0,60 and 0,80, the scale is quiet reliable and if it is between 0,80 and 1, the scale is very reliable (27). The scale we used here has high reliability. "The scale of primary school second stage students' attitude related to the course of PE" developed for this study is a five-point likert scale.

The knowledge about the study was obtained from national and international books-symposiums-congresses, journals, databases on the net and web sites of several companies. Also, the thesis studies about the subject were taken from thesis centre of the Council of Higher Education.

The questionnaire was carried out at 7 primary schools in Kirikkale. It was carried out to 805 second stage students from these primary schools that were chosen by a random sampling method. The questionnaires which were filled wrong were deactivated and 773 of them remained as valid. These 773 questionnaires were loaded to SPSS 18 (PSW) programme for doing the statistical operations. In the loading process, grading style is "(1) Strongly Agree, (2) Agree, (3) Not Sure/In-Between, (4) Disagree, (5) Strongly Disagree." The coding in the SPSS loading of positive and negative items was made as so; when commenting on factor 1 and factor 3 including positive items, the attitude means were commented as negative when converging to 5 and positive when converging to 1. When commenting on factor 2 including negative items, the attitude means were commented as negative when converging to 1 and positive when converging to 5. Firstly, the frequency ranges of data were taken within the scope of descriptive statistics and the crosstab values were examined. Then the correlation analysis was made between the three factors that obtained as the result of factor analysis and parents' educational status. The relationship between the correlation analysis and the variables mentioned and the direction-degree of this relationship was revealed.

As the number of samples was high, regardless of normal distribution characteristics of data, the attitude points with independent variables related to sub-problems were examined by parametric tests. For a paired comparison, independent samples, t-test and one way ANOVA from variant analysis were applied;

a Post-Hoc test was used for determining from which group the difference available with multiple comparisons had.

## RESULTS

In the study, 50.3% (n=389) of primary school second stage students for the sample group is female and 49.7% (n=384) is male. 41.9% (n=324) of these students are in the 6<sup>th</sup> class, %32,5 (n=251) of them are in the 7<sup>th</sup> class and %25,6 (n=198) of them are in the 8<sup>th</sup> class.

When examining the educational status of participant students' fathers, it was understood that most of them (38.7%) were high school graduates and %26,1 was primary school graduates. 1.8% of fathers was illiterate. It was observed that in terms of fathers of female students in the sampling group, %1,8 (n=7) of them was illiterate, 17.2% (n=67) was literate or primary school graduates, 25.4% (n=99) was secondary school, 42.2% was high school and %13,4 was university graduates; in terms of fathers of male students, 1.8% (n=7) of them was illiterate, 16.9% (n=65) was literate or primary school graduates, 26.8% (n=103) was secondary school, 35.2% (n=135) was high school and 19.3% (n=74) was university graduates.

When examining the educational status of participant students' mothers, it was observed that 32.9% of them were illiterate and primary school graduates and 31.3% was secondary school graduates. 4.5% of mothers were illiterate. When the fathers' and mothers' educational status were compared, it was seen that the illiterate mothers' percentage was higher than fathers'. It was observed that while in terms of mothers of female students in the sampling group, 5.4% (n=21) of them was illiterate, 31.1% (n=121) was literate or primary school graduates, 31.1% (n=121) was secondary school, 27.2% (100) was high school and 5.1% (n=20) was university graduates; in terms of mothers of male students, 3.6% (n=14) of them was illiterate, 34.6% (n=133) was literate or primary school graduates, 31.1% (n=121) was secondary school, 24% (n=92) was high school and 6.3% (n=24) was university graduates.

There is a positive and high rated relationship between father's and mother's educational status. This relationship is statistically meaningful according to the significance level at  $p < 0,01$ . While the father's educational status gets higher, the mother's status gets higher, too (table 1).

As a result of this, we can conclude that individuals give importance to the educational status for choosing partners or while choosing the partner, he/she prefers the person with the same educational

status. There is a statistically positive relationship between the father's educational status and attitude related to the teacher in the significance level,  $p < 0.01$ . Accordingly, the more the educational status of father increases, the more the attitude of students toward PE teachers increases positively (table 1).

