

# Examination of middle-school students' physical education and sports course values in terms of several variables

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## ABSTRACT

This study aims to examine the '*values education*' given in middle-school physical education and sports courses in terms of several variables. The research group consists of a total of 1600 students (795 female, and 805 male), studying in 16 central middle-schools (100 students from each school) affiliated to Tokat Provincial Directorate of National Education in 2018-2019 academic year. "Physical Education and Sports Course Value Scale" was used as a data collection tool. As data analysis in research; demographic variables were evaluated in frequency and percentage. Normality assumptions of the sub-dimensions were examined through the Kolmogorov-Smirnov test. Mann-Whitney test was used in the analysis of categorical variables whose level of sub-dimensions was 2. Kruskal-Wallis test was used for variables with more than 2 levels. The level of significance is set at 0.05. Middle-school students' value mean scores for "Sports Culture" was determined as  $X = 13.4625$ , "Healthy Life and Nutrition" value mean score was  $X = 9.2056$ , "Solidarity" value mean score was  $X = 7.9425$ , "Respect" value mean score was  $X = 12.8294$ , "National Culture and Unity" value mean score was  $X = 22.2819$ , and "Awareness" value mean score was  $X = 32.4688$ . Significant differences were determined between the students' value scores according to their gender, class, doing-not doing sports status, and family income levels. This study had determined that the students' value scores for physical education and sports course were high. It was observed that female students generally had higher value scores than male students, and their value scores decreased as their grade level increased. It has been determined that students who do sports have higher value scores compared to students who do not do sports, and as students' families income increases, their value scores also increase. According to the findings, it may be said that Physical Education and Sports Course has a very important and effective role in gaining values.

**Keywords:** Middle-school, student, physical education and sports course, values education.

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## INTRODUCTION

The definition of '*value*' is 'an abstract measure for determining the importance of something, the response of something' or 'the whole of the material and moral elements that cover the social, cultural, economic and scientific values of a nation' (TDK, 2006).

Humans are not born with values, values are gained later. In other words, values are the facts learned and taught. The fact that the values gain different dimensions in different societies and interpreted in different ways in different societies is proof that the values are gained

later. Individuals learn how to behave in different situations from the people and culture of the society in which they live. In other words, it is a phenomenon that makes the whole society a school and each individual is both a teacher and a student of this school. Values education is as important as teaching children the basic lessons at school to build a healthy society. Teaching may not be limited to mental learning only. Developing students' emotions, attitudes, and behaviors are also very important. Hence, one of the elements that complete the

integrity of education is values education (Aydın, 2010:16-18). One of the most effective courses that serve multi-faceted development in children is physical education and sports.

The concepts of 'Physical Education' and 'Sports' are two concepts that complement each other and are mentioned together. Physical education is defined as the actions with or without tools to strengthen the body and protect health (TDK, 2006). Sport is defined as competitions or social activities for pleasure, carried out individually or as a team, to develop the body or mind (TDK, 2006; Filiz, 2010). As can be understood from both definitions, physical education can be described as a broader concept including sports.

Physical education and sports should be evaluated in a way that will benefit the integrity and character of the person to reach social health and peace. Every person has needs that should be satisfied such as loving, belonging to any group, being recognized, etc. Adaptation to society will be easier when these needs are fulfilled. If the necessary importance may be given to sports in the education system, students will be provided with a situation where they may satisfy these needs. A person who feels social satisfaction is ready to benefit social development and embraces social idealities (Erdemli, 2008).

Owing to the sport, individuals learn to be fair and comply with the rules, discover his talents, recognize the talents of others, learn to be humble when he wins, accept others by admitting to being defeated, learn to be helpful, learn to respect the nature, learn how to use time correctly and learn how to use his effort in the best way (Öztürk, 1998). Values education is ensuring that features are transformed into behaviors including solidarity, tolerance, hospitality, patriotism, love, respect, goodness, diligence, cleanliness, integrity and honesty, sensitivity, egalitarianism, and sharing. These values, which are created by sports, are reflected in one's life and thus show their effect in different areas of one's life. In this sense, sport is very important for values education (Öztürk and Kuter, 2012:76-77).

