

**A COMPARATIVE STUDY:
THE ATTITUDES OF TURKISH AND FOREIGN MALE STUDENTS
TO THE PHYSICAL EDUCATION LESSON**

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SUMMARY

This study aims to examine the attitudes that foreign students, obtaining secondary education in Turkey, have to the physical education lessons, compared with Turkish students. The study sample consists of 437 students. 325 of these are male students from 34 different countries and 112 of them are Turkish students. The study used the "Attitude Scale to Physical Education Lesson" as a data collection tool. While data analysis used descriptive statistics, independent t test was used for the comparison of the attitudes of Turkish and foreign students to the physical education lesson. The study revealed that participants in the study have positive attitudes to physical education lessons and, when compared, there is a significant difference between the attitudes of Turkish and foreign students.

Keywords: *Attitudes differences, nationality differences, scale of attitudes, secondary school students.*

INTRODUCTION

Attitudes play an important role in order for people to be successful in their work. However, people are not born with those attitudes; they obtain them afterwards (Morgan, 2000). In other words, attitudes are developed through learning and they change and develop in time (Morris, 2002; Kagitçibasi, 1985). The ages between 12 and 30 are considered important in terms of the constitution or development of attitudes. Within this period, the ages between 12 and 21 coincide with adolescence and it is approached as the period when attitudes take form. The ages between 22 and 30 are separated as the adulthood stage and during this period the fact that the attitudes are gradually maintained is emphasized (Morgan, 2000).

Considering the fact that students at the secondary stage of education are also at the stage of adolescence, it is recognized that during that period students' attitudes to physical education lesson start to form. Accordingly, the positive-negative attitudes of students to the physical education lesson in this period shall be an important determinant of their participation in physical activities outside of school, in the current process, and in the future (Carlson, 1995; Ennis, 1996).

Attitudes affect interaction of students with their friends, families, school and lessons. Therefore, the attitudes of students to the course will add to their success (Çetingöz and Özkal, 2009). There could be many reasons that affect students' attitudes to the physical education lesson which are also determinants of these attitudes. In his social cognitive theory, Bandura emphasizes that attitudes change according to the environment of the individual. Accordingly, it indicated that attitudes are basically affected by the family during early adolescence and by other factors such as teacher, trainer and peers during late adolescence (1977, 1986). Furthermore, studies also express that the subject being taught (Figley, 1985), the school environment and school culture also affect the attitudes of adolescents (Henry, 1993; Hawkins and Catelano, 1990; Rovegno, 1994).

If the physical education program is estimated to meet the requirements, it shall be a part of the present culture. Students come to class with different past experiences, social features, ethnic and economic values, desires and responsibilities coming from themselves and their families. Therefore, conditions such as students' ethnic features and cultural differences

are thought to be an important variable on student attitudes. Hence, students are required to respect different values in the sports environment (Greendorfer, 1983; Tannehill & Zakrajsek, 1993). In order to achieve this goal, physical education teachers should be aware of how students of different cultures perceive physical education and sports (Tannehill & Zakrajsek, 1993).

Kouli and Papaioannou (2009) indicated that students in multi-cultural physical education classes are aware of the values and traditions of different cultures, this fact would enable positive interaction and communication of students from different ethnic groups in the physical education lesson. This fact could also be argued to have an effect on the attitudes of students to the physical education lesson.

In analyzing the research, many studies aimed at determining the attitudes of students to the physical education lesson were encountered (Koca, Aşçı and Demirhan, 2005; Shropshire et al., 1997; Chung and Phillips, 2002; Couturier, Chepko and Coughlin, 2007; Subramaniam and Silverman, 2007; Dismore and Bailey, 2010). However, not too many researches were found regarding studies that aim at comparing the attitudes of foreign students to the physical education lesson together with students from different ethnic groups in a different country.

Education in multi-cultural environments, which has started to be a widespread occurrence today, could be approached as participation of students from different cultures in an education activity within the same environment and in line with the same program. This situation may cause a difference in the attitudes of foreign students in lessons. Students' attitudes may vary according to the course environments or lessons. Considering this aspect, the survey is going to focus on comparing, on the one hand, foreign students' attitudes to physical education lesson in a multi-cultural environment with native students on the other. It will also focus on how students from different countries and cultures adapt to physical education of the host country since differences in attitude may reflect on the effectiveness of the course. The greatest difficulty revolved around the question of the degree of foreign students' attitudes to physical education lessons and whether there are any differences in attitudes of foreign and native male students. In fact, this study can be transformed into valuable information regarding foreign students' attitudes and differences from their native peers' attitudes.