There is a statistically meaningful relationship at  $p < 0.01$  significance level and positively between the mother's educational status and student's interest to the course. The higher the mother's educational status is, the more the student's interest to the course increases. There is a statistically meaningful, positive directed relationship between interest to the course and attitudes related to the course hour in  $p < 0.01$  significance level. If the interest to the course increases, then the demand for attending to the course of PE is an inevitable result (table 1).

It was found out that there was a difference between the attitudes of the students towards the course and their fathers' educational status as a result of variant analysis done in terms of the educational status of primary school second stage students' fathers' attitudes related to the course of PE; and that this difference was statistically meaningful to the %5 significance level (table 2). The Post Hoc test results for finding out which educational status this difference came from were given in table 3.

It was observed that the illiterate fathers showed less interest to the course of PE compared to literate or primary school graduates and there was a statistically meaningful difference ( $p < 0.05$ ) between them ( $p = 0.00$ ). It was found out that the illiterate fathers showed less interest to the course of PE compared to secondary school graduates and there was a statistically meaningful difference ( $p < 0.05$ ) between them ( $p = 0.00$ ).

It was observed that the illiterate fathers showed less interest to the course of PE compared to high school graduates and there was a statistically meaningful difference ( $p < 0.05$ ) between them ( $p = 0.00$ ). It was observed that the illiterate fathers showed less interest to the course of PE compared to university graduates and there was a statistically meaningful difference ( $p < 0.05$ ) between them ( $p = 0.01$ ).

It was observed that the fathers who are primary school graduates, showed less interest to the course of PE compared to university graduates and there was a statistically meaningful difference ( $p < 0.05$ ) between them ( $p = 0.00$ ). It was observed that the fathers who are secondary school graduates, showed less positive attitude for the course of PE compared to university graduates and there was a statistically meaningful difference ( $p < 0.05$ ) between them ( $p = 0.00$ ; table 3).

**Table 1.** The correlation for parents' educational status, interest to the course, attitude related to the teacher and attitudes related to course hour.

	Father education	Mother education	Interest to the course	Attitude related to the course	Course hour
Father's educational status	1	0.533**	.018	.130**	-.071**
Mother's educational status		1	.122**	.086*	-.006
Interest to the course			1	-.034	.498**
Attitudes related to the course				1	.007
Course hour					1

**Table 2.** The comparison of the primary school second stage students' fathers' attitudes related to the course of PE according to their educational status.

	Father's education	Statistics			One way Anova	
		n	Mean	SD	f	P
Interest to the course	Illiterate	14	2.68	1.25	4.64	0.01*
	Literate or primary school graduate	132	1.69	0.63		
	Secondary school graduate	202	1.78	0.86		
	High school graduate	299	1.81	0.85		
	University graduate	126	1.90	0.98		
Attitude related to the teacher	Illiterate	14	3.76	0.57	3.99	0.03*
	Literate or primary school graduate	132	3.63	1.05		
	Secondary school graduate	202	3.68	1.00		
	High school graduate	299	3.84	0.94		
	University graduate	126	4.06	0.93		
Course hour	Illiterate	14	2.42	0.75	3.42	0.00*
	Literate or primary school graduate	132	1.97	0.94		
	Secondary school graduate	202	2.19	1.16		
	High school graduate	299	1.89	0.92		
	University graduate	126	1.93	1.10		

**Table 3.** Multiple comparison table towards interest to the course-attitude related to the teacher and course hour according to primary school second stage students' fathers' educational status.

