

Investigation of Anatolian high school students' classroom assessment atmosphere and school commitment in physical education course

Abdullah Yavuz Akinci, Reha Bozguney, Ahmet Demir, Hakan Gürel

Suleyman Demirel University, Faculty of Sport Sciences.

ayavuzakinci@gmail.com reha.bozguny@gmail.com ahmetdemirr@hotmail.com hakangurel@hotmail.com.tr

Abstract

Aim: to examine the physical education class atmosphere and school engagement levels of Anatolian high school students. **Method:** the population of the research consists of high school students studying in Isparta, and the sample group consists of 471 students, 257 females and 214 males, determined by random sampling method. The personal information form created by the researcher was used to obtain socio-demographic data, the *Physical Education and Sports Classroom Assessment Atmosphere Scale* developed by Esentürk and Yılmaz (2020) was used for physical education and sports classroom atmosphere, and the *School Commitment Scale* developed by Kırbaç (2019) was used to determine their school engagement status. The variance and homogeneity of the data obtained were tested and for the data determined to be homogeneous; Independent samples t-test was used for pairwise comparisons, one-way Anova for multiple comparisons and Tukey HSD test was used to determine the source of difference. In the statistical analysis and interpretation of the data, $p < 0.05$ significance level was taken into consideration. Cronbach alpha value was calculated as 0.74 for the *Physical Education and Sports Classroom Assessment Atmosphere Scale* and 0.88 for the *School Commitment Scale*. **Results:** a statistically significant difference was found in the physical education and sports class atmosphere and school engagement levels in terms of gender, grade, mother and father education status and family income. This situation can be thought to be caused by students' social roles and statuses in social life.

Keywords: classroom assessment atmosphere, school commitment, physical education course.

Introduction

Educational activities include all the work and actions that an individual performs to achieve a target behavior determined in the desired direction, these actions can be carried out in any field and fulfill their basic function through schools designed for this purpose (Kalaycı & Özdemir, 2013). An individual's commitment to school is considered important in terms of different areas of development. By increasing school engagement, students can be more successful academically and socially (Yılmaz et al., 2016). Students' age and school engagement are inversely related. Considering that the symptoms of school disengagement seen in high school are also seen in middle school in early periods, conducting a school engagement survey at the middle school level may be useful in terms of early intervention in terms of school disengagement (Kukuş & Akto, 2022). To ensure student engagement in school, it is necessary to first determine the level of engagement of educators and to determine the effect of in-school activities on engagement, which are among the factors that can affect it. School engagement is the result of students believing that they are valued, respected, and have a necessary sense of belonging in their schools (Savi 2011). By providing these characteristics to students, children and young people can be more successful in schools where they spend a significant part of their time every day. Providing an educational environment where students feel peaceful, happy, and safe is one of the most fundamental factors that increase engagement (Sarı, 2013). One of the most important issues that will increase students' school engagement is regular participation in physical activities.

According to the World Health Organization (2024), 31% of adults over the age of 15 in the world do not do enough sports. According to a study conducted by the Ministry of Health in 2011, 87% of women and 77% of men do not participate in appropriate physical activity (THSK, 2014). Despite the stated benefits of participating in physical activity, there is a need to develop different strategies to address poor participation in physical activity and sedentary lifestyles among young people (Sallis et al., 2000). Quality classroom management is necessary in every lesson and at every stage. However, physical education classes should be handled differently from other courses according to their structure and functioning. Physical education classes are different from other classes in terms of the environment in which the class is held, the equipment used in the class, etc., and the clothes of teachers and students. Moreover, students gain more freedom and mobility in physical education and sport lessons (Ünlü & Aydos, 2008). Beyond physical education and sport, goals such as health, personal development and socialization emphasize the importance of including this course in the school curriculum (Eurydice, 2013). As in all courses, students' perceptions of the assessment atmosphere created in Physical Education and Sports courses directly affect their achievements throughout the course (Esentürk & Yılmaz, 2020). Thousands of hours of fun, boredom and even stress in a student's school environment are at the center of their lives (Durmaz, 2008).

It is thought that our research will contribute to the development of students' attitudes and habits in physical education class and school engagement by changing their attitudes and habits positively.

Methods and materials

The study was investigated descriptively by determining the scope and methodology, collecting the data, conducting a field study, and applying a questionnaire form.

Universe and sample

The study population consisted of students of Anatolian High Schools affiliated to Isparta Provincial Directorate of National Education, and the sample group consisted of 471 students (257 female and 214 male) selected by random sampling method from the population. The students voluntarily participated in the study.

Table 1. Socio-demographic characteristics of the participants.

	Variables	f	%
Gender	Female	257	54,6
	Male	214	45,4
Class Level	9	153	32,5
	10	208	44,2
	11	66	14,0
	12	44	9,3
Mother Education Level	Primary School	126	26,8
	Secondary School	51	10,8
	High School	165	35,0
	Undergraduate and above	129	27,4
Father Education Level	Primary School	72	15,3
	Secondary School	57	12,1
	High School	134	28,5
	Undergraduate and above	208	44,2
Economic Situation	Low	39	8,3
	Medium	372	79,0
	High	60	12,7
Sports Participation Status	Yes	298	63,3
	No	173	36,7

Data collection tools

In the study, *Physical Education and Sports Classroom Assessment Atmosphere scale* was used to determine the students' physical education and sports classroom assessment atmosphere and *School Commitment Scale* was used to determine their level of school commitment. To obtain data on demographic characteristics, a personal information form was used.