Aköz (2018) states that values education such as charity, respect, empathy, and solidarity has an overall effect on students' attitudes. A previous study revealed that students' overall value scores were high. Students who are in lower grades and are in the lower age category have higher perceptions of value. Students' perceptions of value in the sub-dimensions decreased as the grade and age increase. It is stated that physical education and sports courses have an important role in the acquisition of values (Doğan, 2015:134-135). In another study, it was stated that the value scores of male students, in general, were higher than the value scores of female students. It is observed that the perception of value decreases as the grade level increases, the value perception of those who do sports was higher than the value perception of those who do not do sports (Erkol, 2015:123-124). According to these studies, it can be said

that physical education and sports course are effective in gaining values.

Using an interdisciplinary method in learning is important for students to understand how situations in different subjects are similar to real life. Therefore sports education may create exciting opportunities when an interdisciplinary method is applied in learning (Harrison et al., 2001). Thus, an interdisciplinary approach may be achieved more effectively and permanently in values education through physical education and sports lesson.

With this in mind, this study was conducted to examine middle school students' values related to physical education and sports lesson according to several variables.

## METHODOLOGY

The universe of the study consists of 10437 students (5073 female, 5364 male) studying in 29 central middle-schools under the Tokat Provincial Directorate of National Education during the 2018-2019 academic year. The sample of the study consists of 1600 students (795 female, 805 male / 100 students from each school) from 16 central middle-schools under the Tokat Provincial Directorate of National Education in the 2018-2019 academic year.

"Physical Education and Sports Course Value Scale" which was designed and developed by Yücekaya (2017) was used to obtain data. The scale was validated and reliable. "Physical Education and Sports Course Value Scale" consists of 23 questions with a 5-point Likert scale [Never (1), Rarely (2), Sometimes (3), Often (4), Always (5)]. Additionally, the 'demographic information form' consisting of 11 questions was used to obtain students' personal information.

Demographic variables were evaluated in the form of frequency and percentage. Normality assumptions of the sub-dimensions were examined through the Kolmogorov-Smirnov test. It was determined that all sub-dimensions were not normally distributed. For this reason, non-parametric tests in analysis; Mann-Whitney and Kruskal-Wallis tests were used. Analyzes were made in IBM SPSS (Version 21) program. (Tables 1 to 3)

## FINDINGS

As can be seen in Table 4, awareness value is the highest-ranked value of the middle-school students in physical education and sports course ( $x = 32.47$ ), followed by national culture and unity ( $x = 22.28$ ), sports culture ( $x = 13.46$ ), respect ( $x = 12.83$ ), healthy lifestyle and nutrition ( $x = 9.21$ ). The lowest mean score observed on solidarity value ( $x = 7.94$ ).

Table 4 shows that female students' sports culture value mean score ( $x = 13.61$ ) was significantly higher than male students' mean score ( $x = 13.32$ ). Also, female

**Table 1.** Frequency and percentages of students' demographic data.

		Frequency	Percentage
Gender	Female	795	49.7
	Male	805	50.3
Grade	5th-grade	400	25
	6th-grade	400	25
	7th-grade	400	25
	8th-grade	400	25
Doing sports	Yes	842	52.6
	No	758	47.4
Family income	0-1600 TL	358	22.375
	1601-3000 TL	526	32.875
	3001-5000 TL	394	24.625
	5001 TL and above	322	20.125

**Table 2.** Data for total and sub-dimensions.

	Minimum	Maximum	Mean	Standard deviation
Respect	3.00	15.00	13.46	1.98
Awareness	2.00	10.00	9.21	1.30
National culture and unity	2.00	10.00	7.94	1.88
Health	3.00	15.00	12.83	2.01
Solidarity	5.00	25.00	22.28	2.96
Sports culture	8.00	40.00	32.47	4.92
Total	34.00	115.00	98.19	11.69

**Table 3.** Normality test for sub-dimensions of the scale.

	Sports culture	Healthy life	Solidarity	Respect	National culture	Awareness
N	1600	1600	1600	1600	1600	1600
X	13.4625	9.2056	7.9425	12.8294	22.2819	32.4688
Ss	1.9754	1.2988	1.8755	2.0144	2.9583	4.9195
Absolute	0.2182	0.3352	0.1579	0.1719	0.1791	0.0939
Positive	0.2182	0.2704	0.1363	0.1406	0.1791	0.0629
Negative	-0.2181	-0.3352	-0.1579	-0.1719	-0.1696	-0.0939
KS-Z	8.7277	13.4092	6.3142	6.8750	7.1639	3.7568
P	0.000	0.000	0.000	0.000	0.000	0.000

$p < 0.05$ .

students' mean score ( $x = 9.37$ ) for healthy life and nutrition value was significantly higher than male students' mean score ( $x = 9.04$ ). While male students' respect value mean score ( $x = 12.92$ ) was significantly higher than female students' mean score ( $x = 12.74$ ). According to the gender variable, a significant difference was determined in students' sports culture, healthy life, and nutrition, and respect values ( $p < 0.05$ ).

