

Full Length Research Paper

The analysis on sport attitudes of students at high school education in Turkey

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The research objective is to determine different variables on sport attitudes of the 1st, 2nd, 3rd, and 4th grade high school students throughout Turkey. Data were collected using face to face survey method with students studying in 21 provinces within seven different geographical regions of Turkey. 5862 randomized students are selected throughout Turkey for this research. Frequency analysis, reliability analysis, factor analysis, nonparametric Mann-Whitney and Kruskal-Wallis comparison tests were conducted to determine the sport attitudes of students. Reliability analysis is made regarding the questions on the sportive attitude scale and Cronbach's alpha coefficient is calculated as 0.923. With respect to research results of sport habits of students at high school in secondary education level throughout Turkey, it is determined that students who are studying in higher grades, have medium-income family and whose mother's educational status is relatively on a higher level, are more positive towards sport participation.

Key words: Turkey, high school, student, sport, health, physical activity, attitude. Kindergarten, teacher, spare time, sporting habit.

INTRODUCTION

Attitude, cognitive, emotional and behavioral system, might be described as a notion consisting of individual's perpetual or temporary assumptions of the world. It may also include individual's expectations on other persons, their values and perspectives, their emotions and beliefs on what is right or wrong and what to seek and avoid (Karahana and Kuru, 2015). Individual's attitude on any event or fact comprises cognitive, affective and behavioral factors (Usta et al., 2014).

Arising from opinion and attitude among individuals and society regarding sport or participation in sport might take shape with factors like life style, education and

perspective on life. Accurate perception of physical, cognitive, mental and social benefits of sport will maintain the improvement of sport attitudes.

While sport provides opportunity for the eminence of countries, it also represents an obvious call for cultural, social and economic aspects (Nicholson et al., 2011). However, perceiving this call will be ensured by generalizing mass sport activities and adopting sport attitude in society. Generalization of sport in society and exhibiting a positive sport attitude is closely related to transferring sport to children and adolescents as a cultural element and enabling them adopt regular sport

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habit.

Nowadays, sport is a significant factor in upbringing qualified persons who have completed their physical, social and emotional development and also it can be considerably deemed as supporter of socializing process for children and adolescents (Koçak et al., 2013; Pherson, 1981). Participating in sport influences social and emotional development in addition to healthy development of young generation (Marquis and Baker, 2015). Participating in regular physical activity significantly contributes to cognitive functions development together with supporting healthy aging process for children, adolescents and also adults (Booth et al., 2000; Weuve et al., 2004).

Sport is an area in which individual gains a competitive manner, working discipline and ambition of struggle, learns cooperation despite all diversities persons gather within the same rules and compete individually or as teams (Şahan, 2008; Şebin et al., 2007). Such factors as competition, entertainment, rivalry and developing rivalry motivate participating in this area (Koivula, 2009). Participating in sport has substantial functions in terms of strengthening the entire society, enhancing communication, cooperation, solidarity and social ties in society (NSW Sport and Recreation, 2007); developing social networks and maintaining them beyond its physical and health-related benefits (Allender et al., 2006). Likewise, sport is closely related to especially social integration and suppression of social problems (Vermeulen and Verweel, 2006); improvement of health and social progress (Sherlock et al., 2010); supporting psychosocial and emotional soundness (Stepteo and Butler, 1996) and enhancing civil participation and social communication (Edwards, 2013).

Social, cultural and educational acquisitions gained with sports also influence the social lives of individuals. Therefore, it is essential for children and youth to be involved in sports, develop a positive attitude about sports in order to build a healthy society. Furthermore, the attitudes and behaviors of the school environment and the physical training teachers are the milestones of this process. Bringing healthy and qualified individuals into society through sports is also a dynamic of social development. Within this context, the correlation coefficient between social well-being and participation in sports or positive attitude towards sports is relatively high.

In this manner, the research objective is to determine different variables (parents' education level, income and students' graduate level) on sport attitudes of the 1st, 2nd, 3rd, and 4th grade students at high school in secondary education level throughout Turkey.

MATERIALS AND METHOD

The research objective is to determine different variables (parents' education level, income and students' graduate level) on sport

attitudes of the 1st, 2nd, 3rd, and 4th grade students at high school in secondary education level throughout Turkey. For this purpose, data is acquired using face to face survey method with students studying in 21 provinces within seven different geographical regions of Turkey.