Physical Education and Sports Classroom Assessment Atmosphere Scale: as a result of the reliability analysis developed by Esentürk and Yılmaz (2020), the Cronbach Alpha reliability coefficient of the measurement tool was calculated as 0.74 for the overall scale. For the sub-dimensions of the scale,

this value was calculated as 0.81 and 0.71, respectively. In addition, test-retest technique was applied to provide evidence for the reliability of the measurement tool. For the test-retest reliability of the measurements, two applications were made at four-week intervals over the data collected from 77 students (42 female, 35 male). At this stage, where the consistency between the answers given to the items in the measurement tool was tested, the correlation coefficients between the scores were calculated. While the correlation coefficient between the test-retest scores calculated for the overall scale was found to be 0.74, this value was found to be 0.77 and 0.72 for the sub-dimensions, respectively. When the findings obtained for the test-retest technique are analyzed, it can be stated that the measurement tool provides consistent measurements.

School Engagement Scale: the items in the scale developed by Kırbaç (2019) were created in five-point Likert type and the degree of agreement of the respondents with the items was classified. In the scoring of the answers given by the students, a scoring pattern of 1 to 5 was taken into consideration. To conduct validity and reliability studies of the developed draft scale, it was applied to students of different schools in November 2017. After examining the collected forms, the data collected from 500 students were taken into consideration for analysis because of the elimination of incorrect or incomplete forms. The data were entered into the SPSS 22 package program. Exploratory factor analysis, confirmatory factor analysis, and item-total correlations were calculated to determine the validity of the scale. The Cronbach Alpha internal consistency coefficient of the scale was 0.88 and the test-retest correlations were calculated as 0.76.

Data analysis

In the analysis of the data obtained, variance and homogeneity were tested, for the data determined to be homogeneous; Independent samples t-test was used for pairwise comparisons, one-way Anova for multiple comparisons and Tukey HSD test was used to determine the source of difference. In the statistical analysis and interpretation of the data, $p < 0.05$ significance level was taken into consideration.

Table 2. Skewness and Kurtosis level results.

Scales	N	Min	Max	x	Sd	Skewness	Kurtosis
School Commitment	471	1.00	5.00	,0208058	,97832790	-,127	-,645
Performance Oriented	471	1.00	5.00	,0158455	,98317242	,229	-,441
Learning Oriented	471	1.00	5.00	,0171771	,97962504	-,351	-,506

As can be seen in Table 2, the scales being between the values of $+1.0-1.0$ is accepted as normal distribution according to Hair et al. (2013) and parametric tests were applied.

Findings

Table 3. Changes in the classroom assessment atmosphere of physical education and sports lesson depending on the gender factor.

Gender	n	%	Learning-oriented assessment		Performance-oriented assessment	
			x	Sd	x	Sd
Female	257	54,6	-,1010386	,96837126	-,1002384	,94652230
Male	214	45,4	,1591465	,97642557	,1552546	1,01013958
Total	471	100				
				t		
				-2,890		-,2812
				p		,004*
						,005*

As Table 3 shows, a statistically significant difference was found in the dimensions of learning-oriented assessment and performance-oriented assessment depending on the gender factor.

Table 4. Changes in students' level of school engagement based on gender factor.

Gender	n	%	x	Sd	t	p
Female	257	54,6	-,066060	,99449733		
Male	214	45,4	,125126	,95039020	-2,128	,034*

Table 4 shows that there is a statistically significant difference in the level of school engagement based on gender.

Table 5. Changes in the classroom assessment atmosphere of physical education and sports lesson depending on the grade factor.

Class Level	n	%	Learning-oriented assessment		Performance-oriented assessment	
			x	Sd	x	Sd
9	153	32,5	,1217631	,91005541 ^a	-,0208990	,99091152
10	208	44,2	-,0625190	1,00170307 ^b	-,0329113	,97634900
11	66	14,0	-,3993596	1,04131516 ^c	,1183014	,93269135
12	44	9,3	,6550539	,58308853 ^d	,2204191	1,05611851
				f		
				12,027		1,116
				p		,342

When Table 5 is examined, a statistically significant difference was found in the learning-oriented evaluation dimension depending on the grade factor of the students ($p < 0.05$) and no statistically significant change was observed in the performance-oriented evaluation dimension. When the differences between the groups were examined, it was determined that the learning-oriented evaluations of the 9th to 12th grades were different depending on the grade factor.

Table 6. Changes in students' level of school engagement depending on the grade factor.

Class Level	n	%	x	Sd	t	p
9	153	32,5	3,2687	,85581		
10	208	44,2	3,4641	,80713		
11	66	14,0	3,5722	,69360	16,993	,000*
12	44	9,3	4,2219	,53731		

When Table 6 is analyzed, a statistically significant difference was found in school engagement levels depending on the grade factor.

Table 7. Changes in physical education and sports classroom assessment atmosphere depending on mother's education level.

Mother Education Level	n	%	Learning-oriented assessment		Performance-oriented assessment	
			x	Sd	x	Sd
Primary School	126	26,8	,1862760	,86672699	,1482559	,96505253
Secondary School	51	10,8	,3007718	,91500186	,1341597	,95858859
High School	165	35,0	-,0922782	1,03325780	-,0663274	1,02663079
Undergraduate and above	129	27,4	-,1201070	1,00029943	-,0551562	,94545000
f				4,296		1,623
p				,005*		,183

p<0.05: significance value (abcd): difference between groups.

