



## Self-Efficacy, Perceived Social Support and Teacher Feedback as Predictors of Attitude Towards Physical Education \*

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### Abstract

In a developing and changing world, more passive lifestyle is adopted and the activity needs of young people are ignored. In this context, it is considered that it is important that young people turn to physical activity in order to meet their activity needs and get rid of the negative effects of passive life. On the other hand, it has been determined that the student's interest towards physical education courses, which are supposed to offer equal opportunities to young people in physical activity participation, has decreased in time. Therefore, it is considered important to determine the factors that affect the attitude towards physical education. In this way, it is believed that the quality of education will increase and a healthier young society will be formed. The aim of this study is to determine whether self-efficacy, perceived social support and teacher feedback perceptions of middle school students are a significant predictor of physical education attitude. The study group consisted of 520 (267 female, 253 male) students that studying at 6th, 7th and 8th grades of three different middle schools in Erzincan. 'The Physical Education Predisposition Scale', 'Perceived Social Support Scale' and 'Perceived Teacher Feedback Scale' were used to collect data. ANOVA, simple and multiple linear regression analyzes were used in the data analysis. The results of the research show that self-efficacy towards physical education, perceived peer support, perceived positive nonverbal teacher feedback and performance information feedback are positive predictors of attitude toward physical education and negative nonverbal teacher feedback is negative predictor of attitude toward physical education. Finally, the most important variable that predict the attitude towards physical education was determined as a teacher feedback, perception of self-efficacy and social support towards physical education followed.

### Keywords

Physical education  
Physical activity  
Middle school student  
Interest  
Belief  
Social support  
Teacher feedback

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## Introduction

It is known that participation in regular and adequate physical activity in daily life, as well as preventing various diseases (Alpkaya & Mengütay, 2004), has many physical and psychological contributions to individuals (Duncan, Duncan, Strycker, & Chaumeton, 2007; Kolumbet & Dudorova, 2016; Warburton, Nicol, & Bredin, 2006). Although the importance of regular participation in physical activity for healthy life in children and adolescents is emphasized (McKenzie, Marshall, Sallis, & Conway, 2000), participation in physical activity decreases especially in adolescence years (Strauss, Rodzilsky, Burack, & Colin, 2001) and the level of participation of young people in physical activity is insufficient (Hilland, Stratton, Vinson, & Fairclough, 2009). Especially in Turkey, it was stated that problems with physical inactivity, unfortunately, gradually increasing (Koçak, 2005) and the rate of those who spend time in TV or radio at home in their spare time (40%) is much higher than those who say they do sports (2%) (OECD, 2009, as cited in Gürbüz & Henderson, 2013). In this context, physical education courses are thought to play an important role in increasing the attitude and participation towards physical activity (Subramaniam & Silverman, 2007). The concept of physical activity is used as an umbrella term with more specific forms of physical activity under which it is used to express any energy-consuming movement regardless of features such as type, location, mode and intensity (Hagger & Chatzisarantis, 2005). In this context, it is thought that physical education lessons can be handled under this roof due to its structure. As a matter of fact, one of the primary goals of physical education education programs in our country is to gain regular physical activity habits (Ministry of National Education [MoNE], 2013). In addition, physical education and sports lessons are planned to enable students studying in secondary school (grades 5-8) to participate in physical activities and sports, as well as providing students learning through with physical activities, games and sports, developing and using movement skills specific to various physical activities and sports and it is aimed to gain features such as regular participation in physical activities and sports to improve the health (MoNE, 2017).

In order to prevent increasing physical inactivity in recent years and to strengthen the participation of young people in physical activity, "Youth Physical Activity Promotion Model" was developed by Welk (1999). Participation in physical activity under this model is explained as a result of the interaction of factors that fall into four categories as enabling, predisposing, reinforcing and personal demographics. In this context, it can be said that the attitude and self-efficacy concepts discussed in the predisposition sub-dimension, as well as parent support, friend support and teacher support, which are handled in the social support sub-dimension, are effective on the participation in physical activity and constitute the theoretical infrastructure of this study.

Many factors are reported to be effective on participation in physical activity (Sallis, Prochaska, & Taylor, 2000). And attitudes that take part among these factors may affect physical education perception and students' behaviors (Bernstein, Phillips, & Silverman, 2011). The concept of attitude is defined as "emotional and mental state of preparedness as a result of life and experiences, having a directing or dynamic influence on the behavior of the individual against the objects and situations to which it is related" (Allport, 1967, p. 8). It is stated that students with positive attitudes towards physical education course will be more willing to participate in the activities, this situation will facilitate the achievement of special and general objectives as well as productive processing of the course, or that students can participate voluntarily in physical activities in their future lives (Chung & Phillips, 2002; Silverman & Scrabis, 2004). Similarly, student who has a negative situation in physical education course does not want to participate in the activities in the course (Ennis, 1996) or on the contrary, attitudes of the student who has a positive situation will change positively (Silverman & Subramaniam, 1999).