	Statistics				Statistics				Statistics			
	Educational status of the father	Mean Difference	p		Educational status of the father	Mean Difference	p		Educational status of the father	Mean Difference	p	
Interest to the course	illiterate	Lit.-primary	0.98*	0.00	illiterate	Lit.-primary	0.12	0.99	illiterate	Lit.-primary	0.45	0.51
		secondary	0.89*	0.00		secondary	0.08	0.99		secondary	0.23	0.92
		High school	0.87*	0.00		High school	-0.07	0.99		High school	0.53	0.31
	Literate or primary school	university	0.78*	0.01	Literate or primary school	university	-0.29	0.82	Literate or primary school	university	0.48	0.43
		illiterate	-0.98*	0.01		illiterate	-0.12	0.99		illiterate	-0.45	0.51
		secondary	-0.09	0.87		secondary	-0.04	0.99		secondary	-0.22	0.29
	Secondary school	High school	-0.11	0.68	Secondary school	High school	-0.20	0.27	Secondary school	High school	0.07	0.94
		university	-0.20	0.30		university	-0.42*	0.00		university	0.03	0.99
		illiterate	-0.89*	0.00		illiterate	-0.08	0.99		illiterate	-0.23	0.92
	High school	Lit.-primary	0.09	0.87	High school	Lit.-primary	0.04	0.99	High school	Lit.-primary	0.22	0.29
		High school	-0.02	0.99		High school	-0.15	0.39		High school	0.30*	0.01
		university	-0.11	0.76		university	-0.37*	0.00		university	0.25	0.17
University graduate	illiterate	-0.87*	0.00	University graduate	illiterate	0.07	0.99	University graduate	illiterate	-0.53	0.31	
	Lit.-primary	0.11	0.68		Lit.-primary	0.20	0.27		Lit.-primary	-0.07	0.94	
	secondary	0.02	0.99		secondary	0.15	0.39		secondary	-0.30*	0.01	
University graduate	university	-0.08	0.87	University graduate	university	-0.21	0.21	University graduate	university	-0.04	0.99	
	illiterate	-0.78*	0.01		illiterate	0.29	0.82		illiterate	-0.48	0.43	
	Lit.-primary	0.20	0.30		Lit.-primary	0.42*	0.00		Lit.-primary	-0.03	0.99	
University graduate	secondary	0.11	0.76	University graduate	secondary	0.37*	0.00	University graduate	secondary	-0.25	0.17	
	High school	0.08	0.87		High school	0.21	0.21		High school	0.04	0.99	
	school				school				school			

**Table 4.** The comparison of the primary school second stage students' mothers' attitudes related to the course of PE according to their educational status

	Mothers' education	Statistics			One way Anova	
		n	Mean	SD	F	P
Interest to the course	Illiterate	35	1.73	0.87	4.02	0,00*
	Literate or primary school graduate	254	1.73	0.75		
	Secondary school graduate	242	1.76	0.84		
	High school graduate	198	1.90	0.91		
Attitude related to the teacher	University graduate	44	2.22	1.17	3.14	0.01*
	Illiterate	35	3.79	1.02		
	Literate or primary school graduate	254	3.72	1.07		
	Secondary school graduate	242	3.78	0.89		
Course hour	High school graduate	198	3.81	0.99	1.56	0.18
	University graduate	44	4.28	0.61		
	Illiterate	35	2.15	0.99		
	Literate or primary school graduate	254	1.96	1.00		
Course hour	Secondary school graduate	242	2.08	1.03		
	High school graduate	198	1.89	1.02		
	University graduate	44	2.18	1.14		
	Illiterate	35	2.15	0.99		

**Table 5.** Multiple comparison table towards interest to the course-attitude related to the teacher and course hour according to primary school second stage students' mothers' educational status