As can be seen in Table 5, a statistically significant difference was found between the mean scores of respect, awareness, national culture and unity, healthy living and nutrition, solidarity, and sports culture ( $p = 0.000$ ) according to students' classes ( $p < 0.05$ ).

As can be seen in Table 6, a statistically significant difference was found between the mean scores of awareness, national culture and unity, healthy living and

**Table 4.** Examination of secondary school students' physical education and sports course values according to gender.

Sub-dimensions of the scale	Gender	N	X	SD	Rank average	Rank totals	Mann Whitney U	P	r <sub>rb</sub>
Sports culture	Female	795	13.61	1.96	843.43	670523.50	285861.50	0.000*	0.11
	Male	805	13.32	1.98	758.11	610276.50			
	Total	1600	13.46	1.98					
Healthy life and nutrition	Female	795	9.37	1.19	858.09	682184.50	274200.50	0.000*	0.14
	Male	805	9.04	1.38	743.62	598615.50			
	Total	1600	9.21	1.30					
Solidarity	Female	795	8.00	1.85	813.32	646586.50	309798.50	0.261	
	Male	805	7.89	1.90	787.84	634213.50			
	Total	1600	7.94	1.88					
Respect	Female	795	12.74	1.95	769.29	611582.50	295172.50	0.006*	0.08
	Male	805	12.92	2.07	831.33	669217.50			
	Total	1600	12.83	2.01					
National culture and unity	Female	795	22.35	2.92	809.34	643423.00	312962.00	0.440	
	Male	805	22.22	3.00	791.77	637377.00			
	Total	1600	22.28	2.96					
Awareness	Female	795	32.42	4.85	794.31	631475.50	315065.50	0.593	
	Male	805	32.52	4.99	806.61	649324.50			
	Total	1600	32.47	4.92					

\*p &lt; 0.05.

**Table 5.** Values for physical education and sports courses according to students' classes.

Sub-dimensions of the scale	Class	N	Mean	Sd	Rank average	K-W	Sd	p	Group	p	Rrb
Respect	5th grade	400	13.78	1.78	881.77	42.059	3	0.000*	5>7	0.000	0.18
	6th grade	400	13.70	1.89	860.56				5>8	0.000	0.20
	7th grade	400	13.24	2.02	738.82				6>7	0.000	0.15
	8th grade	400	13.13	2.13	720.85				6>8	0.000	0.17
	Total	1600	13.46	1.98							
Awareness	5th grade	400	9.25	1.38	837.78	19.100	3	0.000*	5>7	0.028	0.08
	6th grade	400	9.36	1.14	848.06				5>8	0.001	0.12
	7th grade	400	9.12	1.41	775.32				6>7	0.010	0.09
	8th grade	400	9.10	1.24	740.84				6>8	0.000	0.13
	Total	1600	9.21	1.30							
National culture and unity	5th grade	400	8.32	1.73	894.73	53.922	3	0.000*	5>7	0.011	0.10
	6th grade	400	8.06	1.84	828.02				5>8	0.000	0.29
	7th grade	400	7.99	1.86	812.49				6>8	0.000	0.20
	8th grade	400	7.40	1.95	666.76				7>8	0.000	0.018
	Total	1600	7.94	1.88							

Table 5. Continues.

Healthy life and nutrition	5th grade	400	13.08	1.83	850.26	17.994	3	0.000*	5>7	0.007	0.11
	6th grade	400	13.07	1.81	845.94				5>8	0.001	0.13
	7th grade	400	12.62	2.18	763.11				6>7	0.010	0.10
	8th grade	400	12.56	2.15	742.69				6>8	0.001	0.13
	Total	1600	12.83	2.01							
Solidarity	5th grade	400	22.49	2.67	821.92	8.839	3	0.000*	5>8	0.033	0.09
	6th grade	400	22.53	2.89	841.69				6>8	0.007	0.17
	7th grade	400	22.18	2.98	784.33						
	8th grade	400	21.94	3.24	754.06						
	Total	1600	22.28	2.96							
Sports culture	5th grade	400	33.28	4.65	877.22	40.756	3	0.000*	5>7	0.000	0.19
	6th grade	400	33.13	4.90	870.85				5>8	0.000	0.19
	7th grade	400	31.70	4.98	727.02				6>7	0.000	0.18
	8th grade	400	31.77	4.94	726.91				6>8	0.000	0.18
	Total	1600	32.47	4.92	881.77						

\*p &lt; 0.05.