Studies show that self-efficacy perception also affects participation in physical education (Sallis et al., 2000) and leading studies on self-efficacy open new horizons for physical education (Öncü, Feltz, Lirgg, & Gürbüz, 2018). The concept of self-efficacy, defined by Bandura (1994, p. 71) as "the beliefs of individuals about their ability to demonstrate their performance in various situations and the

individual's personal judgments about the ability to carry out and regulate actions to achieve the specified goals", is in the sports psychology literature "what the individual perceives to perform at a certain level" (Feltz & Öncü, 2014, p. 418). It is stated that self-efficacy perception is positively associated with performance and performance level of the individual with high self-efficacy will be high; the performance level of the individual with low self-efficacy will be low (Chase, 1998). Similarly, it was found that athletes with high self-efficacy perception can cope with challenging goals and do not give up easily in the face of setbacks; on the contrary, athletes with low self-efficacy perception avoid difficult targets and give up easily in case of failure (Feltz, Short, & Sullivan, 2008).

On the other hand, the social support perception defined as "the information gained from other people around that the individual is loved, cared for, valued, is a part of a communication and mutual obligations network" (Cobb, 1976, as cited in Annak, 2005, p. 7) is also important in the physical activity participation and social support especially from the parents directly affects the participation in the physical activity (Prochaska, Rodgers, & Sallis, 2002). It is stated that the participation of children in physical education and sports activities is related to their parents' perspective (Güven & Öncü, 2006), attitudes of families towards physical education and sports are a positive factor in the participation of children in these activities (Öztürk, 1998). In the studies, it was stated that social support from both family and friends increased the tendency to participate in physical activity (Mendonça, Cheng, Melo, & de Farias Junior, 2014), whereas friend support was more prominent in participation in physical activity with peer rather than participating alone (Salvy et al., 2009).

In addition to these, teacher is one of the factors affecting the attitude towards physical education (Carlson, 1994; Collins, 2012; Davis, 2009) and it is the determinant of positive (Aybek, İmamoğlu, & Taşmektepligil, 2011; Esen, 2010; Figley, 1985; Özkan Keskin, 2015) and negative attitude (Figley, 1985) towards physical education. In addition, the personal and professional characteristics of physical education teachers affect the attitudes of students towards physical education course (Güllü, 2007). It is stated that the teacher plays an important role in the fun of the lesson (Phillips, 2011) and the emphasis of the teacher on the importance of the lesson has an effect on the attitude of children towards physical education (Rady & Schmidt, 2013). On the other hand, it is thought that the concept of feedback, which has been examined by many researchers and defined as "knowledge leading to the movement, to approve / reject behavior or performance, and to improve" (Bee & Bee, 1997, p. 2), especially teacher feedback is an important stimulus for the learning environment (Koka & Hein, 2003) and positive feedback will increase students' self-efficacy perceptions and negative feedback will decrease self-efficacy perceptions (Feltz, 1988).

Based on this information, it is possible to say that the factors that affect students' attitudes towards physical education are self-efficacy, perceived social support and teacher. In this context, it is thought that individuals with negative attitudes towards physical education course will decrease their interest and participation in the course and this situation may cause them to stay away from physical activity throughout their lives. For this reason, considering the interests and needs of the students, it is thought that trying to channel their attitudes towards physical education course positively and determining the factors affecting this attitude will contribute to the literature. Therefore, the aim of this study is to determine whether middle school students' self-efficacy towards physical education, perceived social support and teacher feedback are a significant predictor of attitudes towards physical education. For this purpose, the following questions were sought:

1. Are the secondary school students' self-efficacy towards physical education a significant predictor of attitudes towards physical education?
2. Are secondary school students' scores on perceived social support sub-dimensions a significant predictor of attitudes towards physical education?

3. Are secondary school students' scores on perceived teacher feedback sub-dimensions a significant predictor of attitudes towards physical education?

## Method

### *Research Model*

This research was designed in relational survey model within the framework of quantitative research approach. The aim of these studies is to determine whether there is a co-change between two or more variables (Karasar, 2012). In the research, questionnaire technique was used as data collection technique (Nachmias & Nachmias, 1996).

### *Participants*

The study group consisted of 520 selected by easy sampling method (267 female, 253 male) students in 6th, 7th and 8th grades of three different secondary schools in Erzincan, Turkey in 2018-2019 academic year. 139 (26.7%) of the participants were studying at sixth grade, 229 (44%) of the participants were studying at seventh grade and 152 (29.2%) of the participants were studying at eighth grade.

