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EXAMINATION OF UNIVERSITY STUDENTS' ATTITUDES TOWARD SPORTS IN TERMS OF SOME VARIABLES

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ABSTRACT

This study aims to determine the attitudes of students studying at Muş Alparslan University toward sports in terms of some variables. The study is a quantitative research and the 25-item Sport-Oriented Attitude Scale developed by Şentürk (2012) was utilized. This scale is a 5-point Likert scale and the scores that can be obtained from the scale range from a minimum of 25 and a maximum of 125 points. Additionally, a form containing socio-demographic information such as gender, age, sports background, sports duration, and the faculty of students was also conducted. SPSS 22.0 package software was used in the statistical analysis of the data and the margin of error was accepted as 0.05. Percentage, number, standard deviation, and mean analyses were conducted as descriptive statistical methods in the evaluation of the data. The t-test was used to compare two independent groups and the one-way ANOVA test was used to compare more than two independent groups. LSD test, which is a complementary post-hoc analysis, was used to determine the source of the difference. Of the students participating in the study, 181 were male and 135 were female. While the population of this study consists of students studying at Muş Alparslan University, the sample group consists of 316 students who voluntarily participated in our study and were selected by the random sampling method. According to the results of the study, no significant difference was observed in terms of age and gender variables regarding attitude toward sports. Again, according to the results, a significant difference was found between the participants' sports duration variable and living with sports subscale ($F_{(2-184)}= 1.1771$; $p<0.05$). As a result of the 'LSD' test, one of the post-hoc analyses to determine which group the difference originated from, it was determined that the mean scores of those who have been doing sports for less than 1 year were higher than the participants who have been doing sports for 2-4 years. A significant difference was found between the participants' sports background and the subscales of interest in sports ($\bar{x}=44.42$, $p<0.05$), living with sports ($\bar{x}=25.99$, $p<0.05$), and doing sports actively ($\bar{x}=21.64$, $p<0.05$) in favor of those who answered 'yes'.

Keywords: University student, attitude, sports.

INTRODUCTION

This research is important in terms of determining the attitudes of students studying at Muş Alparslan University towards sports. According to the results of the study, it is important to increase the attitudes of university students towards sports and to take sportive measures.

Correct determination of physical, mental, intellectual or social benefits will support the development of the attitude towards sports. Sport sometimes gives a chance for the superiority of countries, and sometimes provides a cultural, social or economic representation (Nicholson, Hoye & Houlihan, 2011). Universities have a great role in ensuring the development of attitudes towards sports. It is very important to create an attitude towards sports outside of universities. People do sports and turn to sports in order to be healthier or stay healthy. The increase in the attitude towards money also positively changes the quality of life. According to another definition related to attitude, it is the prejudiced state of mind of the individual regarding the value with the method of expression toward places, events, objects, and persons (Richard, 2016).

Sport is an integral part of physical culture. At the same time, sport is a physical education tool and method based on the use and preparation of competitive activity in the process of comparing and evaluating a person's potential abilities (Lubisheva, 2001). Today, sports have a great influence on the main areas of community life by penetrating all stages of community life. In addition to affecting one's position in society, sports shape ethical values and people's lifestyles (Yapıcı, Alpullu & Mametkulyyev, 2022).

Physical activity, which is generally defined as the "Sports Activity" of the society, is all of the activities, games and exercises done during the day, which are realized with the expenditure of energy resulting from the movement of body systems in daily life, and which cause different severity and fatigue with the improvement of respiratory and heart working performance. (Baltacı and Duzgun, 2008) On the other hand, according to another definition, it is considered as a special part of the culture, which is a social activity area in order to strengthen the physical development and health of the person (Melnikova and Treskin, 2013).

At this point; We can say that one of the most important stages of the contribution of physical activities, which are predicted as an important part of both physiological and psychological development of people, is to develop a positive attitude towards sports (Yetim, 2014).

There are some definitions of attitude. Ülgen (1997) defined attitude in general terms as prejudiced actions exhibited by the individual against certain items and objects. Another definition of attitude is as follows; It is the form or tendency of people's spiritual readiness for actions in the form of a set of tools, objects, individuals, communities, institutions or organizations, or approving or rejecting an idea (Özgüven, 2005).

Attitudes are one of the important concepts in human life. Attitude is not a concept that can be measured directly, but it is possible to measure an individual indirectly through behavioral patterns (Öztürk et al., 2017).

The concept of attitude is divided into three as cognitive, affective and behavioral depending on the individual's behavior and decision-making process, which are formed as a result of learning and experiences in the life that people live (Ajzen, 2005).