Table 6. Values for physical education and sports courses according to doing sports situation.

Sub-dimensions of the scale	Doing sports	N	X	Sd	Rank average	Rank totals	Mann Whitney U	P	r <sub>rb</sub>
Sports culture	Yes	842	13.67	1.74	838.58	706088.50	287050.50	0.000*	0.10
	No	758	13.23	2.18	758.19	574711.50			
	Total	1600	13.46	1.98					
Healthy life and nutrition	Yes	842	9.34	1.13	839.23	706635.00	286504.00	0.000*	0.10
	No	758	9.05	1.45	757.47	574165.00			
	Total	1600	9.21	1.30					
Solidarity	Yes	842	8.12	1.81	844.68	711223.50	281915.50	0.000*	0.12
	No	758	7.74	1.93	751.42	569576.50			
	Total	1600	7.94	1.88					
Respect	Yes	842	13.27	1.83	904.27	761399.50	231739.50	0.000*	0.27
	No	758	12.34	2.10	685.22	519400.50			
	Total	1600	12.83	2.01					
National culture and unity	Yes	842	22.82	2.51	881.36	742102.50	251036.50	0.000*	0.21
	No	758	21.68	3.29	710.68	538697.50			
	Total	1600	22.28	2.96					
Awareness	Yes	842	33.66	4.24	908.92	765314.00	227825.00	0.000*	0.29
	No	758	31.14	5.27	680.06	515486.00			
	Total	1600	32.47	4.92					

\*p &lt; 0.05

nutrition, solidarity, and sports culture ( $p = 0.000$ ) according to students' doing sports status ( $p < 0.05$ ).

As can be seen in Table 7, a statistically significant

difference was found between the mean scores of solidarity and sports culture ( $p = 0.000$ ) according to students' family income ( $p < 0.05$ ).

**Table 7.** Values for physical education and sports courses according to family income.

Sub-dimensions of the scale	Income	N	Mean	Sd	Rank average	K-W	Sd	p	Group	p	Rrb
Respect	0-1600 TL	358	13.28	2.00	750.40	6.916	3	0.075			
	1601-3000 TL	526	13.48	2.01	810.41						
	3001-5000 TL	394	13.59	1.87	831.90						
	5001 TL and Above	322	13.48	2.01	801.59						
	Total	1600	13.46	1.98							
Awareness	0-1600 TL	358	9.10	1.42	775.16	2.370	3	0.499			
	1601-3000 TL	526	9.23	1.31	816.69						
	3001-5000 TL	394	9.28	1.16	806.18						
	5001 TL and Above	322	9.20	1.30	795.27						
	Total	1600	9.21	1.30							
National culture and unity	0-1600 TL	358	7.91	1.88	790.60	2.753	3	0.431			
	1601-3000 TL	526	8.01	1.88	819.28						
	3001-5000 TL	394	7.84	1.89	773.51						
	5001 TL and Above	322	8.00	1.85	813.85						
	Total	1600	7.94	1.88							
Healthy life and nutrition	0-1600 TL	358	12.68	2.07	769.06	2.543	3	0.468			
	1601-3000 TL	526	12.90	2.01	818.14						
	3001-5000 TL	394	12.87	1.94	801.93						
	5001 TL and Above	322	12.84	2.05	804.90						
	Total	1600	12.83	2.01							
Solidarity	0-1600 TL	358	21.76	3.02	707.10	22.49	3	0.000*	1>2	0.000	0.14
	1601-3000 TL	526	22.40	2.84	818.30				1>3	0.002	0.13
	3001-5000 TL	394	22.38	2.84	808.92				1>4	0.000	0.20
	5001 TL and Above	322	22.55	3.16	864.97						
	Total	1600	22.28	2.96							
Sports culture	0-1600 TL	358	31.53	4.83	693.88	27.64	3	0.000*	1>2	0.000	0.15
	1601-3000 TL	526	32.62	4.85	816.50				1>3	0.000	0.16
	3001-5000 TL	394	32.61	5.03	819.83				1>4	0.000	0.22
	5001 TL and Above	322	33.10	4.87	869.26						
	Total	1600	32.47	4.92	750.40						

\*p &lt; 0.05.

## DISCUSSION AND CONCLUSION

This study aims to examine middle school students' values related to physical education and sports lesson according to several variables.