Thus, a comparative examination of the attitudes to physical education lessons by Turkish and foreign students from different countries, was the aim of this study.

METHOD

Study population and sampling

The study was carried out in the 2009/2010 academic year in different Turkish provinces. The study sample consisted of 437 male students. The ages of those students ranged between 14 and 20 years, and the average age was 16.71 ± 1.30 . The students were placed in two groups: foreign nationality ($n=325$, mean age= 16.58 ± 1.27) and Turkish ($n=112$, mean age= 17.08 ± 1.31). As a result of the common protocol of Turkish Religious Affairs Foundation and National Ministry of Education, the number of foreign students amounted to 325 coming from 34 different countries attending school in Turkey. All of the students took one-year Turkish language preparatory class in the first year of the school they attended, and all of them could speak Turkish. On the other hand, the number of Turkish students amounted to 112 male students. Both of the student groups had the same curriculum not only in general education but also with respect to physical education lessons. Former experiences in sport activities and the actual level of sport activity by students were not considered in this study.

When we examined the study group numerically, it consisted of students from the following countries: Afghanistan 19 (5.8%), Albania 17 (5.2%), Azerbaijan 18 (5.5%), Bosnia Herzegovina 8 (2.5%), Bulgaria 1 (3%), Burkina Faso 1 (3%), Chad 3 (9%), Dagestan 2 (6%), Indonesia 26 (8.0%), Ethiopia 3 (9%), Ghana 6 (1.8%), Georgia 37 (11.4%), India 2 (6%), Ingushetia 3 (9%), Cameroon 5 (1.5%), Montenegro 4 (1.2%), Kazakhstan 25 (7.7%), Kenya 16 (4.9%), Kyrgyzstan 13 (4.0%), TRNC 19 (5.8%), Congo 6 (1.8%), Kosovo 9 (2.8%), Madagascar 7 (2.2%), Macedonia 9 (2.8%), Mongolia 6 (1.8%), Niger 1 (3%), Nigeria 5 (1.5%), Pakistan 18 (5.5%), Rwanda 5 (1.5%), Serbia 9 (2.8%), Tajikistan 11 (3.4%), Tanzania 3 (9%), Thailand 4 (1.2%), Uganda 4 (1.2%), Turkey 112 (25.6%), in total 437 (100%) .

Data collection tools

For the purpose of this research the “Attitude Scale to Physical Education Lessons”, which was developed by Demirhan and Altay (2001) was used as a data collection tool. The survey adopted a 5-point Likert-type scale, graded from 5 to 1, starting with “I definitely agree”, while negative items were graded from 5 to 1, starting with “I definitely do not agree”. The data collection form contains 24 one-dimensional items including statements such as: “I always feel frightened in physical education lessons”, “I really get bored in physical education and sports activities”, “I look forward to participating in the course, since I like physical education and sports very much”, “My feelings of cooperation develop during physical education lessons”. The lowest score that could be obtained from the scale was 24 and the highest score was 120. A score of 24 indicates the most negative attitude; a score of 25-48 indicates a negative attitude; 49-72 a neutral attitude; 73-94 a positive attitude; and 95- 120 the most positive attitude. Demirhan and Altay (2001) reported that the Cronbach Alpha reliability coefficient of the scale is 0.93, the interclass correlation coefficient is 0.85, and the scale validity coefficient is 0.83.and the scale explains 54.547% of variance. The scale provides the opportunity to make analyses with total point or weighted means related to the points taken from the scale. In this context, the present study used weighted means to analyze the results.

Data analysis

For the purpose of this study, data was analyzed using the SPSS 13.00 package program. For the demographic analysis we used descriptive statistics, frequency (f), percentage (%), arithmetic average (\bar{x}) and standard deviation (S.D). In addition, independent t test was used to compare the attitudes of Turkish and foreign students to the physical education lesson. The significance level was set at $p < 0.05$ for all the statistical calculations.

RESULTS

Table 1 shows the comparison of attitude scores between Turkish and foreign students, as well as the attitude scores of native Turkish students.