In this direction; It is an inevitable fact that the attitude towards sports is formed at an early age and that it reflects as a positive or negative attitude towards certain activities. Technological developments and changes have occurred very rapidly in the 21st century. A very high level of competition has been experienced especially in the field of information technologies (Yılgin, Öztürk et al., 2018). This development and change in technology has led to positive and negative changes in the life of human beings, one of which is the attitudes of individuals towards sports. One of the places where the attitude towards sports is first formed is seen as schools. In our age, individuals make use of their free time with various activities whenever they have the opportunity. Individuals with a positive attitude towards sports; Alpulu and Yılgin (2019) are always interested in sports in their free time, which is defined as the time that needs to be planned and evaluated well, as a time period that individuals can use freely and to improve themselves with games, entertainment and similar activities in line with their voluntary wishes.

Attitude consists of a number of elements. These items are named as follows. Elements of attitude are named as mental, emotional and behavioral. The individual evaluates his perception towards some object in terms of feeling, belief and value judgments. The individual develops a certain level of reaction against this object. On the other hand, the reaction also has the feature of making a decision for the future, this action affects the person's approach or distance actions. The first element in attitude is emotion. Mental and kinetic development have an effect on the formation of an attitude in a person. But attitude is generally a product of emotional development. For this reason, the person's tendency to accept or reject the attitude element includes the feelings he or she had for him first. Another dimension of attitude is knowledge. The individual is not interested in an attitude element that he has no knowledge of, and as a result, no attitude occurs (Ülgen, 1997).

Human beings are born into this world without any attitude. Attitudes are the teachings that a person acquires as a result of life experience. How do people's attitudes about some objects, people or subjects emerge? More than one answer can be given to this question. Some attitudes are based on individuals' self-experiences, while others are derived from a number of sources (Kağıtçıbaşı, 2005).

Sakallı (2001) stated the following sources as the sources that individuals are influenced by while gaining attitudes;

1. Family
2. Environmental resources
3. Attitudes acquired by the individual's own experiences.

Apart from the above-mentioned sources, the age of individuals is also an important factor in the formation of an attitude.

Most of the attitudes that occur especially in childhood (6-12 years) are in the form of children imitating their parents (Kağıtçıbaşı, 2005). Attitudes begin to take shape during adolescence (12 - 21 years). In another period, adulthood (21-30 years old), attitudes begin to become clear as time passes. Another comment on age is by Morgan (2000) Sears has named this age between the ages of 12 and 30 as the critical period when attitudes occur.

Scientific studies comparing the attitudes of parents and their children show that there is a great similarity between their political and religious attitudes. In a study by Jennings and Niemi (1968), it was determined that 74% of 1699 high school senior students were affiliated with the religion and sect their parents believed. Likewise, 60% of the students chose their parents while choosing a political party . Therefore, parents who want to raise children with a healthy and balanced psyche should pay attention to these issues (Morgan, 2000).

The individuals around them, such as their friends, relatives, reference groups, and teachers, generally play an important role in the formation and permanence of people's attitudes. This is especially common in adolescents. The reason for this is that the person is more in contact with their peers during adolescence. For this reason, the influence of peers is seen in the emergence and change of attitudes of the person in adolescence. Peer influence on attitudes manifests itself in adolescence, when children begin to spend more time with their close circle and friends than with their parents (Sakallı, 2001).

Mass media (television, radio, internet, etc.) also affect attitude formation. Scientific studies have determined that the media has an impact on the formation of attitudes and the consolidation of existing attitudes. Mass media have a great impact on individual attitudes and public opinion formation. As it is known at the time of political elections, the media, especially television, has a very important influence. Television and media tools used to create positive or negative attitudes towards political parties and candidates have a significant impact on the election results. (Kağıtçıbaşı, 2005).

Television and media tools used to create positive or negative attitudes towards political parties and candidates have a significant impact on the election results. (Kağıtçıbaşı, 2005). For example, a person who has been bitten by a dog has a negative attitude towards dogs and hates dogs. Likewise, a person who is constantly exposed to a certain object begins to develop an attitude towards that object. Without any reinforcement, a person can create a positive or negative attitude by constantly seeing the same individual or object (Sakallı, 2001). The most obvious aspect of forming an attitude about a subject or object is to have an experience with that subject or object (Kağıtçıbaşı, 2005).

The following questions were addressed in the study in order to achieve this goal:

H1. What is the attitude of Muş Alparslan University students towards sports?

