

## **Evaluation of the Level of Happiness against Class from Student's Perspective: An Example of Physical Education Lesson**

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### **Abstract:**

The aim of this research is to examine the physical education lesson happiness levels of high school students studying in different school types in terms of different variables. Relational survey method, one of the quantitative research models, was used in the research. High school students from different schools (n=891) participated in the study. Personal Information Form and Physical Education Lesson Happiness Level Scale were used to collect data in the study. In order to evaluate the normality of the data, Kolmogorov-Smirnov tests were performed and it was found to be suitable for normal distribution. In the study, it was determined that the Skewness and Kurtosis values of each independent variable ranged between  $\pm 1$ . Accordingly, frequency, arithmetic mean, standard deviation, t-test, one-way analysis of variance, tests were used in the analysis of the data. According to the research findings obtained, it was determined that there was no statistically significant relationship level in gender and grade levels, while there was a significant relationship in the school type variable and the analysis results showed that the Anatolian High School students had higher physical education lesson happiness levels compared to other school types.

**Introduction:** The aim of this research is to examine the physical education lesson happiness levels of high school students studying in different school types in terms of different variables.

**Materials and methods:** Relational survey method, one of the quantitative research models, was

used in the research. High school students from different schools (n=891) participated in the study. Personal Information Form and Physical Education Lesson Happiness Level Scale were used to collect data in the study. In order to evaluate the normality of the data, Kolmogorov-Smirnov tests were performed and it was found to be suitable for normal distribution. In the study, it was determined that the Skewness and Kurtosis values of each independent variable ranged between  $\pm 1$ . Accordingly, frequency, arithmetic mean, standard deviation, t-test, one-way analysis of variance, tests were used in the analysis of the data.

**Results:** According to the research findings obtained, it was determined that there was no statistically significant relationship level in gender and grade levels, while there was a significant relationship in the school type variable and the analysis results showed that the Anatolian High School students had higher physical education lesson happiness levels compared to other school types.

**Conclusion:** The fact that the concept of sports, which is good for the body physically and mentally, is included in education and training, does not differ in terms of gender and class level, but differs in terms of school type, can be shown as the intensive course of the classes and the high course load.

## Introduction

Physical education is a very important discipline as it not only helps the development of cognitive abilities and motor skills of students, but also affects children's decisions and behaviors about their own health<sup>9,12</sup>. Much of the teaching and learning process for this discipline focuses on the physical ability and motor learning perspective, while others reflect social and historical contextualisation. The terms "body culture", "body movement culture" and "movement culture" were coined to support a new view of physical education. In this new perspective, the concept of culture gains more importance and redefines the relationship between physical education, body structure and knowledge<sup>23,30,6</sup>.

Two factors are effective in human development. internal factors such as genetics, ethnicity,<sup>42</sup> hormones, as well as external or environmental factors such as nutrition and physical activity<sup>24</sup>. Because the structure of factors is constantly changing, Dynamic Systems Theory is currently used to study human development. Dynamic systems are systems that consist of constantly changing elements. This theory states that it is possible to understand the emergence of new behaviors in motor development through self-organization, dynamic relationships between people and the

environment. Areas of application include motor development, perceptual and cognitive development, and social development<sup>14,19,40</sup>.

Motor development constraints include the dynamic relationships between the environment, person, and motor task that are relevant to understanding development itself<sup>26,33</sup>. The literature explains that the continuous motor development process goes from simple and irregular movements to complex abilities, from birth to death<sup>19</sup>. Organisms in development are complex because they consist of many components that are in constant interaction with each other and with the environment. These interactions can cause changes in components and the entire system, called multi-causality. Development can be defined as a series of evolving and dissolving patterns with varying dynamic stability<sup>40</sup> and is not an inevitable march towards maturity<sup>38</sup>.

The definition of physical activity can vary. Physical activity is body movement produced by skeletal muscle that increases energy expenditure. It is linked to the development of human psychological, emotional, social, cognitive and motor development. Many studies have shown that moderate-intensity physical activities have significant health benefits<sup>50,7,52</sup>. Physical activity reduces the risk of cardiovascular disease, diabetes, depression, obesity; lack of physical activity increases it<sup>50,22,37</sup>. Even in patients with specific conditions (e.g. cancer or diabetes), physical activity can provide beneficial effects such as reducing fatigue, improving physical condition, mood and quality of life, aiding cardiovascular integrity, insulin sensitivity, and others<sup>3,29,41</sup>. Therefore, these activities can provide psychological and physiological benefits (for example, health promotion, expression of emotions, creation of critical awareness, development of autonomy, motivation to work, level of happiness, etc.)<sup>31,35,36,28</sup>.