This study had determined that sports culture, healthy life and nutrition, solidarity, national culture and unity value mean scores of female students were higher than male students. While sports culture, healthy life and nutrition values were found statistically significant, solidarity, national culture and unity values were not statistically significant. Male students' respect and awareness value mean scores were higher than female

students' mean scores. Respect value was found statistically significant, while awareness value was not significant. As the reason for the female students' higher value mean scores, it is thought that since girls mature earlier than boys and know more about what they are doing by taking more responsibility, and their purposeful studies are more organized and planned. As a reason for the respect value scores of male students to be higher than the respect value scores of female students, it is thought that it is due to their experience of competitions. They experienced losing as much as winning therefore they learn congratulating the winner. Also, they spend more time with their peer groups and share the

environment more than females do. Because maintaining its place in the social environment requires mutual respect.

In his study, Yücekaya (2017) had determined that, female students' value scores significantly higher than male students' value scores. In the present study, a significant difference was determined in all sub-dimensions of the scale (healthy life and nutrition, solidarity, national culture and unity, respect, and awareness) except the sports culture value. In another study, students' perceptions of value related to the sub-dimensions of the value orientation scale according to their gender were examined; female students' perception of sportive value was found higher than male students in sportive virtue, solidarity, sensitivity, responsibility and national culture sub-dimensions of the scale, while self-confidence sub-dimension value of male students found higher than female students' self-confidence value scores. It has been stated that the reason for the high level of self-confidence of male students may be due to the roles and cultural perception of men in social life (Doğan, 2015:118).

Erkol (2015) conducted a similar study in Bilecik province and found contrary findings. Erkol (2015) stated that the sportive virtue value of female students is higher than male students while male students had higher levels of value in solidarity, sensitivity, self-esteem, sub-dimensions than female students. There was no significant difference in perception between male and female students in national cultural values. The literature had provided both supporting and contrary findings with the present study. It is thought that different results may be due to the difference of the sub-dimensions, the environment in which students are educated, and the difference in school.

This study had determined that overall value mean scores were higher in 5th grades. The overall value mean scores decreased as the grade level increased. Respect, national culture and unity, healthy life and nutrition value mean scores decreased as the grade level increased. The highest awareness value and solidarity value mean was determined in 6th grades. The awareness and solidarity value mean scores decreased as the grade level increased. The lowest sports culture value mean score was observed in 7th grades. The sports culture value mean score decreased as the grade level increased. The relation between the values (Sports culture, Healthy Life and Nutrition, Solidarity, Respect, National Culture and Togetherness, Awareness) and grade level was found statistically significant. It is thought that the decrease in value scores as the grade level increases is because students enter the adolescence period and as a result, their emotions and thoughts change in a complicated form.

Doğan (2015) found that middle-school students have higher mean scores than high school students in terms of sportive virtue, solidarity, self-confidence, sensitivity,

responsibility, and national culture values. Similar to the present study, Doğan (2015) also stated that students' perception of value decreases as their grade level increases.

Erkol (2015) examined the values education according to grade variable by using the "Value Orientation Scale" and found that 8th-grade students have the highest scores in all sub-dimensions of the scale while 11th-grade students have lowest scores. This shows that middle school students have more positive behaviors than high school students in terms of values education. It may be said that the reason for this is due to development periods, high school adolescence is the most depressing period, and also lesson and exam anxiety may be a factor in low-value scores in this period.

Şad and Şahiner (2016) examined the students' values for physical education and sports courses according to their age. They stated that, as the ages of the students got older, there was a general decrease in the values of physical education and sports classes. Anxiety and stress caused by the upcoming 'Transition to High School Exam (THSE) can be a reason for this.

Yaşar (2017) stated that the parents' attitudes towards physical education and sports courses whose children were studying in the 5th grade were more positive than whose children were studying in the 6th, 7th, and 8th grades. The positive attitude points of the families towards physical education and sports course decrease as the grade level increase. It is thought that it may be because parents think that it is more correct to spend more time on studying to go to a better high school. At the same time, it can be said by looking at the results of this study and our study; parental attitudes affect students' perceptions of physical education and sports value. This is because family attitude and students' perception of value decreased as the grade increase.

This study had determined that the mean score of students who do sports is higher than the mean score of students who do not do sports. Statistically, the difference between all mean scores (Sports culture, healthy life and nutrition, solidarity, respect, national culture and unity, awareness) was found significant. This shows that sports are very effective in gaining values education.