H2. Is there a difference between the faculty students participating in the study at Muş Alparslan University in terms of attitudes towards sports?

H3. Are the students of the Faculty of Sports Sciences of Muş Alparslan University significantly different from the other faculty students in terms of their attitudes towards sports?

METHOD

Research Model

This study, which includes the examination of university students' attitudes toward sports in terms of some variables, was shaped by a quantitative research design.

Population and Sampling of the Study

While the population of this study consists of students studying at Muş Alparslan University, the sample group consists of 316 students who voluntarily participated in our study and were selected by the random sampling method. Of the participants, 135 were female and 181 were male.

Data Collection Tools

The participants who agreed to participate in the study were administered a 5-item information form containing socio-demographic characteristics and a 25-item Sport-Oriented Attitude Scale developed by Şentürk (2012). This scale is a 5-point Likert scale and the scores that can be obtained from the scale ranges from a minimum of 25 and a maximum of 125 points. Scoring on the scale is as follows: 1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Totally Agree. This scale has 3 subscales, which include being interested in sports, living with sports, and doing sports actively.

Data Analysis

SPSS 22.0 package software was used in the statistical analysis of the data and the margin of error was accepted as 0.05. Percentage, number, standard deviation, and mean analyses were conducted as descriptive statistical methods in the evaluation of the data. The t-test was used to compare two independent groups and the one-way ANOVA test was used to compare more than two independent groups. LSD test, which is a complementary post-hoc analysis, was used to determine the source of the difference.

FINDINGS

Table-1 Information on Demographic Characteristics of Participants

Variables	Groups	Frequency (n)	Percentage (%)
Gender	Female	135	42.7
	Male	181	57.3
Sports Background	Yes	185	58.5
	No	131	41.5
Age	18	57	18.0
	19	37	11.7
	20	45	14.2
	21	76	24.1
	22+	101	32.0
	Sports Duration	Less than 1 year	104
	2-4 Years	55	17.4
	5 years+	26	8.2
Faculty	Faculty of Sports Sciences	73	23.1
	Faculty of Islamic Sciences	54	17.1
	Faculty of Science and Letter	68	21.5
	Faculty of Education	63	19.9
	Faculty of Engineering and Architecture	58	18.4

When Table-1 is examined, it is observed that the gender distribution of the participants consists of 57.3% men and 42.7% women. It is observed that 185 of the 316 participants have been doing sports. On the other hand, according to the age variable, the participants who participated in the study are mostly 22 years old and above, which were followed by 18 years old, 21 years old, 20 years old, and 19 years old, respectively. The students participating in the study mostly stated that they were doing sports for less than 1 year. In terms of the distribution of the participants according to faculties, the highest number of students was the students from the Faculty of Sports Sciences with 73 students, which were followed by the Faculty of Science and Letters with 68 students, the Faculty of Education with 63 students, the Faculty of Engineering and Architecture with 58 students and the Faculty of Islamic Sciences with 54 students, respectively.

Table-2 Skewness and Kurtosis Values of the Subscales of the Scale Used in the Study

Scales	Subscales	Skewness	Kurtosis	Alpha
Sport-Oriented Attitude Scale	Interest in Sports	-0.117	-0.654	0.823
	Living with Sports	-0.464	-0.371	0.781
	Doing Sports Actively	-0.201	-0.552	0.683

When Table-2 is examined, it is seen that the skewness kurtosis values of the scale taken within the scope of the study are between -1 and +1 and the distribution is normal, which was stated by Büyüköztürk (2018). Cronbach's Alpha internal consistency value takes a value between 0 and 1 and as the values approach 1, consistency/reliability increases (Cronbach, 1990). In this study, the alpha coefficient of the total score of the scale was found to be high.

Table-3 T-test Results of Attitude toward Sports Scale Scores According to Gender Variable

Subscales	Gender	N	\bar{X}	Sd.	t	p
Interest in Sports	Female	135	42.59	8.94	-0.456	0.648
	Male	181	43.05	8.95		
Living with Sports	Female	135	23.88	6.19	-0.877	0.381
	Male	181	24.49	6.06		
Doing Sports Actively	Female	135	20.01	4.67	0.278	0.781
	Male	181	19.86	4.96		

*P<0.05; N (316)

As can be seen in Table-3, there was no significant difference between the participants' gender variable and the scores from the subscales of the sport-oriented attitude scale ($p>0.05$).

