



STUDYING THE EFFECT OF PHYSICAL EDUCATION AND GAME LESSON ON PRIMARY SCHOOL STUDENTS' ATTACHMENT TO SCHOOL

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Abstract:

The aim of this study is to determine the relationship between the attitudes of primary school students towards physical education and game lesson and their attachment to school levels. The correlational survey method was used in this study. 3249 primary school students studying at primary schools in Mersin in the 2022-2023 educational year make up the sampling of this study. The sample group was chosen through simple random sampling. Personal Information Form, School Attachment Scale for Children and Teenagers (ASS-CT), and Attitude towards Physical Education and Sports Scale were used as data collection tools. Descriptive statistics, average, frequency, t-test, ANOVA; Tukey, and Spearman Correlation analysis to identify the relationship between two scales were used in data analysis. It was found out that primary school students have positive attitudes towards physical education and game lesson, that they like participating in physical activities and games and they would like more time to be allocated for them in programs, and that there is a high-level positive relationship between students' attitude towards physical education and game and attachment to school.

Keywords: primary school, physical education and game, attachment to school, attitude

1. Introduction

It is an important necessity to know and identify children's dreams, feelings and thoughts in their developmental stages, and to reinforce these feelings and thoughts positively to provide their positive improvement. Playing games takes up an important place in children's lives. Besides being an important work, playing games is also seen as a duty for children. Games are activities that serve as mediators between the child's subjective

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inner world and social outer world. At the same time, games are activities for children that develop independently, that is not through an aim, that provides happiness, and that is done freely (Başal, 2007). Children would improve their intellectual levels, develop their emotional characteristics, bring them to upper levels and get more mature. Game is not only a tool to develop children's education, but also an effective tool to foster their communication with each other, with their teachers and with their environment, and to correlate the relationship between individuals (Özer, Gürkan and Ramazanoğlu, 2006).

School is very effective and important for individuals throughout their lives as an educative place since childhood. The school life journey starts from the age of schooling until having a career. Individuals' being more positive, and happier in their future lives is highly correlated with the education they received in their schools (Alaca, 2011). Because of this correlation, it is very important to learn the level of their attachment to school in the first years they have started school, and to define the quality of the educational process in their schools which have a long place in individuals' lives. In his research, Hirschi (2002) found the result that students' attachment to school improves their academic success and affects their behaviors positively. Attachment to school is primarily students' feeling themselves belonging to their schools, and adopting their schools' targets and aims (Finn, 1993). Attachment to school for students can also be defined as simply liking for and interest in the school, and as support and respect for their autonomy, individuality, and inner selves more than feeling fondness (Goodenow, 1992).

Physical education and game lesson is an important and effective lessons in terms of students. Students participating in physical education and game lesson improve themselves physically, mentally, socially, emotionally, etc. in many ways, together with positive improvement of students (MEB, 2020). When used as an educative tool, game enables children to play and behave more freely in their times, and children reflect their inner worlds more realistically. This is why, it is seen that as a result of game's acting as an educative tool, learning becomes better, acquired information remains longer in the memory, it improves students' analytical thinking and decision-making processes, and their behaviors change positively (Hollingsworth P. M., Hoover K. H., 1999). Educative games have a positive effect on students' quickness, strength, mobility, flexibility, endurance and skills, together with their physical development. Children obtain physical gain at the end of the game. Children are doing and role-playing individuals during the game. Games also support children's mind-keeping, matching, naming and classification abilities and skills.

According to the Ministry of Education (2020), the aim of physical education and sports lesson is to provide students' using playing activities throughout their lives by being involved in physical activities. These activities aim to improve basic movement skills, active and healthy life skills, notions and strategies, and to prepare and provide the continuity of these skills obtained by developing their lives and values. In physical activities and game lesson, it is important that students are eager to take part in playing and physical activities, and take part in activities regularly and continuously in order to

develop themselves. One of the important reasons for regular attendance to lessons for students is to have fun while playing and taking part in physical activities and to notice the obtained benefits concretely. Thus, physical education and games lesson is important in terms of active life and healthy life skill notions and principles being understood by students, and of students' applying this information obtained in a fun way (Kazu and Aslan, 2014). Studies concluded that teachers' and students' playing together improves students' playing abilities, arithmetics skills and achievements, and skills like communicating with their teachers and environment (Trawick-Smith, Swaminathan and Liu, 2016).