Yücekaya (2017) was found that sports culture value scores of the students playing in the school sports team were significantly different compared to the students not playing in the school team. Sports culture, solidarity, healthy life and nutritional values of the students playing in the sports club are higher than the students who do not play in the club (Yücekaya, 2017:81).

It was determined that students' perceptions of value who attending a sports course were higher than those of other students (Doğan, 2015:122). In the study conducted by Erkol (2015), it has revealed results that support the above studies and present study. When the value levels of the students participating in the study

were analyzed according to whether they do sports or not, the value scores of the students who answered yes were higher than the students who answered no in all sub-dimensions (sportive virtue, solidarity, self-confidence, sensitivity, responsibility, and national culture). It is thought that the reason for this is the positive behaviors that sports bring to the individual. It can be said that students who are involved in sports, reflect the positive effect of sports on their lives by giving more importance to physical education and sports lessons.

This study had determined that students' value mean scores increase as the family income increase. While the difference between the mean scores of sports culture and solidarity values was statistically significant, the difference between healthy life and nutrition, respect, national culture and unity, awareness values mean scores were not statistically significant. It is thought that students from high-income level families may live a more comfortable life. Therefore, they may spend more time and may give more importance to sports and their parents may have a higher sports culture. Because the income level in our country is more or less proportional to education. Therefore, it can be easily foreseen that families with high-income levels will have higher education levels, and arising from this, they will have more awareness of sports.

Contrary to this study, Yücekaya (2017) found that there was no significant difference in the value scores of physical education and sports lessons according to the monthly income level of the students' families. Likewise, in the study conducted by Koç and Güllü (2017), there was no significant difference found in the sportsmanship values of the students according to the economic status of the families. These contrary findings may be due to family income levels are close to each other where the studies were conducted.

Another study conducted by Erkol (2015), found that children of middle-level income families have the highest value scores while children of low-level income families have the lowest value scores. Children of high-income families have the second-lowest value score. Based on these results; It was stated that the economic status of students has an important role in determining the perspectives of life.

It has been stated that the children of middle-class families feel more comfortable and can show the desired tendency while doing sports, while the students with poor economic conditions may concentrate on other areas due to the obligation to earn money due to poor living conditions or lack of good conditions. Students with very good economic status may have negative effects on gaining positive features regarding values education because they feel very comfortable (Erkol, 2015:121).

The previous study which has supportive findings to this study, students' perceptions of value on the sub-dimensions of the "Value Orientation Scale" (sportive

virtue, solidarity, self-confidence, sensitivity, responsibility, and national culture) were examined; it was observed that students with low levels of family income in all sub-dimensions had lower perceptions of value, and students with high levels of family income had higher perceptions of value. Also, as the economic level of the schools increased, students' perception of value increased. It is stated that children of families with high-income levels have higher perceptions of value (Doğan, 2015:119-121).

In this study the highest mean score was observed on 'awareness' value, followed by 'national culture and unity', 'sports culture', 'respect', and 'healthy life'. The lowest mean score was determined in the solidarity value. It is thought that students are conscious while doing sports, and they do not harm sports materials and the environment, and this contributes to high awareness value. It can also be said that the high national culture and unity value may be due to the students preparing an environment for them to better understand national holidays and ceremonies in physical education and sports classes. The fact that students have a low average of Solidarity value may be considered as a result of growing up more selfishly today, although they have a lot of variety in terms of opportunity. Also, it is assumed that low mean scores on healthy life and nutrition are because of insufficient understanding of how effective the sport is in this regard, and the lessons were not allocated enough time for these subjects.

Yücekaya (2017) conducted a study in Adıyaman province to examine the values education given in physical education and sports course. Yücekaya (2017) determined that awareness value has the highest mean score while sports culture value has the lowest mean score. It was stated that this situation was caused by the fact that indirect or direct issues related to Sports Culture values were not addressed in physical education and sports classes in Adıyaman province (Yücekaya, 2017:80).

According to the results obtained, it is obvious that the role of physical education and sports course in gaining values is very important and effective. In this respect, giving importance to the content and processing of physical education and sports course should be taken into consideration for better values education. Further studies and activities might be organized in partnership with students, teachers, school management, and parents to ensure the permanence of teaching about values education. Preparation of activities based on teaching by doing-living may be much easier in terms of students' learning and internalizing the learned values and reflecting them on life.

It can be said that education of values is very important throughout human life, even more than academic success. It should not be forgotten that these values are life itself, constitute social life, and it is one of the factors that determine the place of the person in society, the

place and future of societies in the world.

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