Turkey is a country that is parted to seven different geographical regions. Therefore, the scale of this research involves 21 provinces that have been randomly selected from seven different geographic regions, in order to represent the country in general with research findings. The survey used is "Sport Attitudes of College Students" scale which was developed by Funda Koçak in 2014 (Koçak, 2014).

Five point likert type scale with 19 questions has been used in this research. The responses in the scale are graded from 1 to 5. The grading is as following: 1: Absolutely Disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Absolutely Agree. Reliability analysis is made by Koçak (2014) and cronbach's alpha coefficient was calculated as 0,823. In this research, reliability analysis is made regarding the questions on the sportive attitude scale. Cronbach's alpha coefficient is calculated as 0.923. 5862 randomized students are participated in this research from the provinces included in the research. Also within the scope of research, the relations between the factors obtained from sportive attitude scale and students' demographic features are analyzed. Frequency analysis, reliability analysis, factor analysis and nonparametric comparison tests are conducted to determine the sport attitudes of students. Frequency analysis, reliability analysis, factor analysis and nonparametric Mann-Whitney and Kruskal-Wallis comparison tests are conducted to determine the sport attitudes of students.

FINDINGS

Results of frequency analysis obtained regarding the demographic features of research participants are shown in detail in Table 1. The variances of gender, age, grade and number of family members, income and parents' educational status of the participants are considered. Sample adequacies for factor analysis and sphericity test results are shown in Table 2. According to test results, Kaiser Meyer statistic coefficient has been calculated as 0.953 and this result shows that chosen sample is adequate. Whether there is a meaningful correlation between variances is analyzed with Bartlett sphericity test. Hypotheses regarding sphericity test are as below:

Ho: There is no meaningful correlation between survey questions.

Hi: There is a meaningful correlation between two questions at least.

It is identified that, a meaningful correlation exists between at least two variances according to hypothesis test result regarding sphericity test ($p < 0.05$). Eigen value statistics calculated for factor analysis and variance description ratio are shown in Table 3. Two factors of which eigenvalue is bigger than 1 are chosen according to Kaiser Scale. Considering the obtained two factors, variance description ratio is approximately 45%. The total variability of chosen two factors are described as 45% in consequence of factor analysis. Rotated components matrix results with relation to factor analysis are shown in Table 4. Three questions with low factor load are

Table 1. Demographic frequency analysis.

Variable	Group	Frequency	Valid percentage (%)
Age	14	39	.7
	15	1254	21.4
	16	1536	26.2
	17	1497	25.5
	18	1217	20.8
	19	245	4.2
	20	70	1.2
	21	4	.1
Gender	Male	2854	48.7
	Female	3008	51.3
Classroom	1	1506	25.7
	2	1603	27.3
	3	1503	25.6
	4	1250	21.3
Number of persons in family	1	1	.0
	2	4	.1
	3	216	3.7
	4	1090	18.6
	5	1780	30.4
	6	1244	21.2
	7	657	11.2
	8	604	10.3
	9	204	3.5
	10	29	.5
	11	29	.5
	12	4	.1
Income	0-499	113	1.9
	500-999	406	6.9
	1000-1499	567	9.7
	1500-1999	923	15.7
	2000-2499	1449	24.7
	2500 and more	2403	41.0
Education of the father	Primary education	724	12.4
	Secondary education	2288	39.0
	College	1592	27.2
	Undergraduate	1046	17.8
	Graduate	179	3.1
	PhD	33	.6
Education of the mother	Primary education	2125	36.3
	Secondary education	1983	33.8
	College	697	11.9
	Undergraduate	939	16.0
	Graduate	113	1.9
	PhD	5	.1

Table 2. Sample size adequacy and correlation test statistics.

Kaiser-Meyer-Olkin statistic		0.953
	Chi-square statistic	37842.466
Bartlett's test of sphericity statistics	Df	171
	Sig.	0.000

Table 3. Eigen values and the percentage of explained variances.

Item	Eigen value	Variance percentage (%)	Cumulative variance percentage (%)
i1	7.220	38.001	38.001
i2	1.342	7.064	45.065
i3	0.973	5.122	50.187
i4	0.877	4.617	54.803
i5	0.761	4.004	58.807
i6	0.718	3.780	62.587
i7	0.698	3.676	66.264
i8	0.645	3.395	69.659
i9	0.630	3.316	72.975
i10	0.600	3.159	76.134
i11	0.585	3.081	79.216
i12	0.558	2.936	82.151
i13	0.538	2.831	84.982
i14	0.515	2.710	87.693
i15	0.509	2.678	90.370
i16	0.479	2.523	92.893
i17	0.456	2.399	95.292
i18	0.449	2.363	97.655
i19	0.446	2.345	100.000

excluded from the analysis. According to rotated components matrix results, the first factor has 10 questions and the second factor has 9 questions. As factor loads are over 0.50, survey questions are listed under relevant factors.