Happiness can be defined as enjoying life, living a healthy life, feeling good, loving, being loved, freedom, enjoying the moment. Happy person usually has an active life, a sincere smile and joy. Pleasure, virtue and morality are concepts found in life<sup>15</sup>. When life is considered as a circle, the concept of happiness is at the very center of the circle<sup>21</sup>. The concept of happiness, which is explained in many sciences, is defined in the science of psychology<sup>49,25</sup>, as subjective well-being, well-being, satisfaction or satisfaction with life<sup>5</sup> and the positive side of mental health. One of the prerequisites for the psychological, social and academic development of our children, who are the basic building blocks of our future, is to feel safe and happy at school<sup>34</sup>. The size of the school in the school environment, classroom climate, play and socialization and the adequacy of recreation areas are the most effective factors affecting belonging and happiness at school. It has been determined in studies that students who are happy in the school environment are also successful in their social lives<sup>4</sup> and academic life. It is seen in studies that physical education lessons are loved

by students and defined as a joyful lesson<sup>32</sup>. Depending on today's life conditions and the natural flow of life, students' future professional thoughts, exam anxiety and different school types have changed their thoughts on physical education lesson and have caused them to lose much interest. In our research, it is aimed to examine the physical education and sports lesson happiness levels of high school students studying in different school types according to different variables.

## **Materials and methods**

### **Model of the research**

In this study, which aims to examine the physical education and sports course happiness levels of students studying in different high school types according to different variables, a relational survey model, one of the quantitative research methods, was used<sup>47</sup> which describes a situation or event that indicates the relationship of the variables that cause a situation.

### **Research group**

In the selection of the study group, the criterion sampling method, which is a set of predetermined criteria and a list of criteria prepared beforehand<sup>27</sup>, was used. In this direction, the criterion of the research group was to have education and training at high school level and to have taken physical education and sports lessons at least once.

### **Data collecting**

After obtaining permission from the university's ethics committee, the students gave information about the purpose and necessity of the study before filling out the questionnaire. The study was conducted in accordance with ethical rules. The data were collected in classrooms during class hours with the students who agreed to participate in the research. Personal information form prepared in accordance with its purpose and Physical Education Lesson Happiness Level Scale (BEDMDÖ) were used in the study.

**Personal Information Form;** Information about each student's gender, class, school type was collected.

**Physical Education Lesson Happiness Level Scale;** The Physical Education Lesson Happiness Level Scale (BEDMDÖ) scale developed<sup>48</sup> is one-dimensional and consists of 9 items. The items of the scale were scored as totally agree (5), agree (4), moderately agree (3), disagree (2), strongly disagree (1). The Cronbach alpha value of the measurement tool was determined to be .88. In the literature, it is recommended that the reliability coefficient be above 0.7. In this sense, it can be stated that the scale is reliable.

### Analysis of data

All statistical analyzes were performed using SPSS.26 statistical analysis software. Descriptive statistics were used for the demographic information of the students. The conformity of the data to the normal distribution was tested, and as a result of the normality test, it was seen that the data conformed to the normal distribution assumption. Parametric hypothesis tests (T-test and ANOVA) were applied to examine the students according to demographic variables such as gender, class, school type. The post-hoc test was applied to test which groups caused the significant difference in variables containing multiple groups.

### Results

In this section, the descriptive information of the research, skewness and kurtosis values, t tests of the variables and information about the Anova tests are given.

**Table 1.** Demographic information of the participants

<b>Variables</b>	<b>Subgroup</b>	<b>N</b>	<b>%</b>	<b>Total</b>
<b>Gender</b>	Female	605	67,9	891
	Male	286	32,1	
<b>Grade level</b>	9th grade	336	37,7	891
	10th grade	232	26,0	
	11th grade	185	20,8	
	12th grade	138	15,5	
<b>School type</b>	Imam Hatip high school	375	42,1	891
	Anatolian High School	299	33,6	
	Health vocational high School	217	24,4	

Looking at Table 1, a total of 891 people participated, including 605 female and 286 male participants. 37.72% of the research is 9th grade, 26.0% is 10th grade, 20.8% is 11th grade and 15.5% is 12th grade. It is seen that while Imam Hatip High School is the highest with 375 people in the school type of the participants, Anatolian High School and Health Vocational High School follow the ranking.

**Table 2.** Skewness and Kurtosis Values

Min	Max	X	Ss	Skewness	Kurtosis	$\alpha$	Number of items
1.00	5.00	3.54	1,14	-.578	-.524	,95	9

Within the scope of the research, the Cronbach Alpha internal consistency coefficient of the Physical Education Lesson Happiness Level Scale (BEDMDÖ) is .95, and it is in the "very good" category in the criterion values of the reliability coefficient according to Kılıç (2016). The skewness and kurtosis values were checked to see if the scale showed a normal distribution. Since the skewness and kurtosis values ranged from + 1.5 to – 1.5, the data were considered to be normally distributed (Tabachnick&Fidell, 2007).