Table-4 T-test Results of Attitudes toward Sports Scale Scores According to the Variable of Sports Background

Subscales	Sports Background	N	\bar{X}	Sd.	t	p
Interest in Sports	Yes	185	44.42	9.25	3.790	0.000*
	No	131	40.63	8.01		
Living with Sports	Yes	185	25.99	5.83	6.478	0.000*
	No	131	21.74	5.63		
Doing Sports Actively	Yes	185	21.64	4.55	0.506	0.000*
	No	131	17.50	4.14		

*P<0.05; N (316)

When Table-4 was examined, a significant difference was found between the participants' sports background and the subscales of being interested in sports ($\bar{x}=44.42$, $p<0.05$), living with sports ($\bar{x}=25.99$, $p<0.05$) and doing sports actively ($\bar{x}=21.64$, $p<0.05$) in favor of those who answered 'yes'.

Table-5 t-test Results of Attitudes toward Sports Scale Scores According to Sports Duration Variable

Subscales	Sports Duration	N	\bar{X}	Sd.	df	F	p	LSD*
Interest in Sports	Less than 1 year	104	44.66	9.51	2	1.771	0.173	
	2-4 years	55	42.82	8.65	182			
	5 years+	26	46.85	9.10	184			
Living with Sports	Less than 1 year ^A	104	27.09	5.22	2	5.471	0.005*	A>B
	2-4 years ^B	55	23.95	6.31	182			
	5 years+ ^C	26	25.96	6.14	184			
Doing Sports Actively	Less than 1 year	104	21.00	5.03	2	2.450	0.089	
	2-4 years	55	22.56	4.18	182			
	5 years+	26	22.27	2.52	184			

*P<0.05; N (316)

As can be seen in Table-5, a significant difference was found between the participants' sports duration and living with sports ($F_{(2-184)} = 1.1771$; $p<0.05$). As a result of the 'LSD' test, one of the post-hoc analyses to determine which group the difference originated from, it was determined that the mean scores of those who have been doing sports for less than 1 year are higher than those who have been doing sports for 2-4 years.

Table-6 t-test Results of Sport-Oriented Attitude Scale Scores According to Age Variable

Subscales	Age	N	\bar{X}	Sd.	df	F	p	LSD*	
Interest in Sports	18	57	44.21	9.26	4	311	2.023	0.091	-
	19	37	41.92	7.12					
	20	45	41.60	7.54					
	21	76	41.13	9.22					
	22+	101	44.28	9.50					
Living with Sports	18	57	25.42	6.77	4	311	2.459	0.051	-
	19	37	24.19	5.55					
	20	45	25.09	4.70					
	21	76	22.46	5.69					
	22+	101	24.52	6.58					
Doing Sports Actively	18	57	18.96	4.77	4	311	2.261	0.063	-
	19	37	19.70	4.38					
	20	45	20.82	5.07					
	21	76	19.13	4.35					
	22+	101	20.75	5.12					

*P<0.05; N (316)

According to Table 6, there was no significant difference between the age variable of the participants and the subscales of the Sport-Oriented Attitude Scale (p>0.05).

Table-7 t-test Results of Sport-Oriented Attitude Scale Scores According to Faculty Variable

Subscales	Faculty	N	\bar{X}	Sd	df	F	p	LSD*	
Interest in Sports	Faculty of Sports Sciences	73	43.29	7.95	4	311	2.443	0.047	
	Faculty of Islamic Sciences	54	42.19	8.45					
	Faculty of Science and Letters	68	40.51	8.93					
	Faculty of Education	63	43.17	8.86					
	Faculty of Engineering and Architecture	58	45.31	10.13					
Living with Sports	Faculty of Sports Sciences ^A	73	25.37	5.63	4	311	2.589	0.037*	A>B
	Faculty of Islamic Sciences ^B	54	23.57	5.96					
	Faculty of Science and Letters ^C	68	22.62	6.49					
	Faculty of Education ^D	63	24.11	5.91					
	Faculty of Engineering and Architecture ^E	58	25.43	6.28					
Doing Sports Actively	Faculty of Sports Sciences	73	19.97	4.36	4	311	0.754	0.556	
	Faculty of Islamic Sciences	54	20.15	4.27					
	Faculty of Science and Letters	68	19.25	5.42					
	Faculty of Education	63	19.71	4.65					
	Faculty of Engineering and Architecture	58	20.69	5.36					

*P<0.05; N (316)

When Table-7 was examined, a significant difference was found between the participants' faculty variable and living with sports ($F_{(4-315)} = 2,589$; $p < 0.05$). As a result of the 'LSD' test, one of the post-hoc analyses to determine which group the difference originated from, it was determined that the average scores of the students studying in the faculty of sports sciences were higher than the students studying in the faculty of science and letters.