Average comparison tests

Average score values of survey questions clustered under two factors are received by using factor structures obtained as a result of factor analysis. In this manner, two different factors are converted to variances. Factors are denominated according to questions clustered under factors. The first factor is denominated as physical and mental attitude and the second factor is denominated as a social and psychological attitude. Test of normality is implemented for factor scores and it is determined that factor scores do not comply with normal distribution according to test statistics ($p < 0.05$). Mann-Whitney and Kruskal-Wallis tests are implemented as factor scores do not comply with normal distribution. Variances of grade, gender, income and parents' education status are used

for average comparison tests. Social-psychological attitude and physical-mental attitude factor scores are used as dependent variables. Hypothesizes for average comparisons are as below:

Ho: There is no meaningful difference between demographic variance groups according to factor scores.

Hi: There is a meaningful difference between at least two groups of demographic variance according to factor scores.

Multiple comparison tests are implemented for variances that statistically have meaningful difference, and differential groups are analyzed.

According to the results of Kruskal-Wallis test implemented for grade variance, there is a meaningful difference between at least two groups for physical-mental attitude factor ($p < 0.05$). The results of multiple comparison test for grade group is shown in Table 5. A meaningful difference is not found for social-psychological attitude factor ($p < 0.05$). According to multiple comparison test results, 4th grade students have

Table 4. Rotated component matrix of the items.

Item	Component	
	1	2
i18	0.683	-
l11	0.656	-
i17	0.631	-
l10	0.630	-
i19	0.630	-
i15	0.624	-
l12	0.602	-
i16	0.593	-
i14	0.584	-
i13	0.550	-
i3	-	0.686
i5	-	0.646
i6	-	0.641
i7	-	0.634
i4	-	0.620
i2	-	0.613
i1	-	0.613
i8	-	0.595
i9	-	.0537

Table 5. Multiple comparisons with classroom variable for physical-mental attitude factor.

Group	Test statistic	Sig.
4-2	70,895	1.000
4-1	74,550	1.000
4-3	222,817	0,003
2-1	3,655	1.000
2-3	-151,921	0,074
1-3	-148,267	0,097

higher physical-mental attitude score in comparison to 3rd grade students ($p<0.05$). According to Mann-Whitney test implemented for gender variance, there is no meaningful difference between gender groups for both factors ($p>0.05$).

According to the result of Kruskal-Wallis test implemented for income variance, there is a meaningful difference between at least two groups for both factors ($p<0.05$). The result of multiple comparison tests for income groups are shown in Table 6 to 7. It is determined according to multiple comparison test results that, individuals with income in the range of 1500 to 1999 TL have higher physical-mental attitude score in comparison to individuals with income in the range of 0-499 and 500-999 TL ($p<0.05$). According to the result of Kruskal-Wallis test implemented for father's education status variance,

there is no meaningful difference between gender groups for both factors ($p>0.05$).

According to the result of Kruskal-Wallis test implemented for mother's education status variance, there is a meaningful difference between at least two groups for both factors ($p<0.05$). The result of multiple comparison tests for income groups are shown in Table 8 to 9. It is determined according to multiple comparison test results that, individuals whose mother's education status is at the level of master degree have higher social-psychological attitude score in comparison to individuals whose mother's education status is at the level of elementary school and bachelor's degree ($p<0.05$). The individuals whose mother's education status is at the level of master degree have higher physical-mental attitude score in comparison to individuals whose mother's education status is at the level of secondary education ($p<0.05$).

DISCUSSION

With respect to this research results, the research in which sport attitudes or in other words sport habits of students at high school in secondary education level throughout Turkey are assessed and two factors have been obtained as a result of the factor analysis: socio-psychological and physical-mental factors. Relations between the factors and demographical features have been examined with average comparison tests. Considering the results of average comparison test, it has been understood that senior students have more positive views on sports in terms of physical-mental attitude than junior students have.