As can be seen in Table 7, while a statistically significant difference was observed in the learning-oriented evaluation dimension depending on the mother's education level (p<0.05), no statistically significant difference was found in the performance-oriented evaluation dimension.

Table 8. Changes in school engagement level depending on mother's education level.

Mother Education Level	n	%	x	Sd	t	p
Primary School	126	26,8	,3779645	,87851443		
Secondary School	51	10,8	,3457078	,88872108 ^a	13,982	,000*
High School	165	35,0	,1035292	1,02561254		
Undergraduate and above	129	27,4	,2974633	,90269319 ^b		

p<0.05: significance value (abcd): difference between groups.

As can be seen in Table 8, a statistically significant difference was found in the level of school engagement depending on the mother's education level. When the differences between the groups were examined, it was observed that the average value of mothers with secondary school education was lower than those with bachelor's degree and above.

Table 9. Changes in physical education and sports classroom assessment atmosphere depending on father's education level.

Father Education Level	n	%	Learning-oriented assessment		Performance-oriented assessment	
			x	Ss	x	Ss
Primary School	72	15,3	,1941802	1,05681280 ^a	,3354716	1,08778768
Secondary School	57	12,1	,2822714	,94572727	,0851938	,95233434
High School	134	28,5	-,0502627	,98262468 ^b	-,1982329	1,01452081
Undergraduate and above	208	44,2	-,0732924	,94451897	,0241175	,90312872
f				3,016		4,871
p				,030*		,002*

p<0.05: significance value (abcd): difference between groups.

As can be seen in Table 9, a statistically significant difference was found in the dimensions of learning-oriented assessment and performance-oriented assessment depending on the father's education level. When the differences between the groups were examined, it was found that the average value of the fathers who graduated from primary school was higher than that of the fathers who graduated from high school.

Table 10. Changes in participants' level of school engagement depending on father's education level.

Father Education Level	n	%	x	Sd	t	p
Primary School	72	15,3	,3584984	1,083868 ^a	15,514	,000*
Secondary School	57	12,1	,6171378	,74996140 ^a		
High School	134	28,5	-,046394	,96660063 ^b		
Undergraduate and above	208	44,2	-,216213	,90598841 ^c		

p<0.05: significance value (abcd): difference between groups.

As can be seen in Table 10, a statistically significant difference was found in the level of school engagement depending on the father's education level. When the differences between the groups were examined, it was found that there was no difference between the fathers who graduated from primary and secondary school, while the average value of the fathers who graduated from high school and bachelor's degree was different from the average value of the fathers who graduated from primary and secondary school.

Table 11. Changes in the classroom assessment atmosphere of physical education and sports Lesson depending on income status.

Economic Situation	n	%	Learning-oriented assessment		Performance-oriented assessment	
			x	Sd	x	Sd
Low	39	8,3	,0101016	1,14932092	,1528643	1,06020057
Medium	372	79,0	-,0068372	,96503702	-,0179434	,96046539
High	60	12,7	,1706650	,95408141	,1362741	1,06826277
	f			,849		1,049
	p			,429		,351

As can be seen in Table 11, no statistically significant change was observed in the dimensions of learning-oriented evaluation and performance-oriented evaluation depending on the income factor.

Table 12. Changes in participants' level of school engagement depending on income status.

Economic Situation	n	%	x	Sd	t	p
Low	39	8,3	,3567128	1,16020433 ^a	3,226	,041*
Medium	372	79,0	,0595063	,94693990 ^b		
High	60	12,7	,0262496	1,00765731		

p<0.05: significance value (abcd): difference between groups.

As Table 12 shows, there was a statistically significant difference in the level of school engagement of the participants depending on their income status. It was observed that the average value of those with low income was higher than those with medium income.

Table 13. Changes in the classroom assessment atmosphere of physical education and sports lesson depending on the factor of doing active sports.

Sports Participation Status	n	%	Learning-oriented assessment		Performance-oriented assessment	
			x	Sd	x	Sd
Yes	298	63,3	,1152700	1,01280688	,0652276	,99367122
No	173	36,7	-,1517921	,89760656	-,0692174	,96172111
	f			8,260		2,051
	p			004*		,153

As can be seen in Table 13, while a significant difference was found in the learning-oriented evaluation dimension depending on the status of active sportsmanship ($p < 0.05$), no statistically significant change was observed in the performance-oriented evaluation dimension.

Table 14. Changes in the level of school engagement of the participants according to active sports participation.

Sports Participation Status	n	%	x	Ss	t	P
Yes	298	63,3	,1380227	,93617979	3,376	,001*
No	173	36,7	,1811054	1,01843800		

When Table 14 is examined, a statistically significant difference was found in the school engagement levels of the participants depending on their active sports participation status.

Discussion and conclusions

In this study, school engagement and physical education classroom atmosphere of secondary school students were examined, and it was revealed how they differed according to gender, grade level, mother and father education level, income status and active sports participation variables.