	Educational status of the mother		p		Educational status of the mother		p		Educational status of the mother			
		Mean Difference				Mean Difference				Mean Difference		
Interest to the course	illiterate	Lit.-primary	-0.00	1.00	illiterate	Lit.-primary	0.07	0.99	illiterate	Lit.-primary	0.19	0.84
		secondary	-0.02	1.00		secondary	0.01	1.00		secondary	0.06	0.99
		High school	-0.17	0.79		High school	-0.01	1.00		High school	0.25	0.65
		university	-0.49	0.08		university	-0.48	0.17		university	-0.03	1.00
	Literate or primary school graduate	illiterate	0.00	1.00	Literate or primary school graduate	illiterate	-0.07	0.99	Literate or primary school graduate	illiterate	-0.19	0.84
		secondary	-0.02	0.99		secondary	-0.06	0.95		secondary	-0.12	0.67
		High school	-0.17	0.20		High school	-0.08	0.87		High school	0.06	0.96
		university	-0.49*	0.00		university	-0.56*	0.00		university	-0.22	0.65
	Secondary school graduate	illiterate	0.02	1.00	Secondary school graduate	illiterate	-0.01	1.00	Secondary school graduate	illiterate	-0.06	0.99
		Lit.-primary	0.02	0.99		Lit.-primary	0.06	0.95		Lit.-primary	-0.12	0.67
		High school	-0.14	0.38		High school	-0.02	0.99		High school	0.18	0.31
		university	-0.46*	0.00		university	-0.50*	0.01		university	-0.10	0.97
High school graduate	illiterate	0.17	0.79	High school graduate	illiterate	0.01	1.00	High school graduate	illiterate	-0.25	0.65	
	Lit.-primary	0.17	0.20		Lit.-primary	0.08	0.87		Lit.-primary	-0.06	0.96	
	secondary	0.14	0.38		secondary	0.02	0.99		secondary	-0.18	0.31	
	university	-0.31	0.16		university	-0.47*	0.02		university	-0.29	0.42	
University graduate	illiterate	0.49	0.08	University graduate	illiterate	0.48	0.17	University graduate	illiterate	-0.03	1.00	
	Lit.-primary	0.49*	0.00		Lit.-primary	0.56*	0.00		Lit.-primary	0.22	0.65	
	secondary	0.46*	0.00		secondary	0.50*	0.00		secondary	0.10	0.97	
	High school	0.31	0.16		High school	0.47*	0.02		High school	0.29	0.42	

When examining the attitudes related to the course of PE according to the mothers' educational status, it was observed that the attitude points were generally high and there was a statistically meaningful difference according to the significance level at  $p < 0,05$  between the mothers' educational status and interest to the course-attitude related to the teacher (table 4). The Post Hoc test results for finding out which educational status this difference came from were given in table 5.

When we examined the multiple comparison table towards the interest to course, the attitudes related to teacher and the course hour according to primary school second stage students' mothers' professions, it was observed that the mothers who

are literate or primary school graduates, showed more interest to the course compared to university graduates and there was a statistically meaningful difference ( $p < 0.05$ ) between them ( $p = 0.00$ ).

It was found out that the mothers who are secondary school graduates, showed more interest to the course compared to university graduates and there was a statistically meaningful difference ( $p < 0,05$ ) between them ( $p = 0,00$ ). It was observed that the mothers who are literate or primary school graduates, showed more interest to the course compared to university graduates and

there was a statistically meaningful difference ( $p < 0.05$ ) between them ( $p = 0.00$ ; table 5).

## DISCUSSION

According to the results of the research, there is a meaningful difference between the attitudes related to the course of PE according to the primary school second stage students' parents' educational status. In a study prepared by Holoğlu, a meaningful relationship was found between the primary school second stage female students' attitudes related to the course of PE and the parents' educational status (14). When the attitudes related to the teacher, the course hour and the course interests were examined according to the students' parents' educational status, it could be said that there was a generally meaningful attitude related to the course hour, the teacher and the course interest. In a study, Koçak and Hürmeriç conclude that there is not a difference in a significance level between the fathers' educational status and the students' attitudes related to the course of PE (17, 18). As a result of our study, we have found findings that prove the contrast of this conclusion. It has been observed that the attitude average of the students' (whose fathers graduated from the other educational levels) interest to the course is high and there is a statistically meaningful difference between them ( $p < 0,05$ ). It has been observed that all the students whose fathers are university and other school graduates, show rather high attitude levels against the teacher. This is an expected result as the higher the fathers' (who are the most important sources for students to learn and take as models) educational status is, the better the students understand the importance of the teacher and the more positive attitude they show towards the PE teacher. Also, it has been observed that there is a statistically meaningful difference between them ( $p < 0.05$ ).