When the level of income is examined, individuals with family income in the range of 1500 to 1999 TL think more positively on sport physical-mentally in comparison to the individuals with income in the range of 0 to 499 and 500-999 TL. The individuals whose mother's education status is at the level of master degree have more positive perspective on sport in terms of social-psychological attitude in comparison to individuals whose mother's education status is at the level of elementary school and bachelor's degree. It has been identified that gender factor which is dominant and determinant concerning participation in sport has not caused a significant difference within this research.

According to the results of this research, senior students have more positive views on sports attitude than junior students. Sport which is a basic supporter of education life must be popularized and promoted with the purpose of raising healthy generations. Insufficient physical activity that has become a universal disorder is the fourth most common cause of death (Kohl et al., 2012). Insufficient level of physical activity, especially obesity is a disorder that has fatal results like cardiovascular disease and diabetes. Therefore, children and young people should be encouraged to participate in

Table 6. Multiple comparisons with income variable for physical-mental attitude factor.

Group	Test statistic	Sig.
0-499 - 500-999 TL	-231,606	1.000
0-499 - 1000-1499 TL	-298,058	1.000
0-499 - 2500 TL and more	-346,880	0,495
0-499 - 2000-2499 TL	-357,106	0,458
0-499 - 1500-1999 TL	-531,153	0,024
500-999 - 1000-1499 TL	-66,453	1.000
500-999 - 2500 TL and more	-115,274	1.000
500-999 - 2000-2499 TL	-125,500	1.000
500-999 - 1500-1999 TL	-299,548	0,044
1000-1499 - 2500 TL and more	-48,821	1.000
1000-1499 - 2000-2499 TL	-59,047	1.000
1000-1499 - 1500-1999 TL	-233,095	0,146
2500 TL and more - 2000-2499 TL	10,226	1.000
2500 TL and more - 1500-1999 TL	184,274	0,073
2000-2499 - 1500-1999 TL	174,048	0,217

Table 7. Multiple comparisons with income variable for social-physical attitude factor.

Group	Test statistic	Sig.
0-499 - 500-999 TL	-267,197	1.000
0-499 - 1000-1499 TL	-340,572	0,757
0-499 - 2500 TL and more	-390,676	0,245
0-499 - 2000-2499 TL	-408,948	0,199
0-499 - 1500-1999 TL	-517,754	0,032
500-999 - 1000-1499	-73,376	1.000
500-999 - 2500 TL and more	-123,479	1.000
500-999 - 2000-2499 TL	-141,751	1.000
500-999 - 1500-1999 TL	-250,557	0,192
1000-1499 - 2500 TL and more	-50,103	1.000
1000-1499 - 2000-2499 TL	-68,376	1.000
1000-1499 - 1500-1999 TL	-177,182	0,743
2500 TL and more - 2000-2499 TL	18,272	1.000
2500 TL and more - 1500-1999 TL	127,078	0,785
2000-2499 TL - 1500-1999 TL	108,806	1.000

physical activities and sports with the aim of being healthy generations (Melekoğlu, 2015). Even in developed countries of western societies, physical activity level is low. Nowadays, 31% of population at the age of 15 and older ones are inactive (Hallal et al., 2012).

Developing new strategies are inevitable in order to increase participation in physical activities for a healthy society (Eime et al., 2015). Branch teachers, particularly physical education teachers and school management have responsibility for the purpose of increasing children and young people's participation in sports. Drake et al. (2015) states that sports events to be held in schools are

significantly efficient and important in terms of developing social health and he underlines that more students should be aimed to participate in sport activities held in schools (Drake et al., 2015).

Only organizing activities is not enough for developing sport attitudes of students. Sport environment, area and equipment should also be provided and they should be accessible with the aim of conducting these activities healthfully. Otherwise, developed strategies will be useless. In a research conducted by Kotan et al., 44,6% of students have stated that there are not enough equipment for the attended branches; 54,6 % of students

Table 8. Multiple comparisons with mother education variable for physical-mental attitude factor.

Group	Test statistic	Sig.
PhD - Graduate	123,392	1.000
PhD – Secondary Ed.	347,308	1.000
PhD – Primary Ed.	358,822	1.000
PhD – Undergraduate	372,106	1.000
PhD – College	572,795	1.000
Graduate - Secondary Ed.	223,916	1.000
Graduate - Primary Ed.	235,430	1.000
Graduate - Undergraduate	248,714	1.000
Graduate - College	449,403	0,135
Secondary Ed. - Primary Ed.	11,514	1.000
Secondary Ed. – Undergraduate	-24,798	1.000
Secondary Ed. - College	-225,486	0,037
Primary Ed. – Undergraduate	-13,284	1.000
Primary Ed. - College	-213,973	0,056
Undergraduate – College	200,689	0,264

Table 9. Multiple comparisons with mother education variable for social-physical attitude factor.