When the findings of the study were examined, a statistically significant difference was found in the direction of males in the dimensions of learning and performance-oriented evaluation of physical education and sports lesson depending on the gender factor of secondary school students. The findings of the study are similar to some studies in the literature. Yılmaz (2019) stated in his study that high school 9th grade students' attitudes towards sportive activities were positive. Similarly, Akgül et al. (2012) stated that children's attitudes towards intra-school and inter-school sportive activities differed in terms of gender variable. While there was a significant difference in the school engagement levels of the students, Yanık (2017) found that the school engagement level of the students was at a medium level in his study. Dönmez (2016) stated in his study that the school engagement scores of secondary school students were at a high level. Somers and Gizzi (2001) stated in their study that school engagement did not differ according to gender variable. It is thought that the fact that the significance is found in the direction of men is since men are more

social than women, they are more comfortable and sociable in social environments, and taking part in social and sports activities in terms of cultural values of Turkish society is more accepted in favor of men. Especially in our culture, it is known that girls are raised under pressure and are less encouraged to express themselves and make decisions. In addition, the fact that men express themselves more easily and are more comfortable in the decision-making process due to their more liberal upbringing in a male-dominated society positively affects their learning and performance. It is known that high school students adopt more dependent decision-making strategies. Especially in the process of raising girls, girls are more dependent on decision-making, considering that they are raised by parents with a protective parental attitude in our country. We can state that the situation is the same for boys, albeit partially. At the same time, the fact that girls can make logical decisions in this period compared to boys may be due to their more detailed thinking and the need to make more careful decisions on any issue.

In the study, while a significant difference was found in the learning-oriented evaluation dimension of the class factor in physical education and sports lesson, no significant change was observed in the performance-oriented evaluation dimension. Yanık and Çamlıyer (2015), in their study conducted with 9th grade students, stated that students' attitudes towards physical education and sports course were at a medium level. Güllü et al. (2009) stated in their study that there was a significant difference between the attitude scores of students towards physical education course according to their grades. Similarly, Aydın et al. (2015) found that there were significant differences in the participation of class levels in sportive activities in their study. Similar to our study, Tuğrul (2021) stated that there was a significant difference between grade levels and school engagement levels in his study with secondary school students. Unlike the findings of the study, Göktaş and Şentürk (2019) stated that as the grade level of the students increased, their commitment to school decreased, while students' perceptions of school climate increased positively as their attitudes towards sports increased. As it is known, learning styles are divided into three as visual, auditory, and tactile (kinesthetic) (Tekez, 2014). According to the results, it is thought that the fact that the class factor shows a significant difference in the learning-oriented evaluation dimension and does not show a significant change in the performance-oriented evaluation dimension is due to the fact that students are affected by different types of learning according to their grade level, and that visual, auditory and kinesthetic learning is carried out in parallel in physical education classes. Considering an average weekly course load of 40 hours, the intensity of the courses called common courses, especially in the 9th grade, may cause students to experience more intensity than other grade levels, to make more effort to be successful and to experience burnout. At the same time, since this period is considered as the orientation class, it is known that students are faced with the choice of field at the end of the year and that they need to excel in the courses that are the source of the field to go to the fields they want. It can be argued that this situation increases their burnout, and they feel less competent due to the anxiety that they will not be able to enter the field they want. At the 12th grade level, the preparations for the Higher Education Entrance Exam and the Undergraduate Placement Exam and the expectation of university increase students' anxiety. In

this process, there is a possibility that they may get tired and lose their belief in themselves. The fact that these students are at the last stage of their high school education and are torn between being successful in school courses and preparing for the exam may also increase their burnout levels.

In our study, the relationship between the educational status of the mother and father and the classroom atmosphere in physical education and sports lessons was examined. While a significant difference was found in the learning-oriented evaluation dimension of the mother's educational status, no significant change was observed in the performance-oriented evaluation dimension. In the case of father's education, a statistically significant difference was observed in the learning-oriented assessment and performance-oriented assessment dimensions. When the literature was examined, Kaya (2020) stated in his study that there was a significant difference between the attitudes of students towards physical education and sports lessons and the educational status of their mothers and fathers. Similarly, in a study conducted by Güllü and Güçlü (2009) on secondary school students, it was concluded that there were significant differences in attitude scores towards physical education and sports course according to the level of father's education. In the study conducted by Tural (2011), a significant difference was found in the relationship between the educational status of the mother and father and the physical education course. Unlike our study, Koçak and Hürmeriç (2004, 2006) concluded in their studies that there was no statistical difference between students' father's education level and physical education and sports course. Similarly, Bulgu and Akcan (2003) stated in their study that there was no significant difference between the participants' participation in sports and their mothers' educational status.

In the study, when the changes in the level of school engagement of the participants depending on the educational status of the mother and father were examined, a statistically significant difference was found in the level of school engagement. Akgül (2021) examined the school attachment levels of high school students and concluded that there was a significant difference in behavioral, affective, and cognitive sub-dimensions according to the educational status of mother and father. Bellici (2015) examined school attachment in terms of various variables and found that students with higher educational status of their parents had higher levels of school attachment than other students who did not meet these conditions. Erdoğdu and Yüzbaş (2018), in their study aiming at the relationship between school engagement and general self-efficacy levels of high school students, found that the level of school engagement was significant according to the level of parental education, while the level of school engagement was significantly higher in the children of parents who graduated from primary school. İşeri and Tabak (2019) stated in their study that the educational status of mothers showed a significant difference in the dimension of school engagement, and when the educational status of fathers was examined, it was found that there was a negative relationship between the increase in the level of education and school engagement.

