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ORTAÖĞRETİM ÖĞRENCİLERİNİN SPORA KARŞI TUTUMLARININ İNCELENMESİ

Özet

Spora karşı tutum düzeyinin yüksek olması sportif başarı açısından önem arz ettiği farklı çalışmalarda gözlenmiştir. Bu düşüncelerden yola çıkarak, çalışmamızda ortaöğretim öğrencilerinin spora karşı tutumlarının incelenmesi amaçlanmıştır.

Çalışmamız kapsamında araştırma grubunu, 2018 – 2019 öğrenim yılında Elazığ Merkezinde ortaöğretim öğrencilerinden rastgele seçilmiş 516 öğrenci oluşturmaktadır.

Araştırmaya oluşturan ortaöğretim öğrencilerine; Kişisel Bilgi Formu (yaş, sınıf, cinsiyet, anne ve babanın mesleği, aylık gelir, spor yapma durumu ve spor branşları) ve spora yönelik tutumlarını belirlemek için ise (Koçak 2014) tarafından geliştirilen Spora Yönelik Tutum envanteri kullanılmıştır. Elde edilen veriler SPSS istatistik paket programı ile değerlendirilmiştir. Değişkenlerin frekans (f) ve yüzde (%) dağılımları hesaplanmış ve çoklu gruplar için Anova, bağımsız iki grup için ise t-testi kullanılmıştır. Anlamlı farklılık gösteren gruplarda ise anlamlılığını belirlemek amacıyla Tukey test sonuçlarında faydalanılmıştır. Çalışmamızda anlamlılık düzeyi ($p < 0.05$) olarak alınmıştır.

Çalışmamızın sonucunda, ortaöğretim öğrencilerinin spora yönelik tutum ölçeği alt boyutlarına bakıldığında psikososyal gelişme boyutunun 3,76 ortalama

ile yüksek, fiziksel gelişme boyutunun 3,77 ortalama ile yüksek ve zihinsel gelişme boyutunun 3,82 ortalama ile yüksek olduğu görülmektedir. Kişisel bilgi formu değişkenlerine bağlı olarak ortaöğretim öğrencilerin spora karşı tutumlarında anlamlı bir farkın olmadığı tespit edilmiştir. Çalışmamızın bir diğer değişkeni olan ailenin aylık gelir ortalamalarına bakıldığında ise fiziksel gelişme boyutunda aylık geliri düşük olanlar ile aylık geliri orta ve yüksek olanlar arasında istatistiksel olarak anlamlı bir farklılık olduğu saptanmıştır. Ailenin aylık düzeylerinin artışı ile öğrencilerinde spora yönelik tutumlarının artışı görülmektedir. Ailelerin maddi açıdan refah düzeyinde olması boş zaman aktivitelerinde spora yönelmeleri doğrudan spora karşı tutumlarını etkileyeceği düşünülmektedir.

Anahtar kelimeler: Spor, Ortaöğretim, Tutum,

INVESTIGATION OF ATTITUDES OF SECONDARY EDUCATION STUDENTS TOWARDS SPORTS

Abstract

The fact that high level of attitude towards sports is of importance in terms of sportive success has been observed in many studies. Based upon these thoughts, in our study, it was aimed to investigate the attitudes of secondary education students towards sports.

Within the framework of our study, the study group included randomly chosen 516 secondary education students, who studied in the city center of Elazığ in the 2018-2019 education period.

The secondary education students in the study were surveyed with a Personal Information Form (age, grade, gender, parents' jobs, monthly income, state of doing sports and sports branches) and the Attitude Towards Sports Scale, which was developed by Koçak (2014) for determining attitudes towards sports, were used. The obtained data were evaluated using the SPSS statistics package software. The variables were calculated for their frequency (f) and percentage (%) distributions. For multiple group comparisons, ANOVA was used while t-test was used for independent two-group comparisons. Tukey test results were utilized to determine the significance in the groups that had significant differences. In our study, the level of significance was regarded as $p < 0.05$.