CONCLUSION and DISCUSSION

In this study conducted to examine the attitudes of students in Muş Alparslan University Faculty of Sports Sciences, Faculty of Islamic Sciences, Faculty of Science and Letters, Faculty of Education, and Faculty of Engineering and Architecture toward sports in terms of some variables, the subscales of being interested in sports, living with sports and doing sports actively were examined. When the faculty variable was examined with its subscales, a significant difference was found. When the scores were evaluated according to the subscales, it was seen that there was a significant relationship ($F_{(4-315)} = 2,589$) between the Faculty of Sports Sciences and the Faculty of Science and Letters in the subscale of Living with Sports.

There was no significant difference between the gender variable of the participants and the subscale scores of the Sport-Oriented Attitude Scale. This is thought to be due to the increase in women's orientation toward sports with sports investments and incentives for women in recent years. In this respect, a study conducted by Bozkurt (2023) concluded with similar remarks to our study. In a study titled "Attitudes of University and High School Students Toward Sports: Relationship with Psycho-Social, Physical and Mental Development", the gender factor was not found to be a determining factor. On the other hand, there have also been studies that have obtained results contrary to our study. Turkmen et al. (2016) found a significant difference between the gender of the students and their attitudes toward sports in the sports attitude study conducted with Bartın University Faculty of Islamic Sciences students. This difference shows that male students have a higher attitude than female students. In the study conducted by Tomik et al. (2012) on 2704 students in Poland, it was realized that male participants showed higher attitudes toward physical education and sports than female participants. In the study conducted by Kangalgil et al. (2006), it was determined that high school students' attitude scores toward physical education and sports were higher, but the attitude scores of male students were higher than female students. However, in some studies, it was revealed that females demonstrated more positive attitudes toward non-performance physical activities.

A significant difference was found between the participants' sports background and the subscales of being interested in sports ($\bar{x}=44.42$, $p < 0.05$), living with sports ($\bar{x}=25.99$, $p < 0.05$), and doing sports actively ($\bar{x}=21.64$, $p < 0.05$) in favor of those who answered 'yes'. Accordingly, it is thought that there is a significant difference because students with a sports background have a higher tendency to do sports after starting university life. Aksoy et al. (2020) conducted a study with similar results to the results of our study. In the study titled "Investigation of University Students' Attitudes Toward Sports (Tekirdağ Namık Kemal University Case)", a

significant difference was found in favor of students with an athlete license in the comparison of students' attitude scores toward sports according to having an athlete license.

A significant difference was found between the participants' sports duration and living with sports ($F_{(2-184)} = 1.1771$; $p < 0.05$). It was observed that the difference between the subscales of the scale became significant as the duration of doing sports increased. It is thought that there is a significant difference in terms of the sub-dimension of living with sports, since individuals who do sports will be in an effort to maintain their habits of doing sports.

There was no significant difference between the age variable of the participants and the subscales of the Sport-Oriented Attitude Scale. The reason for the lack of differentiation is thought to be because the majority of students in universities are close in age. There have been studies with similar results to the results of our study . Turkmen et al. (2016) found no significant difference between the age of the students and their attitudes toward sports in the study on sports attitudes conducted with Bartın University Faculty of Islamic Sciences students. In the study of Tatar and Kuru (2009), examining some factors affecting working and non-working women between the ages of 20-40 (Sivas provincial center example), age was not a determining factor for the participants in the study ($p > 0.05$).

SUGGESTIONS

When the results of the study were examined, it was observed that students' attitudes toward sports were positive. There was no significant difference in terms of variables such as gender and age. A significant difference was found between the students of the Faculty of Sciences and Letters and the students of the Faculty of Sports Sciences only in the subscale of living with sports. Increasing the number of such studies and determining the attitudes of young people toward sports may be important in terms of determining future sports policies. Considering that the continuity of the habits of individuals who do sports are significantly different, it will be beneficial to enable students to develop an attitude towards sports at an early age in order to ensure that they live together with sports in the future.

ETHICAL TEXT

This article has been prepared in accordance with the journal's research and publication ethics, publication principles, writing rules and journal ethics rules. Responsibility for any violations that may arise in relation to this work belong to the authors. Ethics committee approval dated 05.06.2023 and numbered 40 was obtained from Muş Alparslan University Scientific Research and Publication Ethics Committee for this article.

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1. Author 60%
2. Author 40%

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