In our study, while a significant difference was found in the learning-oriented evaluation dimension of the mother's education level, no significant change was observed in the performance-oriented

evaluation dimension. It is known that as the level of mother's education increases, especially in high school students, their effective decision-making strategies also increase. It is thought that this situation, especially in parallel with the increase in the level of maternal education, is due to the fact that they create opportunities for students to express themselves, involve their children in the decision-making process in matters related to both themselves and the family, cope with problems or, in other words, approach to problems and use decision-making strategies as a positive model for their children. A statistically significant difference was observed in the dimensions of learning-oriented evaluation and performance-oriented evaluation in terms of father's education level. This is thought to be because fathers prefer to leave their children freer at the point where they need to make decisions. Although it is an expected behavior for high school students who have parents with protective and authoritarian attitudes to use the dependent decision-making strategy, it is noteworthy that adolescents in a democratic family environment primarily use the dependent decision-making strategy. This is thought to be because even if a democratic attitude is adopted in the family, emotional dependence on the family continues, and therefore, adolescents make their decisions dependent on their parents.

When the findings of the study are examined, no statistically significant change was observed in the dimensions of learning-oriented evaluation and performance-oriented evaluation depending on the income factor. When the literature is examined, similar to our study, Yanık and Çamlıyer (2015) concluded that there was no statistically significant difference between the groups when the mean scores of the students regarding the physical education course were examined according to the family income level in their study conducted with 9th grade students, while they stated that the mean score for the physical education course increased with the decrease in the income level. Similarly, Kaya (2020) concluded that there was no significant difference between the monthly income variables and the attitudes of the participating students towards the physical education and sports course. Cantekin (2014) and Keskin (2015) supported in their studies that family income did not make a significant difference against physical education and sports course. Unlike the findings of the study, Taşdemir (2019) concluded in his study that there was a statistically significant difference between the average scores of students' families' income levels against physical education and sports course. In the studies conducted in the literature, Filiz (2018) and Ulutaş (2018) concluded that there were significant differences between the income level of families and physical education and sports lessons. With the study, it was seen that there was a significant difference in the participants' level of commitment to school according to the monthly income level of the family. When the literature on the subject is examined, it is seen that the finding of the study; Kezar et al. (2015) found that students with low-income levels had low levels of school engagement, and Bellici (2015) found that the school engagement levels of students with good family income were higher than the school engagement levels of students with poor family income. Unlike our study, Mengi (2011), Sağlam and İköz (2017) concluded that school engagement levels did not differ according to the monthly income level of the family.

It is a predicted situation that as the average income of families increases, the awareness level of students may increase. Considering that economic conditions affect people's education, sports, and cultural life, it can be said that income has a significant effect on students. However, the reason why no statistically significant change was observed in the dimensions of learning-oriented assessment and performance-oriented assessment in our study is thought to be due to the application of the address-based registration system of high schools in our country. On the other hand, it is thought that the economic status of families residing in the same neighborhoods will also be at average values.

While a significant difference was found in the learning-oriented evaluation dimension towards physical education and sports course depending on the active sportsmanship status of the participants in the study, no statistically significant change was observed in the performance-oriented evaluation dimension. Kaya (2020) concluded in his study that there is a positive relationship between students' active sports participation and their attitudes towards physical education and sports. Similarly, Çolak (2019) stated that there was a significant difference between the attitude scores of students who regularly do sports and their attitudes towards physical education and sports course. Kılıç et al. (2018) stated in their study in which high school students participated that students who actively engage in sports outside of school have a positive attitude towards physical education and sports course compared to students who do not engage in sports. When the literature is examined, Yanık and Çamlıyer (2015), Güllü et al. (2009), Koca and Demirhan (2004) and Hünük (2006) stated in their studies that students who regularly do sports have a significant difference regarding physical education and sports course. In the study, a statistically significant difference was found in the school engagement levels of the participants depending on their active sportsmanship status. When the literature is examined, there are studies like our study. Serbest (2019) examined the sense of belonging to school of high school students who took part in school teams and stated that the school attachment scores of male and female students who took part in school teams were higher than those of students who did not take part in school teams. Sağın and Akbuğa (2019) examined the alienation levels of high school students who play licensed sports and stated that there was a statistically significant difference between the participants' year of playing sports and their alienation levels. Göktaş and Şentürk (2019) stated that among sports high school students, as the attitudes of students with athlete licenses towards sports increase, their commitment to school also develops positively. Unlike the study, Apaydın (2019) concluded that the school engagement scores of those who participated in school sports were low. To ensure the continuity of active sportsmanship, it is essential to reveal the reasons for participation in sports for the athlete. Using the athlete's motivation in a way that will positively affect his/her performance will increase this continuity. In this context, it is important for physical education teachers to know their student athletes well and to know their interests and needs. Based on the information about their students, physical education teachers can play an active role in maintaining students' participation in sports, enabling them to enjoy the sports they do, to continue the activity with their free will, in other words, to maintain and increase intrinsic motivation. From this point

of view, high school students' attendance to physical education classes and their commitment to school can be ensured by creating a team atmosphere through their participation in active sports. To summarize, it should be emphasized that each child is influenced by different motivations to take part in sportive activities and continue to do so. Knowing the motivations is of great importance for physical education teachers, and it is thought that through these motivations, children's participation and continuation in the activity can ensure their commitment to physical education classes and school.