As a result of our study, in the evaluation of the subscales of the attitude towards sports scale of secondary education students, it was observed that psychosocial development subscale was high with a mean score of 3.76 while the physical development subscale was high with a mean score of 3.77 as well as the mental development subscale being high with a mean score of 3.82. Based on the personal information form variables, it was observed that there was no significant difference in the attitudes of secondary education students towards sports. In the evaluation of the mean family income, another variable of our study, it was observed in the physical development subscale that there were statistically significant differences between those with low monthly income and those with moderate and high monthly incomes. It was observed that as monthly income of the family increased,

the attitude towards sports also increased. The fact that the family is at a level of welfare financially is believed to directly affect the tendency to sports in leisure time activities.

Keywords: Sports, Secondary Education, Attitude

INTRODUCTION

Sports, in line with an individual's struggle, desire and wishes, cover the physical activities the individual performs within the framework of certain rules in order to be successful in terms of various variables (Kuru, E. (2000)). Sport is a phenomenon that is practiced solely or as a team by individuals who consider it as a job, which develops individuals' natural skills, socializes them, combines them with the society, improves body and psychology as well as increasing cooperation and competition (Erkal ME., (1986)). Sports, which have existed since humankind's existence, used to be performed as a struggle for survival in the past while, with the transition into modern times, it started to gain meanings such as struggling, competing, comparing, winning and losing. Today, sports act within many branches with team and individuals sports while it rather gained meanings of winning and losing by moving away from the original aims of appearance (Keten, M. (1993)). Somuncuoğlu stated that the main task of sports is to be a phenomenon that develops healthy individuals. Somuncuoğlu further stated that when individuals are psychologically and physically healthy, they become at peace with themselves and transmit positive energy to their environments. Maintaining a healthy life will lead people to conduct their approaches and behaviors to other people in their lives in a friendly manner (Türkel H. Ç. (2010)). Attitude, in a general sense, is the behavioral or situational prejudice an individual exhibits towards an object or an individual (İnceoğlu, M. (1993)). Therefore, attitudes can be graded as positive attitudes and negative attitudes. Negative attitudes can be demonstrated as unwillingness, disliking, disbelieving or opposing towards an individual or an object while positive attitudes can be demonstrated as emotions such as desiring, liking and willingness (Demirhan, G and Altay, F. (2001)). Generally, attitudes come to the forefront with the regional culture and the feeling of imitating. Attitudes, which start in younger years, may vary in later years (Kağıtçıbaşı. Ç. (2013)).

Today, as the importance of time management in achieving personal success and aims grows, while daily and instant plans were made in the initial periods, individuals create time for recreation with concepts such as the ranking of priorities and values in time management as the conditions change in later periods (Kağıtçıbaşı. Ç. (2013)). Considering the recent times, the research shows that individuals who conduct social activities are more optimistic and successful compared to their peers and in some studies, individuals who conduct physical activities were reported to have reduced risk of death (Singh NP. et al. (2001)).

In the light of all this information, because it is believed that sports are a leisure time activity and a healthy lifestyle, it was aimed to investigate and study the attitudes of secondary education students towards sports in this study.

MATERIAL AND METHOD

The sample of the study consists of 516 randomly selected secondary education students in the center of Elazığ in the 2018-2019 education period.

In order to determine the attitudes of secondary education students participating in our study towards sports, the Attitudes towards Sports Scale (Koçak, 2014) was used in our study. The developed scale consists of 22 items and 3 subscales. The psychosocial development subscale contains 12 items while physical development subscales contain 6 in addition to the 4 items in the mental development subscale. The scale is a 5-point Likert type scale and it is designed to include the rating system as “(1) Completely Disagree, (2) Partially Agree, (3) Moderately Agree, (4) Agree and (5) Completely Agree. The lowest total score to be obtained from the scale is 22 while the highest total score is 110. For the given exploratory factor analysis, in order to determine the suitability, the sample fitness coefficient (KMO) was determined as 0.85. The findings obtained from the KMO coefficient indicated that the size of the sample in question was sufficient to conduct a factor analysis and the data was suitable to conduct a factor analysis. In the study, in order to determine whether the 6 subscales formed by EFA are sufficiently represented by the factors, confirmatory factor analysis was conducted. The critical N value for CFA was determined as 97.96. This demonstrated that the sample size of 337 individuals in the study group was sufficient. The fitness of the obtained model was tested with fitness measures. The suggested modification indices were investigated that the items 8 and 9, which the same factor explained, were modified, shaping the final version of the scale. In the investigation of the fit indices, it was determined that mainly, the rate of χ^2/sd in addition to all fit indices demonstrated perfect fit. In the reliability analyses, it was determined the whole scale and all subscales were reliable.