Group	Test statistic	Sig.
PhD – undergraduate	186,028	1.000
PhD – primary Ed.	201,237	1.000
PhD – secondary Ed.	281,874	1.000
PhD - graduate	315,256	1.000
PhD – college	442,410	1.000
Undergraduate – primary Ed.	15,209	1.000
Undergraduate – secondary Ed.	95,846	1.000
Undergraduate - graduate	-129,228	1.000
Undergraduate – college	256,383	0,036
Primary Ed. - secondary Ed.	-80,637	1.000
Primary Ed. - graduate	-114,018	1.000
Primary Ed. - college	-241,173	0,016
Secondary Ed. - graduate	-33,381	1.000
Secondary Ed. - college	-160,536	0,466
Graduate – college	127,155	1.000

have expressed that they cannot use available equipment whenever they want; 50,2% have mentioned that there are not fields suitable for the attended branches (Kotan et al., 2009).

There are also social, mental, emotional and cognitive benefits of sport activities. For example, sense of belonging to a group and social identification are very dominant in lives of young people in high school. Sport activities at schools play a very important role for satisfying these dominant senses. Regarding this social mission of the sports, marsh remarks that participation in sport is a supporting conception when someone identifies

him/herself within school (Marsh, 1993). This process beginning with the school identification should be perceived and evaluated as a proceeding flow of life enabling adolescents to take part as beneficial individuals in society. In a research about concrete results of sport activities held within schools, it has been stated that social skills of children participating in regular sports activities are high and their behavioral problems are low (Marquis and Baker, 2015).

The individuals who are learning to be a part of a group individually and are developing their social skills will take the first step to be a part of social unity and solidarity,

social adaptation. Likewise, participating in sport contributes to the progress of socializing as it mediates the strengthening of social integrity. While Yetim (2005) remarks that sport has a mission of establishing cohesion and peace among persons, societies and nations, Erkal et al. (1998) remarks that sport also bears the subsidiary qualification for individuals' social statuses. Concerning this, Şahan (2008) states that one of the most significant impact of sport on social life is being an important factor in the integration of society.

Ertop et al. (2012) considered this matter from a different perspective, he emphasized on sense of healthy life and he remarks that students' regular sport habit significantly affects their self-realization, stress management, their feeding and exercise behaviors. Besides he emphasizes that healthy life style perception of students who are engaged in sport is better than the students who don't. In a similar vein, Korkmaz and Deniz (2013) state that individuals whose physical activity level is increasing, lead healthier and high quality life.

When research results are evaluated, individuals with family income in the range of 1500 to 1999 TL think more positively on sport physically-mentally in comparison to individuals with income in the range of 0 to 499 and 500 to 999 TL. Namely, it will be appropriate to state that sport attitudes are affected positively in parallel with the increase of income level.

Socio-economic status of the family is a factor that impacts the level of physical activity for adolescents. It can be said that adolescent students whose family has low socio-economic status level are sedentary or less active compared to equals and participating in sport increases in case of increase in family income (Santos et al., 2004; Kızılkaya, 2009).

In a study of Kotan (2007) which is on the reasons of discontinuing sport, financial difficulties have less effect upon discontinuing sport among the students who participate in sports regularly with the increase of family income level. In a research conducted by Şahin et al. (2009), it is understood that majority of the students are from middle and low income, meeting their basic needs with limited means due to their economic status and therefore their participation in some recreational activities remains limited.

Physical training and sport activities within the system of education, is a factor contributing to the improvement of individuals in terms of education. When assessed from this point of view, Dinç et al. (2011) who considers family income and sport attitude relation from a different perspective, remarks that the students who have regular sport habit with the increase in family income, are also good at their courses. Likewise, in a research conducted by Öncü (2007), with the increase in family income, the views on extending gym class period and need of dealing with each student privately by teachers gain importance.

Family income is one of the basic indicators directly affecting physical, social, mental and cognitive

development of family members. Economic status is occasionally a stimulant or a restrictive factor for the reinforcement of personal development and for intensely use of tools for that. Thus, families' economic self-sufficiency is directly associated with sport attitudes of children and adolescents.