Conclusion

As a result, a significant difference was observed in the physical education and sports lesson classroom atmosphere and school engagement levels of the high school students participating in the study in terms of gender variable. While there was a significant difference in the learning-oriented evaluation dimension of the physical education and sports lesson classroom atmosphere in terms of the class variable of the participants, no statistically significant difference was observed in the performance-oriented evaluation dimension. A statistically significant difference was observed in the level of school engagement depending on the class factor. While a significant difference was observed in the learning-oriented evaluation dimension of physical education and sports classroom atmosphere and school engagement level of mother and father education status, no significant difference was observed in the performance-oriented evaluation dimension of father education status. A significant difference was observed in the learning-oriented and performance-oriented evaluation dimension of the physical education and sports classroom atmosphere and school engagement level of family income status. In our last findings, it was observed that doing active sports had an effect on the learning dimension and school engagement level, while there was no statistical effect on the performance dimension.

Recommendations

- Students' commitment to school and education can be increased by emphasizing physical activity activities within the school.
- Seminars should be organized to inform families about the benefits of physical education and sports lessons.
- For students to make better use of their free time, they should be directed to social, cultural, and sporting activities.
- Activities can be organized to strengthen secondary school students' commitment to school and the number of activities on this subject can be increased.
- In terms of school engagement, support should be sought not only from educational institutions and their employees, but also from every structure that can support the institution in the environment and province where it is located, and every stage should be planned, from the organization of environmental and in-school environments to school activities.

References

- Akgül, F. (2021). *Lise öğrencilerinin okula bağlılık düzeyleri ile öznel iyi oluşları arasındaki ilişkinin incelenmesi* [Eğitim bilimleri enstitüsü yüksek lisans tezi] Yeditepe Üniversitesi, İstanbul.
- Akgül, S., Göral, M., Demirel, M., & Üstün, Ü. D. (2012). İlköğretim öğrencilerinin okul içi ve okullar arası sportif etkinliklere katılma nedenlerinin çeşitli değişkenler açısından araştırılması. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 1(32), 13-22. <https://dergipark.org.tr/tr/pub/dpusbe/issue/4774/65724>
- Apaydın, H. (2019). *Okul sporlarına katılımın ve seçili değişkenlerin okul bağlılığına etkisinin araştırılması* [Eğitim bilimleri enstitüsü beden eğitimi ve spor öğretimi anabilim dalı yüksek lisans tezi]. Mehmet Akif Ersoy Üniversitesi, Burdur.
- Aydın, P., Ersoy, A., & Aktaş, N. (2015). Aktif spor yapan ve yapmayan 12-14 yaş ortaokul öğrencilerinin şiddet eğilimlerinin incelenmesi. *Sportif Bakış: Spor ve Eğitim Bilimleri Dergisi*, 2(1), 1-9. <https://dergipark.org.tr/tr/pub/sbsebd/issue/31659/347114>
- Bellici, N. (2015). ortaokul öğrencilerinde okula bağlanmanın çeşitli değişkenler açısından incelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 15(1), 48-65. <https://doi.org/10.17240/aibuefd.2015.15.1-5000128594>
- Bulgu, N., & Akcan, F. (2003). Spor aktivitelerine aktif katılım: 15-19 yaş grubundaki öğrenciler üzerine bir çalışma. 1. Gençlik Boş Zaman ve Doğa Sporları Sempozyumu ve Bildiriler Kitabı. 21-22 Mayıs. Gazi Üniversitesi. *Kırşehir Eğitim Fakültesi Dergisi*, 6(1), 70-74.
- Cantekin, U. T. (2014). *İlköğretime başlayan çocukların ailelerinin spora ve beden eğitimi dersine bakış açısını belirlemek* [Yüksek lisans tezi]. Ondokuz Mayıs Üniversitesi, Samsun. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Çolak, F. Ş. (2019). *Ortaokul öğrencilerinin beden eğitimi ve spor dersine yönelik tutumlarının farklı değişkenler açısından incelenmesi (erzurum ili örneği)* [Yüksek lisans tezi]. Atatürk Üniversitesi, Erzurum. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Dönmez, Ş. (2016). *Ortaokul öğrencilerinde okul iklimi, okula bağlılık ve okul yaşam kalitesi algısının çeşitli değişkenler açısından incelenmesi* [Yüksek lisans tezi]. Muğla Sıtkı Koçman Üniversitesi, Muğla. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Durmaz, A. (2008). *Liselerde okul yaşam kalitesi (Kırklareli ili örneği)* [Yüksek lisans tezi]. Trakya Üniversitesi, Türkiye. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Erdoğan, Y. M., & Yüzbaş, D. (2018). Lise öğrencilerinin okula bağlılık ile genel öz-yeterlilik düzeyleri arasındaki ilişki. *Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 3(32), 205-227. <https://dergipark.org.tr/tr/pub/sbe/issue/41366/468489>