Data analysis

In the calculation and the analysis of the data, SPSS 22.0 package software was used. The variables were calculated for the frequencies (f) and percentages (%). In order to determine whether the data had a normality distribution, skewness and kurtosis tests were conducted. As a result of these tests and controls, it was determined that the research data was parametric. In the results where there were significant differences, Tukey test results were used to determine the source of the difference among the groups. The rate of error in the study was regarded as $p < 0.05$.

FINDINGS

In this section, the findings regarding the variables in the study were presented. The findings regarding the distributions of secondary education students' personal characteristics were analyzed and interpreted.

Table 1. Distribution Table of Demographic Characteristics

		N	%
Age	14 years old	122	23,6
	15 years old	164	31,8
	16 years old	152	29,5
	17 years old	78	15,1
	Total	516	100,0
Gender	Female	162	31,4
	Male	354	68,6
	Total	516	100,0

Grade	9 th Grade	141	27,3
	10 th Grade	168	32,6
	11 th Grade	141	27,3
	12 th Grade	66	12,8
	Total	516	100,0
Mother's Profession	Public	70	13,6
	Private Sector	138	26,7
	Retired	42	8,1
	Unemployed	266	51,6
	Total	516	100,0
Father's Profession	Public Sector	256	49,6
	Private Sector	188	36,4
	Retired	42	8,1
	Unemployed	30	5,8
	Total	516	100,0
Monthly Income of the Family	1000-2499	93	18,0
	2500-4499	225	43,6
	4500 and above	198	38,4
	Total	516	100,0
Status of Doing Sports	No	184	35,7
	Yes	332	64,3
	Total	516	100,0
Sports Branch	Football	77	23,2
	Basketball	61	18,4
	Volleyball	36	10,8
	Handball	35	10,5
	Swimming	47	14,2
	Athletics	22	6,6
	Karate	26	7,8
	Taekwondo	28	8,4
	Total	332	100,0

In the investigation of Table 1, according to the age groups of the participants in our study, it was observed that the lowest participation was of 17 years old group with 15.1% (n=78) while the highest participation was of 15 years old group with 31.8% (n=164). According to the genders of the participants, 68.6% (n=354) of the participants were males while 31.4% (162) of the participants were females. In grade distribution, the highest participants were of 10th-grade students with 32.6% (n=168). In the mother's profession variable, the highest rate was of unemployed mothers with 21.6% (n=226) while the father's profession variable yielded the highest rate as public workers with 49.6% (n= 256). In the investigation of monthly income variable, it was observed that the highest rate was of 2500-499TL with 43.6% (n= 225) while the lowest participation was from the 1000-2499TL group with 18% (n=93). 64.3% of the participants reported that there were others who were doing sports in the families while 35.7% of the participants reported that there were no one else in their family who were doing sports. In the examination of the sports branches of the participants it was observed that the highest rate was of the football branch with 23.2% (n=77) while the lowest sports branch was athletics with 6.6% (n=22).

Table 2. Comparison of the subscales of the attitudes towards sports scale of the participants according to the age groups.

Subscales	Age	N	X	Sd	F	p
Psychosocial Development	14 Years Old	122	3,76	,520	,573	,633
	15 Years Old	164	3,73	,672		
	16 Years Old	152	3,81	,613		
	17 Years Old	78	3,71	,775		
	Total	516	3,76	,639		
Physical Development	14 Years Old	122	3,79	,574	,332	,802
	15 Years Old	164	3,77	,587		
	16 Years Old	152	3,79	,494		
	17 Years Old	78	3,72	,602		
	Total	516	3,77	,559		
Mental Development	14 Years Old	122	3,84	,524	,483	,694
	15 Years Old	164	3,78	,536		
	16 Years Old	152	3,83	,531		
	17 Years Old	78	3,86	,527		
	Total	516	3,82	,530		

In the investigation of Table 2, it was determined that there were no statistically significant differences between the participants' psychosocial development, physical development and mental development subscales and the variable of age ($p>0.05$).