### *Data Collection Tools*

#### *Physical Education Predisposition Scale (PEPS):*

'Physical Education Predisposition Scale (PEPS)' was used in order to determine the attitudes and self-efficacy of the students towards physical education. The scale was developed by Hilland et al. (2009) and adapted to Turkish by Öncü, Gürbüz, Küçük Kılıç, and Keskin (2015). The scale consists of 11 items and 2 subscales. The subscales of the scale were 'Attitude' (6 items) and 'Self-Efficacy' (5 items). The scale items are in the form of "5-point Likert Type Scale". In the Turkish adaptation of the scale, the internal consistency coefficient was calculated as 0.81 for the 'Attitude' dimension and 0.84 for the 'Self-Efficacy' dimension. The lowest score that can be obtained from the scale is 11 and the highest score is 55. While the lowest and highest scores that can be obtained from the 'Attitude' sub-dimension of the scale are 6 and 30, respectively, the lowest 5 and the highest 25 points can be obtained from the 'Self-efficacy' sub-dimension. In the original form of the scale, the internal consistency coefficient was calculated as 0.91 for the 'Attitude' dimension and 0.89 for the 'Self-Efficacy' dimension (Hilland et al., 2009). In the adaptation study of the scale into Turkish, the factor structure of the scale was analyzed by confirmatory factor analysis ( $\chi^2=250.05$ ;  $sd=43$ ;  $p<0.01$ , CFI=0.94, GFI=0.95, IFI=0.94, TLI=0.93, SRMR=0.05 ve RMSEA=0.07), reliability was tested by calculating the test-retest correlation ( $r_{Tutum}=0.81$ ,  $p<0.01$ ;  $r_{Öz-Yeterlik}=0.85$ ,  $p<0.01$ ) and Cronbach's Alpha internal consistency coefficients ( $\alpha_{Tutum}=0.81$ ,  $\alpha_{Öz-Yeterlik}=0.84$ ). The findings obtained from this study showed that the two-factor structure of the scale was confirmed (Öncü et al., 2015). The internal consistency coefficient calculated on the data collected within the scope of this research is 0.84 for the 'Attitude' dimension and 0.85 for the 'Self-Efficacy' dimension.

#### *Perceived Social Support Scale (PSSS)*

Perceived Social Support Scale was used to measure the social support perceived by the students towards physical activity. The scale was developed by Sallis, Condon, Goggin, Roby Kolody, and Alcaraz (1993) and adapted to Turkish by Hünük, Özdemir, Yıldırım, and Aşçı (2013). The scale items are in the form of "5-point Likert Type Scale". The scale consists of 14 items and 3 subscales. The subscales of the scale were 'Mother Support' (5 items), 'Father Support' (5 items) and 'Friend Support' (4 items). In the Turkish adaptation of the scale, test-retest reliability was calculated as ( $r=0.73$ ) and the internal consistency coefficient was calculated as 0.72 for the 'Mother Support' dimension, 0.81 for the 'Father Support' dimension and 0.78 for the 'Friend Support' dimension. As a result of the study, it was determined that the scale can be applied in the Turkish population. As the scores obtained in each dimension of the scale (mother-father-friend) increase, the social support score also increases (Hünük et al., 2013). The internal consistency coefficient calculated on the data collected within the scope of this research is 0.81 for the 'Mother Support' dimension, 0.87 for the 'Father Support' dimension and 0.80 for the 'Friend Support' dimension.

### *Perceived Teacher Feedback Scale (PTFS)*

Another data collection tool used in the research was 'Teacher Feedback Scale'. PTFS was developed by Koka and Hein (2003) and adapted to Turkish by Kara, Kazak, and Aşçı (2018). The scale items are in the form of "5-point Likert Type Scale." The scale consists of 14 items and 4 subscale. The scale factors were 'Positive Non-Verbal Feedback' (4 items), 'Negative Non-Verbal Feedback' (3 items), 'Positive General' (4 items) and 'Performance Information' (4 items). The Positive Non-Verbal Feedback sub-dimension refers to the positive feedbacks that the teacher shows with the movements and mimics perceived by the student. The Negative Non-Verbal Feedback sub-dimension refers to the negative feedbacks that the teacher shows with the movements and mimics perceived by the student. While the Positive General Feedback sub-dimension expresses the general positive feedback of the teacher perceived by the student; Performance Information sub-dimension, on the other hand, expresses the teacher's feedback before and after the student's performance. In the adaptation study of the scale into Turkish, the factor structure of the scale was analyzed by confirmatory factor analysis and Cronbach's Alpha was calculated for internal consistency coefficients. Findings regarding structure validity showed that the original scale was consistent with four factor structures ( $\chi^2/sd (172.06/761) = 2.82$ , RMSEA = 0.063, SRMR = 0.053, TLI = 0.94, CFI = 0.96, GFI = 0.95). The test-retest reliability coefficients of the scale ranged from 0.70 to 0.90. And also, in the Turkish adaptation of the scale, the internal consistency coefficient was calculated as 0.71 for the 'Positive Non-Verbal Feedback' dimension, 0.69 for the 'Negative Non-Verbal Feedback' dimension, 0.69 for the 'Positive General' dimension, and 0.83 for the 'Performance Information' dimension. Findings showed that "Perceived Teacher Feedback Scale" has sufficient psychometric properties to evaluate students' perceptions of feedback in physical education lesson (Kara et al., 2018). The internal consistency coefficient calculated on the data collected within the scope of this research was 0.66 for the 'Positive Non-Verbal Feedback' dimension, 0.65 for the 'Negative Non-Verbal Feedback' dimension, 0.72 for the 'Positive General' dimension and 0.82 for the 'Performance Information' dimension.