Finding out the level of attachment to school levels of children is associated with how much satisfaction students can achieve from their schools (Karatzias, Power and Swanson, 2001). Students with attachment to school feeling are those who feel valuable and important at school. Students who are not happy in their environment may feel burnout (Samdal, Wold and Bronis, 1999). Important symptoms of school burnout are students' indifference to homework given by their teachers, students' feeling themselves tired all the time, their perception of self-insufficiency, their feeling of indifference to people, a decrease in academic success, and their having doubts about having talents (Zhang, Gan and Cham, 2007).

It is assumed that there is a relationship between children's attitude levels towards physical activity and sportive activities and their attitude and attachment to their schools (Yılmaz and Güven, 2018). Finn (1989) observed in his study that physical activity and sportive activities have a positive attitude towards increasing students' attachment to schools. In their study about students, Miller et al. (2008) found out that students actively participating in physical activity and sportive activities achieve a higher level of academic success compared to those not participating, and that they are more eager to continue the next educational level. The general aim of this study is to examine the effect of physical education and game lesson on primary school students' attachment to school. These questions will be answered in regard to this general aim;

- 1) Is there a relationship between primary school students' attachment to school and their attitudes towards Physical Education and Game lesson?
- 2) What is primary school students' attachment to school levels?
- 3) What is primary school students' attitude level towards Physical Education and Game lesson?
- 4) Do primary school students' attitudes towards Physical Education and Game lesson activities differ according to variables of gender, grade, school type, and participation to sportive activities?

It is rather important to evaluate the attitude and perception levels of primary school students and to put forth the relationship between the current and desired situation with different variables as a result of the effect of Physical Education and Game lesson in their attachment to school in order to determine students' attachment to school levels and their needs and lacks.

2. Material and Methods

The correlational survey method is used in this study. The correlational survey method is where attitudes and views of individuals in a group are taken towards notions or events and these attitudes and perceptions are tried to be defined within their own condition and situation (Karasar, 2005). Necessary permissions for study are taken by Mersin Provincial Directorate for National Education. Primary school students in Mersin in 2022-2023 educational year make up the unit population of the study. The population of the study is 14.189 students, and the number of students is taken from Mersin Provincial Directorate for National Education. The sample group is chosen with a simple random sampling method. 3249 samples are taken from the population covering all districts of Mersin city, which shows that the sample group is made in a way to cover the population according to a 0.02 margin of error. Demographic information of the sample group has been given in Table 1.

Table 1: Demographic Information of Sample Group

Variables		N	%
Gender	Female	1680	51,7
	Male	1569	48,3
	Total	3249	100,0
Grade	1	428	13,2
	2	734	22,6
	3	900	27,7
	4	1187	36,5
School Location	Village	191	5,9
	County/Town	143	4,4
	District	1713	52,7
	City Centre	1202	37,0
Gym at School	Yes	458	14,1
	No	2791	85,9
Physical Activity Outside School	Yes	1685	51,9
	No	1564	48,1

2.1. Data Collection Tool

Before the study, "School Attachment Scale for Children and Teenagers (SAS-CT)" and "Attitude towards Physical Education and Sports Scale" were used. Necessary permissions for the usage of scales were taken from responsible writers through e-mail contact.

Developed by Savi (2011), School Attachment Scale for Children and Teenagers consists of three subdimensions, 13 items and 5 point Likert scale. Subdimensions are "School attachment", "Teacher attachment", and "Friend attachment". As a result of Cronbach Alpha reliability analysis of the scale, the general value was determined as 0.84, "School attachment" subdimension value as 0.82, "Teacher attachment" subdimension

value as 0.74, and “Friend attachment” value as 0.71. Test-retest method and reliability analysis result applied to the scale as a whole is 0.85.

Developed by Demirhan et al. (2001), Attitude towards Physical Education and Sports Scale is made up of 24 sentences (12 positive sentences – 12 negative sentences) and 5 point Likert scale. As a result of reliability and credibility analysis, Cronbach Alpha reliability value was found as 0.93, and the correlation value as 0.85.

2.2. Data Collection

Data collection tools used in the study were sent to teachers through mobile application. In the instructions, the necessary information was given by making explanations about the aim of the study stating that it is to be on a voluntary basis in their free time. after the questionnaires were applied, 3249 of them were regarded as valid. Frequency, arithmetic average, standard deviation, t-test, one-way analysis of variance (ANOVA), Tukey post-hoc test, and Pearson correlation analysis within the relational model were used in data analysis.

3. Results and Discussion

The general aim of this study is to examine the effect of physical education and sports lesson on primary school students' attachment to school, and to determine whether there is a meaningful relationship among gender, grade, gym status, and participation in sportive activities status variables. Findings related to the study are presented in tables.