Table 3. Comparison of the subscales of the attitudes towards sports scale of the participants according to the gender groups.

Subscales	Gender	N	X	Sd	t	p
Psychosocial Development	Female	162	3,74	,541	-,489	,625
	Male	354	3,77	,679		
Physical Development	Female	162	3,79	,572	,294	,769
	Male	354	3,77	,554		
Mental Development	Female	162	3,86	,513	1,155	,249
	Male	354	3,81	,537		

In the investigation of Table 3, it was determined that there were no statistically significant differences between the participants' psychosocial development, physical development and mental development subscales and the variable of gender ($p>0.05$).

Table 4. Comparison of the subscales of the attitudes towards sports scale of the participants according to the grade groups.

Subscales	Grade	N	X	Sd	F	p
Psychosocial Development	9 th Grade	141	3,80	,643	,945	,419
	10 th Grade	168	3,69	,662		
	11 th Grade	141	3,79	,527		
	12 th Grade	66	3,77	,773		
	Total	516	3,76	,639		
Physical Development	9 th Grade	141	3,80	,571	,177	,912
	10 th Grade	168	3,76	,581		
	11 th Grade	141	3,76	,525		
	12 th Grade	66	3,78	,558		
	Total	516	3,77	,559		
Mental Development	9 th Grade	141	3,84	,524	,954	,414
	10 th Grade	168	3,77	,552		
	11 th Grade	141	3,83	,510		
	12 th Grade	66	3,89	,528		
	Total	516	3,82	,530		

In the investigation of Table 4, it was determined that there were no statistically significant differences between the participants' psychosocial development, physical development and metal development subscales and the variable of the grade of education ($p>0.05$).

Table 5. Comparison of the subscales of the attitudes towards sports scale of the participants according to the mother's profession groups.

Subscales	Mother's Profession	N	X	Sd	F	p
Psychosocial Development	Public	70	3,74	,745	,095	,963
	Private Sector	138	3,77	,667		
	Retired	42	3,72	,542		
	Unemployed	266	3,76	,610		
	Total	516	3,76	,639		
Physical Development	Public	70	3,86	,549	,736	,531
	Private Sector	138	3,74	,516		
	Retired	42	3,77	,586		
	Unemployed	266	3,77	,579		
	Total	516	3,77	,559		
Mental Development	Public	70	3,96	,517	2,013	,111
	Private Sector	138	3,82	,517		
	Retired	42	3,73	,553		
	Unemployed	266	3,81	,533		
	Total	516	3,82	,530		

In the investigation of Table 5, it was determined that there were no statistically significant differences between the participants' psychosocial development, physical development and metal development subscales and the variable of mother's profession ($p>0.05$).

Table 6. Comparison of the subscales of the attitudes towards sports scale of the participants according to the father's profession groups.

Subscales	Profession	N	X	Sd	F	p			
Psychosocial Development	Public	256	3,69	,650	2,407	,066			
	Private	188	3,83	,669					
	Sector								
	Retired						42	3,72	,542
	Unemployed						30	3,91	,359
Total	516	3,76	,639						
Physical Development	Public	256	3,73	,613	1,488	,217			
	Private	188	3,82	,496					
	Sector								
	Retired						42	3,77	,586
	Unemployed						30	3,91	,360
Total	516	3,77	,559						
Mental Development	Public	256	3,88	,545	1,893	,130			
	Private	188	3,78	,508					
	Sector								
	Retired						42	3,73	,553
	Unemployed						30	3,80	,467
Total	516	3,82	,530						

In the investigation of Table 6, it was determined that there were no statistically significant differences between the participants' psychosocial development, physical development and metal development subscales and the variable of father's profession ($p>0.05$).

Table 7. Comparison of the subscales of the attitudes towards sports scale of the participants according to the family's income level.