As can be seen from Table 1, the number of students who participated in the study was calculated as 437 and their average attitude scores 2.97. The average attitude score of foreign students in the group from different countries was calculated as 2.99. Besides, attitude scores of Turkish students to the physical education lesson in the research group appeared to be 2.92.

Table 1. The attitude scores of Turkish and foreign nationality students

Variables	N	\bar{X}	SD	df	t	p
Attitudes of the foreign students	112	2.92	.268	435	-1,817	.070
Attitudes of the Turkish students	325	2.99	.344			
Total Attitudes	437	2.97	.327			

Additionally, no statistically significant difference was found between the attitudes of Turkish and foreign students concerning the physical education lesson.

DISCUSSION

Attitudes of foreign students to the physical education lesson were determined and discussions concerning the obtained results are elaborated in the study. Using the study results as basis, various suggestions were made.

According to the findings obtained in the study, the attitudes of Turkish and foreign students to the physical education lesson are close to 3 on a 5-point scale (Table 1). Accordingly, it can be claimed that the attitudes of students to the physical education lesson could be positive and high. This supports the findings of previous studies (Coe, 1984; Fairclough, 2003; Park, 1995; Rice, 1988; Şiko and Demirhan, 2002; Arabacı, 2009; Güllü et al., 2009) which obtained same or similar results. One of these studies, Bibik, Goodwin &

Omega-Smith (2007) suggest that high school students perceive physical education as a positive and valuable experience and high school students believed that physical education is an important part of their academic experience, rated just after Math, English, and Science. On the other hand, Scantling and Strand (1995) indicated that many students have negative attitudes to the physical education lesson due to the fact that students constantly do the same thing in the lessons, such as taking a shower, changing clothes, that males are more dominant in the lesson, the feeling of winning-losing become prominent and students engaged in sports are treated in a more privileged way. Furthermore, while Fox and Biddle,(1988) and Rice (1988) specified that student boredom by the lesson, repetition and pointless activities have an effect on students developing negative attitudes they also emphasized that the most powerful factor for students to develop a negative attitude to the physical education lesson is the teacher (Luke and Sinclair, 1991).

The fact that attitudes to the physical education lesson by students in this study are generally positive may lead to the thought that they are satisfied by the subjects taught in the lesson and with the physical education teacher. Moreover, school facilities are convenient for the physical education lesson and lessons are performed in a democratic environment.

According to another result obtained from the study, no significant difference was found in the comparison between the attitudes of foreign and Turkish students to the physical education lesson (Table 1). It established that foreign students had a better attitude to the physical education lesson compared to Turkish students in the study, but the differences were not at a significant level. However, Chung and Phillips (2002) indicated in their studies that they encountered significant differences between students with respect to the country variable. Additionally Stelzer, Ernest, Fenster and Langford (2004) studied attitudes of students from four different countries to the physical education lesson and saw that the attitudes of students to the physical education lesson are generally positive and that there are significant differences in terms of the country variable. Some researchers indicated that these differences were caused by factors such as structural factors provided by the lesson, curriculum, student-teacher relationship and importance given to the physical education lesson by the teachers (Figley, 1985; Rice, 1988; Luke and Sinclair, 1991; Luke and Copeland, 1994).

Concerning the result obtained from the study it can be claimed that physical education lesson have a quality that addresses the interests and needs of students as well. It is also evident that when education takes place in a different country with a language other than the mother tongue the physical education lesson plays an important role in removing stress and spiritual fatigue that emerge as a result of this. This could be a reason for such positive attitudes of students to this lesson.

CONCLUSION

The study established that students had positive attitudes to the physical education lessons and no significant difference was found between the attitudes of Turkish and foreign students, in terms of comparison. The results of this study could provide clear directions for physical education teachers who are working in multi-cultural classrooms. Besides, the comparison of the attitudes of students from different countries to the physical education lesson shall be important in terms of flexibility and performance of the program applied. Creating a positive attitude in students to the physical education lesson, increasing their life quality is important if they should take part in a physical activity and in order to become healthy individuals presently and in the future. In further studies, the variables that would affect the attitudes of students to the physical education lesson (age, gender, sport activity level etc.) and the variable of nationality will be examined together.