General consent in research results and in the body of literature is towards sport attitudes and participating in sport is rising together with increase in family income level. However, in the research conducted by Dalkılıç (2011), it is understood that there is not a meaningful relation between family income level and participation in sport, children from families with any level of income group participate in sport activities within the bounds of means (Dalkılıç, 2011). Education is the leading factor within the most important instruments for a society's development and progress. Societies with high education level, solemnly evaluates timing, location factors and economic means and opportunities to reinforce cultural, social, artistic and sportive development. In this manner, the relation between education and sport is a process to consider. The beginning of this process is based upon the educational status of family. Parents might contribute to personal development of children as role models in the sense of positive or negative manner.

When assessed within the scope of research, one of the variances influencing sport attitude is mother's educational status. The individuals whose mother's education status is at the level of master degree have more positive perspective on sport in terms of social-psychological attitude in comparison to individuals whose mother's education status is at the level of elementary school and bachelor's degree.

There is a meaningful relation between parents' educational status and their children's participation in sport. Accordingly, it can be said that mothers' education status of bachelor's degree and higher educational status is particularly effective on children's participation in sport. (Akcan and Bulgu, 2012).

In a research conducted by Hünük et al. (2013), it is obvious that social support perceived from their mother is effective on the participation in sport for female students whose physical activity level is high. It can be said that parents interested in sport, encourages their children for participating in sport and educational status of the parents is effective on encouraging for sport (Amman et al., 2000). Besides, parents' educational status not only influences their children's tendency on sport, branching out within sport also differentiates with the increase in educational status (Yücel et al. 2015).

Family as being the smallest unit of society becomes prominent as an environmental factor for children to gain the habit of evaluating their leisure times (Tercan, 2015). Starting to participate in sport at early ages with the support of family members, constructs a value in society and it contributes to social benefit (Bulgu, 2013). No doubt that mother's educational status has high

importance like fathers' within this process. It can be stated that parents need to support and maintain this support for their children's participation in sport to be active, and they should establish positive and interesting sport environment for their children (Eime et al., 2015). Besides, if parents have negative attitude regarding their children's participation in sport for various reasons, consciousness raising activities should be conducted for parents to change these attitudes, and these activities should be generalized (Güven and Öncü, 2006).

Gender and society dilemma disrupts women's social activity process occasionally. In fact, it can be said that this dilemma needs to be abolished with regard to ensure girls in secondary education level taking part in society as substantial and qualified individuals and a perception should be established for the benefit of girls. As for female students expressing themselves clearly and taking part in social life as a powerful woman signifies social wealth. Participation in sport or female students' sport attitudes should be on the same level with male students or even on a higher level of participation to establish this wealth.

Research results are on the level of meeting the earlier mentioned expectation, and no meaningful difference is determined with regard to gender variance of male and female students' sport attitudes. The importance of this generated result appears as a counter result in terms of the revealed findings in the body of literature. Likewise, generally the level of participation in sport for males can be seen as higher than females in the earlier researches.

It is asserted in the study conducted by Hoase et al. (2004) with 23 college students in various geographies of the world that the level of participation in physical activities for male students (73%) is higher than female students (64%).

As stated earlier, it is seen in many scientific studies conducted both in Turkey and in other countries that sport attitudes or the level of participation in sport for males is higher than females (Telford et al., 2015; Yüksel, 2014; Alemdağ, 2013; Alricsson et al., 2006; Tel and Köksalan, 2008; Bahar, 2008; Booth et al., 2000; Dwyer et al., 2006; Aslan et al., 2007).

CONCLUSION

With the research results, sport attitudes or in other words sport habits of students at high school in secondary education level throughout Turkey are assessed. It is determined that students who are studying in higher grades, have medium-income family and whose mother's educational status is relatively on a higher level, are more positive towards sport participation. Thus, it has been revealed that the family education levels, increased education periods and the income groups are determining factors in the attitudes of children towards sports.

Sport is the leading actor within the most efficient instruments for a social well-being and prosperity along

with its health-related benefits. Development of society and its progress has substantial functions in terms of strengthening the entire society, enhancing communication, cooperation, solidarity and social ties in society (NSW Sport and Recreation, 2007); developing social networks and maintaining them beyond its physical and health-related benefits. Therefore, it can be said that society, school and families need to take joint action to develop sport attitudes of students in educational institutions. Besides, the need for parents' being a role model for children and leading them in sport activities for children development regardless of their economic conditions should be emphasized. In this regard, educational process should be supported with sport and steps should be taken toward reinforcing the relation between education and sport.

Conflict of interests

The author has not declared any conflicts of interest.

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