It has been found out that there is a difference between the attitudes of the students towards the interest to the course, the teacher and the course hour and their fathers' educational status as a result of variant analysis done for examining the effect of the fathers' educational status to the attitudes of them towards the course of PE; and this difference is statistically meaningful to the %5 significance level.

When we look at the attitude differences related to the interest to the course of PE in terms of the students' fathers' educational status, there has been a meaningful difference between the illiterate fathers and the fathers who are literate, primary school graduates, secondary school graduates, high school graduates and university graduates. It has been observed that the illiterate fathers' students' interest attitudes to the course are more positive than the students whose fathers are other educational level

graduates. While it has been expected that the students whose fathers are educated, understand the importance of PE and sports and show more interest to the sportive activities and the course of PE, the result has a reverse situation. The reason of this may be that fathers with high educational status do not accept this course as an important one compared to the other courses and generally perceive it as a course with no mark and there are no questions about PE in exams that they come across during their lives. As a result of a study made in England, the students have remarked firstly that they have been healthy and active thanks to the PE and sports, and secondly that this course has no benefits to other courses (9).

In a study, Bulgu and Akcan (6) have reported that there is no meaningful difference between attendance to the sports and the educational status of parents. Accordingly, in a study, Koçak and Hürmeriç (18) have reported that there is not a meaningful difference between the mothers' educational status and the students' attitudes related to the course of PE. Holoğlu (14) has found out a meaningful relationship between female students' attitudes related to the course of PE and the mothers' educational status. In our study, when the attitudes related to the teacher, the course hour and the course interests are examined according to the students' mothers' educational status, it can be said that there is a generally meaningful differences between the attitudes related to course interest and the teacher. In Aicinena's opinion, the teacher's behaviours are important for the students' attitudes related to the course of PE (2). Also, it can be said that the students' mothers generally have positive attitudes related to the course of PE according to their educational status.

When we examine the interest to the course of PE according to the mothers' educational status and the attitudes related to the PE teacher by using the multiple comparison, there has been a statistically meaningful difference in terms of the attitudes related to the teacher between literate-primary school graduates and university graduates, between secondary school graduates and university graduates and lastly between high school graduates and university graduates. It has been observed that the more the mother's educational status increases, the more the students' attitude to the course and the teacher increases. In a study, secondary school students have reported that they have fun in the course of PE and have developed positive attitudes to their PE teacher (25). When the mothers who pass more time with their children and are closely interested in them compared to the fathers have higher educational status, the students understand the importance of PE and sports more easily. Also, we can state that the mothers are nice models for their children as they do

sports to lose weight and be fit as a result of being more conscious and other facilities.