**Table 3.** T-test according to the gender variable of the participants

	Subgroup	N	$\bar{x}$	ss	t	df	p
<b>BEDMDÖ</b>	Female	605	3,51	1,06	-,800	889	,424
	Male	286	3,58	1,29			

p<0,05\*

Looking at Table 3, it is seen that there is no significant difference when the answers given by the participants to the gender variable are taken into account (t=-,800 ;p<,424).

**Table 4.** ANOVA results of scale scores by grade level

Grade Level	N	$\bar{x}$	ss	Source variance	o KT	sd	KO	F	p	
9th grade	336	3,51	1,160	<b>Between G.</b>	9,202	3	3,067	2,352	,071	
10th grade	232	3,66	1,031							<b>G. Inside</b>
11th grade	185	3,57	1,195	<b>Total</b>	1165,931	890				
12th grade	138	3,35	1,199							
Total	891	3,54	1,144							

p<0,05\*

Looking at Table 4, it is seen that there is no significant difference when the answers given by the participants to the grade level variable are taken into account. (F=2.352 ;p<0.05).

**Table 5.** ANOVA results of the scale score according to the school type variable

School type	N	$\bar{x}$	ss	Source of variance	KT	sd	KO	F	p	Post-hoch
IHL <sup>a</sup>	375	3,35	1,21	<b>Between G.</b>	24,263	3	12,131	9,436	<b>,000</b>	b- a;c-a
<b>BEDMDÖ</b> AL <sup>b</sup>	299	3,71	1,03		<b>G. Inside</b>	1141,668	888	1,286		
SML <sup>c</sup>	217	3,63	1,11		<b>Total</b>	1165,931	891			
<b>Total</b>	891	3,54	1,14							

Looking at Table 5, it is seen that there is a significant difference when the answers given by the participants to the school type variable are taken into account. ( $F=9,436$  ; $p<0.05$ ). According to the results of the LSD test conducted to determine the difference between the answers given to the scale in the school type variable of the participants, it was determined that the physical education happiness levels of the students with the "Anatolian high school" school type were high (IHL,  $x=3.35$  AL,  $x=3.71$ , SLM,  $x=3.63$ ).

### Discussion

In this study, which aimed to measure the happiness level of physical education lesson in terms of different variables, it was determined as a result of the analyzes that the happiness levels of the students in physical education and sports lessons were higher than the other school types of Anatolian High School students. It is seen that students generally have a slightly more positive attitude towards physical education and sports lessons than other lessons<sup>18</sup> and they like physical education and sports lessons<sup>45</sup>. Studies show that students have positive attitudes towards physical education and sports lessons<sup>2,8,10,20</sup>. In our study, it is seen that there is no significant difference between the physical education and sports lesson happiness levels of male students and the physical education and sports lesson happiness levels of female students according to the gender variable. In their study<sup>45</sup> concluded that the motivation of male students towards physical education and sports lessons is 80.9%, while female students are 65.1%. In the study<sup>13</sup>, 60% of male students and 47% of female students out of 3783 high school students studying in the USA stated that they participated in sports activities. In their study, found that male students' attitudes towards physical education and sports were higher than that of female students.<sup>11,17,44</sup>

When our research is examined, it is seen that there is no significant difference when the answers given by the participants to the grade level variable are taken into account. Their attitudes towards physical education lesson did not differ according to grade level and supported our study<sup>52</sup>. in their

study that there was no significant result in the attitudes of the students towards the physical

education lesson<sup>16</sup>. However, the finding of a significant difference in the class variable of the study conducted<sup>51</sup> does not support the result of the current study. In the study<sup>46</sup> another study that did not support the result of the study, which was conducted with secondary school students, a difference was found among students studying in different classes in terms of the class variable.

When we look at the high school variability of the participants in our research, it has been determined that the physical education happiness levels of the students with the "Anatolian high school" school type are high. Anatolian High Schools showed more positive attitudes towards physical education lessons than Vocational high schools. his study that secondary school students studying at Anatolian high schools are more interested in physical education lessons<sup>1</sup>.

### **Conclusion**

As a result ; The fact that the concept of sports, which is good for the body physically and mentally, is included in education and training, does not differ in terms of gender and class level, but differs in terms of school type, can be shown as the intensive course of the classes and the high course load.

### **Suggestions**

- Increasing the number of physical education courses as elective courses in Imam Hatip High Schools,
  - Supporting students in Imam Hatip High Schools and Health Vocational High Schools with rich content to ensure their enjoyment.
  - The positive attitude of the students towards the physical education lesson helps the activities to be done in the lesson more productive and facilitates the achievement of the general and specific objectives of the lesson.
  - Adding different types of high schools (vocational high schools) to the study,
- It can be suggested for future studies that there is no limitation of only quantitative method in the study and that mixed study is presented as a method.

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