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KOMPARATIVNA ANALIZA: STAVOVI TURSKIH UČENIKA I STRANIH UČENIKA PREMA NASTAVI TJELESNOG ODGOJA

SAŽETAK

Cilj ove analize je istražiti stavove koje strani učenici koji pohađaju srednju školu u Turskoj imaju prema nastavi tjelesnog odgoja u odnosu na turske studente. Uzorak u ovome istraživanju sastoji se od 437 učenika. Od tog broja 325 učenika dolazi iz 34 različite zemlje, a 112 učenika je turske narodnosti. U analizi se kao instrument za prikupljanje podataka koristila „Ljestvica stavova prema nastavi tjelesnog odgoja“. Za analizu podataka koristila se deskriptivna statistika, dok je nezavisni t-test korišten za usporedbu stavova prema nastavi tjelesnog odgoja među turskim i stranim učenicima. Analiza je otkrila da sudionici u ovome istraživanju imaju pozitivne stavove prema nastavi tjelesnog odgoja, a kod usporedbe stavova turskih i stranih učenika postoji značajna razlika.

Ključne riječi: *razlika u stavovima, razlika prema narodnosti, ljestvica stavova, učenici srednjih škola.*

UVOD

Stavovi imaju bitnu ulogu kada je riječ o uspjehu u poslu. Međutim, ljudi se ne rađaju sa stavovima, oni ih usvajaju naknadno (Morgan, 2000). Drugim riječima, stavovi se usvajaju učenjem te se mijenjaju i razvijaju s vremenom (Morris, 2002; Kagitçibasi, 1985). Dob između 12 i 30 godina smatra se bitnom s obzirom na sastav i razvoj stavova. U tom vremenskom razdoblju, dob između 12 i 21 godine starosti sukladna je periodu adolescencije te se smatra kao dob u kojoj se formiraju stavovi. Dob između 22 i 30 godina starosti izdvaja se kao razdoblje zrelosti te se naglašava postupno održavanje stavova (Morgan, 2000).

S obzirom na činjenicu da su učenici koji se nalaze u drugom obrazovnom razdoblju srednje škole također adolescenti, uočljivo je da se u tom dobnom razdoblju počinju razvijati i stavovi učenika prema nastavi

tjelesnog odgoja. Sukladno tome, pozitivni ili negativni stavovi učenika prema nastavi tjelesnog odgoja u ovom razdoblju postat će bitna odrednica njihovih fizičkih aktivnosti izvan škole, u srednjoj školi te u budućnosti (Carlson, 1995; Ennis, 1996).

Stavovi utječu na interakciju učenika s njihovim prijateljima, obitelji, školom i nastavom. Prema tome, stavovi učenika prema predmetu odredit će i njihovu uspješnost (Çetingöz i Özkal, 2009). Postoje mnogi razlozi koji bi mogli utjecati na stavove učenika prema nastavi tjelesnog odgoja i koji bi ih mogli odrediti. U svojoj društveno-kognitivnoj teoriji Bandura naglašava da se stavovi mijenjaju prema okruženju u kojemu se pojedinac nalazi. Sukladno tome, ukazuje se da su stavovi zapravo pod utjecajem obitelji u ranoj adolescenciji te pod utjecajem ostalih čimbenika poput nastavnika, trenera, prijatelja u doba kasne adolescencije (1977, 1986). Nadalje, analize ukazuju na to da predmet koji se poučava (Figley, 1985), školsko ozračje i kultura škole također utječu na stavove adolescenata (Henry, 1993; Hawkins i Catelano, 1990; Rovegno, 1994).

Ukoliko je predviđeno da program tjelesnog odgoja zadovolji neke uvjete, onda je on dio sadašnje kulture. Učenici na nastavu dolaze s različitim iskustvima, društvenim karakteristikama, različitim etničkim i ekonomskim vrijednostima, željama i odgovornostima koje potječu od njih samih i njihovih obitelji. Prema tome, uvjeti poput učenikovih etničkih karakteristika i kulturnih razlika postaju varijable koje bitno utječu na učenikove stavove. Stoga se od učenika zahtijeva da poštuju drukčije vrijednosti u sportskom okruženju (Greendorfer, 1983; Tannehill & Zakrajsek, 1993). Da bi se taj cilj ostvario, nastavnici tjelesnog odgoja moraju osvijestiti načine na koje učenici iz različitih kultura doživljavaju nastavu tjelesnog odgoja i sport uopće (Tannehill & Zakrajsek, 1993).