Table 2: Descriptive statistics of primary school students' school attachment and physical education and game lesson attitudes (N=3249)

		\bar{x}	Ss
Primary school students' school attachment attitude	Total	3,90	1,27
	School attachment subdimension	3,89	1,30
	Friend attachment subdimension	3,86	1,27
	Teacher attachment subdimension	3,96	1,31
Physical education and game lesson attitude		3,90	,09

*p<.05

When Table 2 is studied, it has been found out that primary school students' school attachment and physical education and game lesson attitudes are positive.

Table 3: Pearson product moment correlation analysis between primary school students' school attachment and physical education and game lesson attitudes (N=3249)

		\bar{x}	Ss	r	P
Primary school students' school attachment attitude	Total	3,90	1,27	,677	,00*
	School attachment subdimension	3,89	1,30	,979	,00*
	Friend attachment subdimension	3,86	1,27	,984	,00*
	Teacher attachment subdimension	3,96	1,31	,979	,00*
Physical education and game lesson attitude		3,90	,790	1	,00*

*p<.05

When Table 3 is studied, it has been found out that there is a high-level positive relationship between primary school students' school attachment and physical education and game lesson attitudes as a result of Pearson product moment correlation analysis.

Table 4: T-test results of primary school students' school attachment and physical education and game lesson attitudes according to participation to physical activity outside school variable (N=3249)

			\bar{x}	Ss	T	p
Primary school students' school attachment attitude	Total	Yes	3,93	1,30	1,150	,249
		No	3,88	1,23		
	School attachment subdimension	Yes	3,92	1,32		
		No	3,86	1,28		
	Friend attachment subdimension	Yes	3,90	1,30		
		No	3,82	1,23		
	Teacher attachment subdimension	Yes	3,97	1,34		
		No	3,96	1,27		
Physical education and game lesson attitude		Yes	3,97	,81	5,466	,000*
		No	3,82	,75		

*p<.05

When Table 4 is studied, it has been found out that there is a meaningful relationship between participation in physical activities outside school and physical education and game lesson attitudes, but that there is no meaningful relationship between participation in physical activities outside school and primary school students' school attachment attitudes (p< .05).

When Table 5 is studied, it has been found out that there is a meaningful relationship between primary school students' school attachment attitudes and physical education and game lesson attitudes according to school's location. As a result of Tukey analysis, attitude levels of students studying in villages, counties and towns have been found to be higher than those studying in city centers.

Table 5: ANOVA analysis results of primary school students' school attachment and physical education and game lesson attitudes according to school's location (N=3249)

			N	\bar{x}	Ss	F	p
Primary school students' school attachment attitude	Total	Village	191	3,57	1,51	5,46	,001*
		County/Town	143	3,93	1,19		
		District	1713	3,95	1,21		
		City Centre	1202	3,88	1,31		
		Total	3249	3,90	1,27		
	School attachment subdimension	Village	191	3,58	1,54	4,21	,006*
		County/Town	143	3,89	1,22		
		District	1713	3,94	1,24		
		City Centre	1202	3,88	1,34		
		Total	3249	3,89	1,30		
Friend attachment subdimension	Village	191	3,53	1,5	5,38	,001*	
	County/Town	143	3,89	1,19			

		District	1713	3,91	1,21		
		City Centre	1202	3,84	1,31		
		Total	3249	3,86	1,27		
	Teacher attachment subdimension	Village	191	3,60	1,54	6,31	,000*
		County/Town	143	4,00	1,23		
		District	1713	4,02	1,25		
		City Centre	1202	3,93	1,35		
Total	3249	3,96	1,31				
Physical education and game lesson attitude	Village	191	3,75	,73	2,62	,049*	
	County/Town	143	3,93	,77			
	District	1713	3,91	,81			
	City Centre	1202	3,90	,79			
	Total	3249	3,90	,73			

*p<.05

4. Discussion

The aim of this study is to examine the effect of physical education and game lesson on primary school students' school attachment, and to identify the effect of gender, grade gym status, participation to sportive activities on students' attitudes.