- Esentürk, O. K., & Yılmaz, A. (2020). Beden Eğitimi ve Spor Dersi Sınıf Değerlendirme Atmosferi Ölçeği (Besdsdaö): geçerlik ve güvenilirlik çalışması. *Electronic Turkish Studies*, 15(1), 195-211. <http://dx.doi.org/10.29228/TurkishStudies.38205>
- Eurydice (2013). *Avrupa'daki okullarda beden eğitimi ve spor (Çalışma Raporu)*. AB Yayın Ofisi.
- Filiz, M. A. (2018). *Ortaokul çağındaki çocukların beden eğitimi ve spor dersine yönelik tutumları ile okula bağlanma düzeyleri arasındaki ilişkinin incelenmesi* [Yüksek lisans tezi]. Marmara Üniversitesi, İstanbul. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Göktaş, K. N., & Şentürk, E. H. (2019). Spor lisesi öğrencilerinin okul iklimi algıları ile spora yönelik tutumları arasındaki ilişki. *Spormetre Dergisi*, 17(3), 78-92. <https://doi.org/10.33689/spormetre.580852>
- Güllü M., Güçlü, M., & Arslan, C. (2009). Ortaöğretim öğrencilerinin beden eğitimi dersine ilişkin tutumlarının incelenmesi. *e-Journal of New World Sciences Academy Sports Sciences*, 4(4), 273-288. <https://dergipark.org.tr/tr/pub/nwsaspor/issue/20143/213838>
- Güllü, M., & Güçlü, M. (2009). Ortaöğretim öğrencileri için beden eğitimi dersi tutum ölçeği geliştirilmesi. *Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*, 3(2), 138-151. <https://dergipark.org.tr/tr/pub/bsd/issue/53580/713960>
- Hair, J. F, Black W. C., Babin, B.J, Anderson, R. E, & Tatham, R. L. (2013). *Multivariate data analysis*. Pearson Education.
- Hünük, İ. (2006). *Ankara ili merkez ilçelerindeki ilköğretim ikinci kademe öğrencilerinin beden eğitimi dersine ilişkin tutumlarının sınıf düzeyi, öğrenci cinsiyeti, öğretmen cinsiyeti ve spora aktif katılımları açısından karşılaştırılması* [Yüksek lisans tezi]. Yayınlanmamış Hacettepe Üniversitesi, Ankara. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- İşeri, T. E., & Tabak, Y. B. (2019). Ortaokul öğrencilerin okula bağlılıkların okulun özellikleri ve öğrencilerin kişisel değişkenleri açısından incelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 19(4), 1217-1231. <https://doi.org/10.17240/aibuefd.2019.19.47159-582389>
- Kalaycı, H., & Özdemir, M. (2013) Lise öğrencilerinin okul yaşamının niteliğine ilişkin algılarının okul bağlılıkları üzerine etkisi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 33(2): 293-315. <https://dergipark.org.tr/tr/pub/gefad/issue/6732/90501>
- Kaya, A. (2020). *İlköğretim ikinci kademe öğrenim gören öğrencilerin beden eğitimi ve spor dersine yönelik görüş ve tutumların incelenmesi* [Yüksek lisans tezi]. Bartın Üniversitesi. <https://acikerisim.bartın.edu.tr/handle/11772/2952>
- Keskin, Ö. (2015). *Ortaokul öğrencilerinin beden eğitimi dersine yönelik tutumlarının bazı değişkenlere göre incelenmesi: Sakarya ili örneği* [Yüksek lisans Tezi]. Sakarya Üniversitesi. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>

- Kezar, A. J., Walpole, M., & Perna L. W. (2015). *Engaging low-income students*. In S. J. Quaye & S. R. Harper (Ed.), *Student engagement in higher education* (pp.237-257). Routledge.
- Kılıç, T., Uğurlu, A., & Cenik, D. (2018). Lise birinci sınıf öğrencilerinin beden eğitimi ve spor eğitimi dersine karşı tutumlarının incelenmesi. *Gaziantep Üniversitesi Spor Bilimleri Dergisi*, 3(2), 13-23. <https://doi.org/10.31680/gaunjss.410742>
- Kırbaç, M. (2019). Öğretmenlerin sınıf yönetimi anlayışı ile öğrencilerin okul bağlılığı, okul direnci ve akademik başarısı arasındaki ilişkilerin analizi [Doktora tezi]. İnönü Üniversitesi, Malatya. <https://abakus.inonu.edu.tr/items/e27ba77e-d245-4685-b83a-79ed1df7a19f>
- Koca, C., & Demirhan, G. (2004). An examination of high school students' attitudes toward physical education with regard to gender and sport participation. *Perceptual & Motor Skills*, 98, 754-758. <https://doi.org/10.2466/pms.98.3.754-758>
- Koçak, S., & Hürmeriç, I. (2004). Attitudes of primary school students towards their physical education classes in Turkey. In *10th ICHPER-SD European Congress and TSSA 8th International Sport Science Congress*. Antalya.
- Koçak, S., & Hürmeriç, I. (2006). Attitudes towards physical education classes of primary school students in Turkey. *Perceptual & Motor Skills*, 103(1), 296-300. <https://doi.org/10.2466/pms.103.1.296-300>
- Kukuş, R., & Akto, A., (2022) Ortaokul öğrencilerinin okula bağlılık durumlarına ilişkin görüşlerinin incelenmesi. *Uluslararası Eğitim Bilimleri Dergisi*, 9(31), 38-68. <https://doi.org/10.29228/INESJOURNAL.62474>
- Mengi, S., (2011). *Ortaöğretim 10. ve 11. sınıf öğrencilerinin sosyal destek ve öz-yeterlik düzeylerinin okula bağlılıkları ile ilişkisi* [Yüksek lisans tezi]. Sakarya Üniversitesi. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Sağın, E. A., & Akbuğa, T. (2019). Lisanslı spor yapan lise öğrencilerinin okula yabancılaşma düzeyleri. *Çanakkale Onsekiz Mart Üniversitesi Spor Bilimleri Dergisi*, 2(1), 44-55. <https://dergipark.org.tr/tr/pub/comusbd/issue/50645/630587>
- Sağlam, A., & İkiz, E. F. (2017). Ortaokul öğrencilerinin şiddet eğilimleri ile okula bağlılık düzeyleri arasındaki ilişkinin incelenmesi. *İlköğretim Online*, 16(3), 1235-1246. <https://doi.org/10.17051/ilkonline.2017.330253>
- Sallis, J. F., & Prochaska, J. J., & Taylor, W. C. (2000). A review of correlates of physical activity of children and adolescents. *Medicine and Science in Sports and Exercise*, 32(5), 963-975. <https://doi.org/10.1097/00005768-200005000-00014>
- Sarı, M. (2013). Lise öğrencilerinde okula aidiyet duygusu. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 13(1), 147-160. <https://earsiv.anadolu.edu.tr/xmlui/handle/11421/128>