Kouli i Papaioannou (2009) utvrdili su da su učenici u multikulturalnoj nastavi tjelesnog odgoja svjesni vrijednosti i tradicija različitih kultura, a ta činjenica omogućuje pozitivnu interakciju i komunikaciju među učenicima različitih etničkih skupina u nastavi tjelesnog odgoja. Moglo bi se argumentirati da ta činjenica ima utjecaj na stavove učenika prema nastavi tjelesnog odgoja.

U analizi dosadašnjih istraživanja mnoge su studije pokušale odrediti stavove učenika prema nastavi tjelesnog odgoja (Koca, Aşçı i Demirhan, 2005; Shropshire et al., 1997; Chung i Phillips, 2002; Couturier, Chepko i Coughlin, 2007; Subramaniam i Silverman, 2007; Dismore i Bailey, 2010). Međutim, nevelik broj istraživanja usredotočio se na usporedbu stavova stranih učenika

prema nastavi tjelesnog odgoja sa stavovima učenika različitih etničkih skupina u drugoj zemlji.

Obrazovanju u multikulturalnim okruženjima, koja su danas dominantna, može se pristupiti kao sudjelovanju učenika iz različitih kultura u obrazovnoj aktivnosti unutar istog okruženja a prema istom programu. Takva situacija može uzrokovati raznolikost u stavovima stranih učenika prema nastavi. Učenički stavovi mogu varirati ovisno o okruženju u kojemu se predmet izvodi ili nastavnim satima. Uzimajući to u obzir, istraživanje će se usredotočiti na usporedbu stavova stranih učeničkih prema nastavi tjelesnog odgoja u multikulturalnom okruženju i stavova domaćih učenika. Također će se usredotočiti na načine na koje se učenici iz drugih zemalja prilagođavaju na nastavu tjelesnog odgoja u zemlji domaćinu s obzirom da se razlike u stavovima mogu odraziti na učinkovitost predmeta. Najveće poteškoće pokazale su se kod određivanja razine stavova stranih učenika prema nastavi tjelesnog odgoja te razlika u stavovima između stranih i domaćih učenika. Ova analiza ima potencijal pretvoriti se u korisne informacije glede stavova stranih učenika i razlika u odnosu na njihove domaće vršnjake.

Iz toga slijedi da je komparativna analiza stavova turskih i stranih učenika prema nastavi tjelesnog odgoja glavni cilj ovog rada.

METODA

Ispitanici u istraživanju i uzorak

Istraživanje je provedeno u 2009.-2010. školskoj godini u različitim turskim provincijama. Uzorak u istraživanju sastojao se od 437 muških učenika. Dob tih učenika bila je između 14 i 20 godina starosti a prosječna dob bila je 16.71 ± 1.30 . Učenici su bili raspoređeni u dvije skupine: strani državljani ($n=325$, srednja vrijednost dobi = 16.58 ± 1.27) i Turci ($n=112$, srednja vrijednost dobi = 17.08 ± 1.31). Kao rezultat zajedničkog protokola Zaklade za religiozna pitanja i Državnog ministarstva za obrazovanje, broj stranih učenika dostigao je 325 iz 34 različite zemlje koji se obrazuju u Turskoj. Svi su ti učenici prošli jednogodišnji tečaj turskog jezika u prvoj godini u školi koju pohađaju tako da svi mogu govoriti turski. S druge strane, broj turskih učenika iznosio je 112. Obje skupine učenika imale su isti kurikulum ne samo za opće obrazovanje nego i u

nastavi tjelesnog odgoja. Prijašnja iskustva u sportskim aktivnostima i razina sportske aktivnosti učenika nisu bili predmet ovog istraživanja.

Analizom skupina učenika ustanovilo se da dolaze iz sljedećih zemalja: Afganistan 19 (5.8%), Albanija 17 (5.2%), Azerbajdžan 18 (5.5%), Bosna i Hercegovina 8 (2.5%), Bugarska 1 (3%), Burkina Faso 1 (3%), Čad 3 (9%), Dagestan 2 (6%), Indonezija 26 (8.0%), Etiopija 3 (9%), Gana 6 (1.8%), Gruzija 37 (11.4%), Indija 2 (6%), Ingušetija 3 (9%), Kamerun 5 (1.5%), Crna Gora 4 (1.2%), Kazahstan 25 (7.7%), Kenija 16 (4.9%), Kirgistan 13 (4.0%), TRNC 19 (5.8%), Kongo 6 (1.8%), Kosovo 9 (2.8%), Madagaskar 7 (2.2%), Makedonija 9 (2.8%), Mongolija 6 (1.8%), Niger 1 (3%), Nigerija 5 (1.5%), Pakistan 18 (5.5%), Ruanda 5 (1.5%), Srbija 9 (2.8%), Tadžikistan 11 (3.4%), Tanzanija 3 (9%), Tajland 4 (1.2%), Uganda 4 (1.2%), Turska 112 (25,6%), ukupno 437 (100%).