Subscales	Monthly Income	N	X	Sd	F	p	Tukey
Psychosocial Development	1000-2499	93	3,87	,379	2,717	,067	-
	2500-4499	225	3,69	,586			
	4500 and above	198	3,78	,773			
	Total	516	3,76	,639			
Physical Development	1000-2499 ^A	93	3,91	,398	4,582	,011	

	2500-4499 ^B	225	3,71	,617			A-B
	4500 and above	198	3,79	,544			
	Total	516	3,77	,559			
Mental Development	1000-2499	93	3,73	,502	1,631	,197	
	2500-4499	225	3,84	,540			-
	4500 and above	198	3,85	,529			
	Total	516	3,82	,530			

In Table 7, in the investigation of the participating students' attitudes towards sports and the monthly income of the family, it was observed in the physical development subscales that there were statistically significant differences between the 1000-2499 TL monthly income group and the 2500-4499TL monthly income group ($p < 0.05$). No statistically significant difference was determined in other subscales ($p > 0.05$).

Table 8. Comparison of the subscales of the attitudes towards sports scale of the participants according to the status of doing sports

Subscales	Sports	N	X	Sd	t	p
Psychosocial Development	No	184	3,72	,554	-,872	,384
	Yes	332	3,78	,681		
Physical Development	No	184	3,73	,579	-1,245	,214
	Yes	332	3,80	,547		
Mental Development	No	184	3,84	,545	,557	,577
	Yes	332	3,81	,522		

In the investigation of Table 8, it was determined that there were no statistically significant differences between the participants' psychosocial development, physical development and metal development subscales and the variable of the status of doing sports ($p > 0.05$).

Table 9. Comparison of the subscales of the attitudes towards sports scale of the participants according to the sports branches

Subscale	Sports Branch	N	X	Ss	F	p
Psychosocial I	Football	77	3,72	,734	1,714	,105
	Basketball	61	3,72	,580		
	Volleyball	36	3,74	,567		
	Handball	35	3,71	,545		
	Swimming	47	4,03	,718		

Development	Athletics	22	3,53	,650		
	Karate	26	3,86	1,083		
	Taekwondo	28	3,87	,369		
	Total	332	3,78	,681		
Physical Development	Football	77	3,82	,516	1,124	,347
	Basketball	61	3,78	,599		
	Volleyball	36	3,74	,622		
	Handball	35	3,81	,606		
	Swimming	47	3,90	,341		
	Athletics	22	3,54	,725		
	Karate	26	3,78	,601		
	Taekwondo	28	3,88	,359		
	Total	332	3,80	,547		
	Mental Development	Football	77	3,76	,554	1,119
Basketball		61	3,85	,533		
Volleyball		36	3,66	,557		
Handball		35	3,93	,497		
Swimming		47	3,79	,487		
Athletics		22	3,87	,555		
Karate		26	3,95	,452		
Taekwondo		28	3,81	,469		
Total		332	3,81	,522		

In the investigation of Table 9, it was determined that there were no statistically significant differences between the participants' psychosocial development, physical development and mental development subscales and the variable of sports branches ($p>0.05$).

DISCUSSION AND CONCLUSION

In this section, the findings regarding whether the attitudes of the participating secondary education students, who were studying in the center of Elazığ, towards sports differed according to several variables were discussed and interpreted.

In the investigation of Table 1, according to the age groups of the participants in our study, it was observed that the lowest participation was of 17 years old group with 15.1% ($n=78$) while the highest participation was of 15 years old group with 31.8% ($n=164$). According to the genders of the participants, 68.6% ($n=354$) of the participants were males while 31.4% (162) of

the participants were females. In grade distribution, the highest participants were of 10th-grade students with 32.6% (n=168). In the mother's profession variable, the highest rate was of unemployed mothers with 21.6% (n=226) while the father's profession variable yielded the highest rate as public workers with 49.6% (n= 256). In the investigation of monthly income variable, it was observed that the highest rate was of 2500-499TL with 43.6% (n= 225) while the lowest participation was from the 1000-2499TL group with 18% (n=93. 64.3% of the participants reported that there were others who were doing sports in the families while 35.7% of the participants reported that there was no one else in their family who were doing sports. In the examination of the sports branches of the participants it was observed that the highest rate was obtained from the football branch with 23.2% (n=77) while the lowest sports branch was athletics with 6.6% (n=22).