- Savi, F. (2011). Çocuk ve ergenler için okula Bağlanma ölçeği: geçerlik ve güvenilirlik çalışması. *İlköğretim Online*, 10(1), 80-90.
<https://dergipark.org.tr/tr/pub/ilkonline/issue/8593/106848>
- Serbest, Ö. (2019). *Okul takımlarında görev alan lise öğrencilerinin okul aidiyet duygularının incelenmesi* [Yüksek lisans tezi]. Trabzon Üniversitesi.
<https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Somers, C. L., & Gizzi, T. J. (2001). Predicting adolescents' risky behavior: the influence of future orientation, school involvement and school attachment. *Adolescent & Family Health*, 2(1), 3-11.
- Taşdemir, N. (2019). *Öğrencilerin beden eğitimi ve spor dersine yönelik tutumlarının çeşitli değişkenler açısından incelenmesi (Ağrı ili Hamur ilçesi örneği)* [Yüksek lisans tezi]. Ağrı İbrahim Çeçen Üniversitesi. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Tekez, S. (2014). *Genel lise öğrencilerinin öğrenme stilleri* [Doctoral dissertation]. Anadolu University, Turkey. <https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp>
- Tuğrul, H. (2021). *Ortaöğretim öğrencilerinin okula bağlılıkları ile algılanan sosyal destek düzeyleri arasındaki ilişki* [Yüksek lisans tezi]. Karamanoğlu Mehmet Bey Üniversitesi, Karaman. <https://earsiv.kmu.edu.tr/xmlui/handle/11492/5814?locale-attribute=en>
- Tural, V. (2011). İlköğretim öğrenci velilerinin beden eğitimi dersine karşı tutumlarının bazı değişkenlere göre incelenmesi. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi Özel Sayısı*, 15(1), 142-153.
- THKS Türkiye Halk Sağlığı Kurumu. (2014). *Türkiye fiziksel aktivite rehberi*. Kuban Matbaacılık Yayıncılık.
- Ulutaş, Y. (2018). *Ortaokul ve lise öğrencilerinin beden eğitimi ve spora ilişkin tutumlarının karşılaştırılması (Bayburt ili örneği)* [Yüksek lisans tezi]. Fırat Üniversitesi, Elâzığ. <https://openaccess.firat.edu.tr/xmlui/handle/11508/12934>
- Ünlü, H., & Aydos, L. (2008). *Beden eğitimi dersinde sınıf yönetimi*. *Uluslararası İnsan Bilimleri Dergisi*, 5(1), 1-7.
https://arastirmax.com/en/system/files/dergiler/161047/makaleler/5/1/arastirmx_161047_5_pp_1-7.pdf
- World Health Organization (2024). *Physical activity*.
<https://www.who.int/news-room/fact-sheets/detail/physical-activity>
- Yanık, M. (2017). Ortaöğretimde yapılan okul sporlarının öğrencilerin okula bağlılık düzeyine etkisi. *Spormetre Dergisi*, 16(1), 73-78. https://doi.org/10.1501/Sporm_0000000344
- Yanık, M., & Çamlıyer, H. (2015). Ortaöğretim 9. Sınıf öğrencilerinin beden eğitimi ve spora ilişkin tutumları ile okula yabancılaşma düzeyleri arasındaki ilişkinin belirlenmesi. *Uluslararası*

Spor, Egzersiz ve Antrenman Bilimi Dergisi, 1(1), 9-19.

<https://doi.org/10.18826/ijsets.95709>

- Yılmaz, A. (2019). Lise öğrencilerinin ders dışı sportif etkinliklere yönelik tutumları ile okula bağlanma durumlarının incelenmesi. *Gaziantep Üniversitesi Spor Bilimleri Dergisi*, 4(1), 50-63. <https://dergipark.org.tr/tr/download/article-file/667463>
- Yılmaz, E., Yıldırım, A., & Yılmaz, Y. (2016). Ortaokul öğrencilerinde okul tükenmişliği ile okula bağlılık arasındaki ilişkinin incelenmesi. In *International Academic Research Congress-INES*, 791-803.