Instrument za prikupljanje podataka

U istraživanju se koristio instrument „Ljestvica stavova prema nastavi tjelesnog odgoja“ koju su razvili Demirhan i Altay (2001). U anketi se koristila Likertova skala od 5 stupnjeva, i to od 5 do 1, počevši s „Definitivno se slažem“, dok su negativne stavke rangirane od 5 do 1 počevši s „Definitivno se ne slažem“. Anketa za prikupljanje podataka sastojala se od 24 jednodimenzionalne stavke uključujući izjave poput sljedećih: „Uvijek osjećam anksioznost za vrijeme nastave tjelesnog odgoja“, „Jako se dosađujem za vrijeme trajanja nastave tjelesnog odgoja i sportskih aktivnosti“, „Uvijek se veselim sudjelovanju u predmetu jer volim tjelesni odgoj i sport“, „Moji se osjećaji za suradnju razvijaju za vrijeme nastave tjelesnog odgoja“. Najniži rezultat koji se može dobiti anketom je 25 dok je najveći rezultat 120. Ukupno 24 boda ukazuje na izrazito negativan stav; rezultat od 25-48 ukazuje na negativan stav; 49-72 na neutralan stav; 73-94 na pozitivan stav; 95-120 na izrazito pozitivan stav. Demirhan i Altay (2001) ustanovili su da je Cronbach Alpha koeficijent pouzdanosti ljestvice 0.93, međugrupni koeficijent korelacije je 0.85, a koeficijent valjanosti skale je 0.83. Skala objašnjava 54.547% varijance i omogućuje analizu ukupnih bodova ili s težinskom srednjom vrijednosti vezanom za bodove u ljestvici. U tom kontekstu u ovom se istraživanju koristila težinska srednja vrijednost kako bi se analizirali rezultati.

Analiza podataka

Za potrebe ovog istraživanja podatci su bili analizirani korištenjem statističkog programa SPSS 13.00. Za analizu demografskih podataka koristila se deskriptivna statistika, frekvencija (f), postotak (%), aritmetička sredina (\bar{X}) i standardna devijacija (SD). Kako bi se usporedili stavovi turskih i stranih učenika prema nastavi tjelesnog odgoja, koristio se nezavisni t-test. Razina značajnosti postavljena je na $p < 0.05$ za sve statističke izračune.

REZULTATI

Tablica 1 prikazuje usporedbu stavova između turskih i stranih učenika kao i stavove samo turskih učenika.

Tablica 1.

Kao što se vidi iz Tablice 1, broj učenika koji su sudjelovali u ovom istraživanju je 437, a prosječni rezultat njihovih stavova je 2.97. Prosječni rezultat stavova skupine stranih studenata iz različitih zemalja je 2.99. Rezultat stavova turskih učenika prema nastavi tjelesnog odgoja je 2.92.

Nadalje, statistički značajna razlika između stavova turskih i stranih učenika o nastavi tjelesnog odgoja nije pronađena.

RASPRAVA

Stavovi stranih učenika o nastavi tjelesnog odgoja određeni su istraživanjem, a rasprava vezana uz rezultate elaborirana je u nastavku. Koristeći se rezultatima analize mogli su se dati neki prijedlozi.

Prema rezultatima ispitivanja, stavovi turskih i stranih učenika o nastavi tjelesnog odgoja iznose 3 na ljestvici od 5 stupnjeva (vidi Tablicu 1). Prema tome, može se ustvrditi da su stavovi učenika o nastavi tjelesnog odgoja pozitivni i visoki. Ovo potvrđuje i rezultate iz prijašnjih istraživanja (Coe, 1984; Fairclough, 2003; Park, 1995; Rice, 1988; Şiko i Demirhan, 2002; Arabacı, 2009; Güllü et al., 2009) iz kojih su dobiveni isti ili slični rezultati. Jedno od tih istraživanja, Bibik, Goodwin & Omega-Smith (2007), predlaže da srednjoškolski