In the investigation of the comparison of the participants' attitudes towards sports subscales according to age groups, it was observed that there were no statistically significant differences between the psychosocial development, physical development and mental development subscales and the variable of age ($p>0.05$). In parallel with this result, Türkmen et al. (2016), in a study conducted with the students of the Faculty of Islamic Sciences in Bartın University for attitudes towards sports, reported that there were no statistically significant differences between the students' age and scores of attitude towards sports. In a study conducted by Kangalgil et al. (2006), it was observed that as the students' ages increased, their scores of attitude towards physical education and sports also increased. The reason for the difference in this study could be the fact that the study group included university students and they have passed the university exam, which is one of the necessities of the education system.

In the investigation of the comparison of the participants' attitudes towards sports subscales according to gender, it was observed that there were statistically significant differences between the psychosocial development, physical development and mental development subscales and the variable of age ($p>0.05$). In furtherance of this result, in a study conducted by Singh and Devi (2013) with 180 university students in Manipur, India, it was observed that participants reported positive attitudes toward sports branches and playing activities and male participants exhibited more positive attitudes towards sports branches and playing activities compared to female participants. In a study conducted by Uğurlu (2012) investigating university students' levels of participation in sportive activities and socialization and communication skills (Sample of Adıyaman), it was reported that there were significant differences on behalf of female students in the participation in sportive activities subscale. In other words, female students the scores obtained by female students in the participation in sportive activities subscale were higher compared to male students. These results do not coincide with our study. It can be stated that the reason for this could be the fact the university students had higher levels of sports consciousness compared to secondary education students In the investigation of the comparison of the participants' attitudes towards sports subscales according to family's monthly income, statistically significant differences were determined in the physical development subscale between those with 1000-2499 TL and those with 2500-4499TL monthly incomes ($p<0.05$). In other subscales, no statistically significant differences were observed ($p>0.05$). The study conducted by Kızılyallı (2014) with university students in Ankara University to determine the perceptions of women towards participating in sports activities supports this situation. Considering the total score obtained from the scale according to the family's monthly income level, it was determined that there were significant differences according to the perceptions of

the students. In a study conducted by Salehnia et al. (2011) with 368 active and inactive university students in Iran to reveal the attitudes towards sports, it was reported that attitude towards sports do not differ according to marital status, sports experience, monthly income and size of family, which does not support the findings of our study. In our study, as the monthly income level increases, it was observed that the attitude towards sports also increased. It can be stated that children with lower levels of monthly family income could experience financial difficulties and the time spared for sports could be less, which affects the low attitudes towards sports.

In conclusion, in the subscales of attitudes towards sports scale of secondary education students, it was observed that all subscales had the high mean scores with 3.76 in psychosocial development, 3.77 in physical development and 3.82 in mental development subscale. According to the individual variables of the study group, no differences were observed in the attitudes of secondary education students towards sports depending on the variables of age, grade, gender, mother's and father's professions, the status of doing sports and sports branches. Another variable in our study, family's monthly income, revealed that there were significant differences in the physical development subscale, more specifically, between those with 1000-2499 TL and 2500-4499 TL monthly incomes. It was observed that as the monthly income of the family increased, the attitudes of students towards sports also increased.

The fact that the family is prosperous in terms of finances is believed to affect the attitude towards sports in turning towards sports directly. The place of sports in our lives is an indisputable reality. As we do not abandon our basic needs in order to survive, it is a certain need that we also need to participate in both sports and physical activities in order to maintain a healthy life. Especially, to gain a consciousness of a healthy lifestyle, it is important to raise the awareness of children and young people on this subject.

Considering most of the studies with similar qualities to our study, studies were conducted on the subject of "attitudes towards physical education and sports lesson" or the studies were generally conducted with university students. Therefore, investigating individuals from different age groups and education levels regarding attitudes towards sports will shed a light on the future sports investment policies of the Ministry of Youth and Sports, Ministry of National Education and sports federations.

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