## REFERENCES

- Aktop A, Özer D. The adaptation of attitude scale for the Course of Physical Education Prepared for Primary School Students, *The Journal of Sport Sciences*, 2003; 14(2): 67-82.
- Aicinena SJ. The Teacher and Student Attitudes toward Physical Education. *The Physical Educator*, 1991; 48: 28-32.
- Aracı H. Physical Education in Schools for the Teachers and Students. Ankara: Nobel Publishing, 46.
- Bayram N. Data Analysis with SPSS in Social Sciences. Bursa: Ezgi Publishing, 2004; 11-17.
- Bucher AC. Foundations of Physical Education & Sport, London: The C.V. Mosby Company, 1983; 13.
- Bulgu N, Akcan F. Active participating in sport activities: a Study on the 15-19-year old students. 1. Youngs, Leisure Time and Nature Sports Symposium and Memorial, 21–22 May, Gazi University, The Journal of the Faculty of Education, Kırşehir, 2003; 6(1):70-74.
- Büyüköztürk Ş. Data Analysis Handbook. Ankara: Pegem A. Publishing, 2004; 27-42.
- Demirhan G, Altay F. Attitude Scale Related to the Course of Physical Education for the High School First Class Students. *The Journal of Sport Sciences*, 2001; 12(2): 9-20.
- Dismore HC, Bailey RP. How Children and Young People Perceive Their Engagement and Participation in Physical Education and School Sport, *British Educational Research Association Annual Conference*, Manchester, UK, 2004.
- Erkal M. Sociologically Sport, 2<sup>nd</sup> Edition, İstanbul; Kutsun Press, 1992; 83.
- Grössing S. Body-Sport-Action, PE and Sport Symposium in First Educational Organisations, 19-21 December, Ankara, Milli Eğitim Publishing, 1991; 53.
- Güney S. Glossary of Behavioural Sciences and Management Psychology. Ankara: Ocak Publishing, 1998; 89.
- Güven Ö, Öncü E. The Factor of Family on Participating to PE and Sport. *Journal of Family and Society*, 2006; 3(10): 1-90.
- Holoğlu OG. Primary School Second Stage Female Students' Attitudes related to the Course of PE, Published Master Thesis, Uludağ University, The Institute of Health Sciences, 2006; 43-45.
- Karasar N. Scientific Research Method, 10<sup>th</sup> Edition, Ankara: Nobel Publishing, 2000; 77.
- Keating XD, Silverman S. Physical Education Teacher Attitudes toward Fitness Test Scale: Development and Validation. *Journal of Teaching in Physical Education*, 2004; 23: 143-161.
- Koçak S, Hürmeriç I. Attitudes of Primary School Students Towards Their Physical Education Classes In Turkey, 10th ICHPER-SD European Congress and TSSA 8th International Sport Science Congress, 17-20 November, Mirage Park Resort, Antalya, 2004; 134.
- Koçak S, Hürmeriç I. Attitudes related to Physical Education Classes of Primary School Students In Turkey. *Perceptual & Motor Skills*, 2006; 103(1): 296-300.
- Kuru E. Programme Developing in PE, Ankara;4. Evening Art School Press, 2000; 1.
- Küntay E. Sport as a Corrective Measure for the Behavioural Disorder of Children and Young People, Ed: Erdemli, A., New Approaches about Sport Moral and Sport Philosophy, İstanbul: Meya Press, 1991.
- Luke M, Cope D. Student Attitudes Toward Teacher Behaviour and Program Content in School Physical Education. *The Physical Educator*, 1994; 51(2): 57-66.
- Mirzeoğlu D. Pedagogic Bases of Sport Sciences, Introduction to Sport Sciences, Ankara: Bağırhan Publishing, 2003; 84.
- Öztürk F. Sport with its Social Dimensions, Ankara: Bağırhan Publishing, 1998; 51-53.
- Pehlivan Z. Prestudy Report for Attitude Scale of the Course of PE, 1. International Symposium of Sport Psychology, 10-12 October, Mersin, 1997; 117-127.
- Ryan S, Felimng D, Daina M. Attitudes of Middle School Students Toward Their Physical Education Teachers and Classes. *Physical Educator*, 2003; 60.
- Smoll FL, Schutz RV. Children's Attitudes related to Physical Activilongitudial Analysis. *Journal of Sport Psychology*, 1980; (2): 137-147.
- Tavşancıl E. The Measuring of Attitudes and Data Analysis by SPSS, Ankara: Nobel Publishing, 2002; 65-80.
- Tekin M, Taşgın Ö, Yıldız M. Attitudes and Opinions of Private School Students related to the Course of PE according to Several Variables, the Congress of 9<sup>th</sup> International Sport Sciences, Muğla, 2006; 993-996.
- Üzüm H, Mirzeoğlu N. The Place and Importance of Sport related to Believes and Attitudes, The Congress of Social Fields on PE and Sport, 2003; 491-497.
- Yavuzer H. Parents and Child, Remzi Publishing, İstanbul, 2002; 155-156.
- Yaylacı F. The Evaluation of Instructional Programme about Primary School PE Course. *Kocatepe University The Journal of Social Sciences*, 1998; 1: 95-106.