učenici doživljavaju nastavu tjelesnog odgoja kao pozitivno i vrijedno iskustvo te da vjeruju kako je tjelesni odgoj bitna stavka u njihovom obrazovnom iskustvu odmah nakon matematike, engleskog jezika i prirodnih znanosti. S druge strane, Scantling i Strand (1995) ukazuju da puno učenika ima negativne stavove prema nastavi tjelesnog jezika zbog činjenice da učenici stalno ponavljaju aktivnosti na nastavi poput tuširanja, presvlačenja, te da su dečki dominantni u nastavi, osjećaji pobjede/poraza postaju dominantni, a učenici koji su angažirani u nekom sportu postaju privilegirani. Nadalje, dok Fox i Biddle (1988) i Rice (1988) ukazuju da dosada u nastavi i ponavljanje beznačajnih aktivnosti imaju utjecaja na razvoj negativnih stavova učenika i također naglašavaju da je jedan od najsnažnijih čimbenika za razvoj negativnih stavova o nastavi tjelesnog odgoja zapravo nastavnik (Luke i Sinclair, 1991).

Činjenica da su stavovi učenika o nastavi tjelesnog odgoja u ovom istraživanju uglavnom pozitivni može dovesti do zaključka da su oni zadovoljni sa sadržajem nastave i s nastavnikom tjelesnog odgoja. Štoviše, mogućnosti koje nudi škola pogodne su za nastavu tjelesnog odgoja te se nastava održava u demokratskom ozračju.

Prema drugom rezultatu dobivenom ovim istraživanjem, značajna razlika nije utvrđena u usporedbi stavova turskih i stranih učenika prema nastavi tjelesnog odgoja (Tablica 1). Utvrđeno je da strani učenici imaju veći bolji o nastavi tjelesnog odgoja u usporedbi s turskim učenicima, no razlika nije bila statistički značajna. Međutim, Chung i Phillips (2002) ukazali su u svojem istraživanju na statistički značajne razlike prema varijabli zemlje porijekla. Nadalje, Stelzer, Ernest, Fenster i Langford (2004) proučavali su stavove učenika iz četiri različite zemlje o nastavi tjelesnog odgoja i uvidjeli da su stavovi učenika općenito pozitivni te da postoji statistički značajna razlika kod varijable zemlja porijekla. Neki istraživači tvrde da su te razlike uzrokovane čimbenicima poput strukture sata, kurikula, odnosa učenik-nastavnik te važnosti koju nastavnik daje nastavi tjelesnog odgoja (Figley, 1985; Rice, 1988; Luke i Sinclair, 1991; Luke i Copeland, 1994).

S obzirom na rezultate dobivene u ovom istraživanju može se tvrditi da je nastava tjelesnog odgoja kvalitetna utoliko što udovoljava interesima i potrebama učenika. Također je očito da se učenik može obrazovati u drugoj zemlji, gdje se ne govori njegovim materinskim jezikom, a nastava tjelesnog odgoja ima značajnu ulogu u odstranjivanju stresa i duševnog umora koji su

često rezultat takvih situacija. Upravo to mogao bi biti razlog zbog kojeg učenici imaju pozitivan stav prema nastavi tjelesnog odgoja.

ZAKLJUČAK

Istraživanje je utvrdilo da učenici imaju pozitivne stavove prema nastavi tjelesnog odgoja iako kod usporedbe nije utvrđena značajna razlika između stavova turskih i stranih učenika. Rezultati ovog istraživanja mogli bi dati jasnija usmjerenja nastavnicima tjelesnog odgoja koji rade u multikulturalnom okruženju. Nadalje, usporedba stavova učenika iz različitih zemalja prema nastavi tjelesnog odgoja može biti vrlo važna s obzirom na uvjete fleksibilnosti i izvođenje nastavnog programa. Stvaranje pozitivnog stava kod učenika prema nastavi tjelesnog odgoja, jačanje kvalitete života, važni su čimbenici ukoliko će se učenici uključiti u neku fizičku aktivnost kako bi postali zdravi pojedinci sada a i u budućnosti. Daljnja istraživanja usredotočit će se na varijable koje bi mogle utjecati na stavove učenika prema nastavi tjelesnog odgoja kao što su dob, spol, razina sportske aktivnosti itd., te varijablu nacionalnost.