According to the findings obtained from the study, primary school students' school attachment attitudes and physical education and game lesson attitudes have been found to be positive. When subdimensions among school attachment attitudes are examined, primary school students' teacher attachment is at a higher and more positive level than a friend and school attachment. It was observed that their teachers support them and that they love their teachers, that students feel themselves safe at school, and that they are happy to spend time with their friends. In the study by Alarslan (2019), a meaningful difference has been found in the relationship of physical education and game lesson and students' school attachment. It was observed that studying game and physical activity lessons in gyms or in the garden practically affects the students' school attachment positively. Ekici et al. (2011) found out in their study to evaluate students' attitudes towards physical education and game lesson that students show a positive attitude towards physical education and game lesson, and this shows a parallelism with our study.

When students' attitudes towards physical education and game lesson is studied, the results that they want to participate in physical education and game lesson, that the lesson is beneficial for their development, that they take pleasure from the lesson and wait for the next lesson in impatience and yearning, that they feel themselves free in physical education and game lesson, that the lesson enables their socialization through being in cooperation with their friends, and that they feel happy by playing were observed. In the study by Güçlü et al. (2009), it was found that students have positive perceptions and attitudes towards physical education and game lesson. In the study by Taşmektepligil et al. (2006) towards primary school students, the result that students'

attitudes towards physical education and game lesson are positive was observed, and this result shows parallelism with our study.

When the relationship between primary school students' school attachment attitude and their physical education and game lesson attitudes is studied, a positively high-level meaningful relationship has been found between the two. It was observed that students' spending time by playing, participating in physical activities, participating in physical education and game lessons increase their school attachments, increase their school belonging feelings, foster their attitudes towards their teachers and friends positively, and increase their love to their school. Çetin (2003) and Çeliköz (2004) found out in their study that there is a meaningful difference between students' attitudes towards physical education and game and their interest to their school. Similar to this study, Sarı (2013) and Cemalçılar (2010) observed a significant effect of facilities of schools' present locations on students' school belonging feelings. The activities of physical education and game lesson applied at schools and participation to extracurricular sports activities increase school belonging feeling resembles the results of our study.

A meaningful relationship has been found between school's location and students' school attachment attitudes and physical education and game lesson attitudes. The result that students studying in city centers and districts have higher level school attachment and physical education and game lesson attitudes than students studying in villages and county/towns was found. It has been found out as a result that students' studying in small areas where families with different income levels in financial possibilities dimension predict students' school belonging and school exhaustion meaningfully. It was found out with studies that students studying in schools in low-income areas or environments tend to have a higher level of exhaustion (Luo et al., 2016).

A meaningful relationship has been found between students' school attachment and physical education and game lesson attitudes according to participation in physical activities outside the school variable. It was observed that children having physical activities outside school have a positively higher level of interest and attitude towards physical education and game lesson that they participate in their schools. When similar studies were examined, it was discovered that students with physical and sportive activities outside the lesson have a more positive feeling towards their school in terms of belonging, and that at the same time, sportive activities outside the lesson enable children to obtain a sense of belonging to their school, and to develop positive feelings to school and social and common orientation (Toomey et al., 2012). In the study by Eccles and Gootman (2002), it was found out as a result that students' participation to sportive activities outside their school improves their attachment and belonging feelings to their school.

The relationship between primary school students' school attachment attitudes and physical education and game lesson attitudes has been studied also according to gender, grade, school's gym status variables, but no meaningful relationships have been found.

An important duty of the education given at schools is to provide educational environments where students can be happy and feeling of satisfaction with school can be provided and to enable the positive increase of life quality at schools. It is observed that there is unwanted negative behavior in the education of students with low school satisfaction and belonging level, such as alienation from school, an increase in school dropouts, and a decrease in lesson attendance (Ainley et al., 1991). One of the easy ways to prevent the decrease in school connection is to guide physical activities, games, and sports at schools more, thus enabling the active participation of students in the educational process and increasing their school attachments further (Yanık and Çamlıyer, 2018).

5. Conclusion and Recommendations

As a result, it was found out in our study that:

- Primary school students have positively high-level attitudes towards physical education and game lesson,
- Primary school students have positive school attachment,
- There is a high-level positive relationship between primary school students' school attachments and their physical education and sports lesson attitudes,
- There is a meaningful difference between primary school students' attitudes towards physical education and game lesson and their school attachments according to schools' location and participation in sportive activities status.

Primary school students have such positive attitudes towards physical education and game lesson will provide an important advantage to our education system in students' school attachment in their long educational lives with the increase of physical education sessions determined by the Ministry of Education. At the same time, increasing the physical activities and game activities to be done at schools will be effective in increasing the school belonging attitudes of students. In our study that we examined the relationship between primary school students' school attachment and physical education and game lesson attitudes, studying the relationships between different social activities to increase the school belongings of students can be suggested to be studied for researchers.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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