### *Data Collection*

The data collection tools used within the scope of the study were applied to the middle school students who constitute the research group with the approval of Erzincan Provincial Directorate of National Education dated 27.02.2019 and numbered 4274240 in the academic year of 2018-2019. In the questionnaire form, it was especially stated that participation in the study was based on confidentiality and volunteerism, and students who did not want to participate were excluded from the study by making detailed explanations about the subject before the application. It took about 15 minutes for the students to complete the scales.

### *Data Analysis*

Skewness and Kurtosis values, normal distribution curve and Levene test results were used to determine whether the data fulfilled the prerequisites of parametric tests or not. In addition, for multiple linear regression analysis, it was examined whether there are extreme values affecting normality (multivariate) and linearity assumptions according to Mahalanobis distance and Cook's (Cook'<1) values, and the correlation coefficients, VIF, CI values and tolerance values between the predictor variables were examined for the absence of a high correlation coefficient among the predictive variables (Büyüköztürk, 2012). Simple and multiple linear regression analyzes and ANOVA were used in the data analysis. Enter method was used for multiple linear regression analysis. Cronbach Alpha internal consistency coefficients were calculated to determine the reliability of the scales.

## **Results**

Results of simple linear regression analysis made to determine whether self-efficacy is a significant predictor of attitude towards physical education or not presented on Table 1. As it is seen in the table, as a result of simple linear regression analysis, it was found that self-efficacy towards physical education course was a significant predictor of students' attitudes towards physical education. There is a positive and moderate significant relationship between students' self-efficacy and attitudes ( $R=0.42$ ),

and their self-efficacy towards physical education explains 17% of the total variance on their attitudes towards physical education.

**Table 1.** Simple Linear Regression Results Between Attitude and Self-Efficacy Scores

	<b>B</b>	<b>Std. Error</b>	<b><math>\beta</math></b>	<b>t</b>	<b>p</b>
<i>Constant</i>	1.78	0.17	-	10.29	0.00
<i>Self-efficacy</i>	0.46	0.04	0.42	10.44	0.00

R=0.42, R<sup>2</sup>=0.17, F<sub>(1,518)</sub>=108.99, p=0.000

The results of multiple linear regression analysis made to determine whether perceived social support subscale scores are a significant predictor of attitude towards physical education or not presented on Table 2. One-way ANOVA test results showed that the established regression model was generally significant (F<sub>(1,518)</sub>=108.99, p<0.01). As a result of the regression analysis, it was found that Friend Support ( $\beta$ =0.22) scores were a significant predictor of attitude towards physical education (R = 0.32, R<sup>2</sup> = 0.10). It was found that the perception of Mother Support and Father Support was not a significant predictor of the attitude towards physical education. It was found that the perception of Friend Support explained 10% of the attitude towards physical education.

**Table 2.** Multiple Linear Regression Results Between Attitudes and Perceived Social Support Subscale Scores

	<b>B</b>	<b>Std. Error</b>	<b><math>\beta</math></b>	<b>t</b>	<b>p</b>
<i>Constant</i>	2.41	0.16	-	15.22	0.00
<i>Mother Support</i>	0.05	0.06	0.05	0.89	0.38
<i>Father Support</i>	0.09	0.05	0.11	1.81	0.07
<i>Friend Support</i>	0.20	0.04	0.22	4.74	0.00

R=0.32, R<sup>2</sup>=0.10, F<sub>(3,516)</sub>=19.07, p=0.000

Table 3 presented the results of multiple linear regression analysis to determine whether the scores of perceived teacher feedback subscales are a significant predictor of attitude towards physical education or not. One-way ANOVA test results showed that the established regression model was generally significant (F<sub>(4,515)</sub>=38.70, p<0.01). As a result of the regression analysis, the scores of Positive Non-Verbal ( $\beta$ =0.22), Negative Non-Verbal ( $\beta$ =0.28) and Performance Information ( $\beta$ =0.26) were found to be significant predictors of attitude towards physical education (R=0.48, R<sup>2</sup> = 0.23). Positive Non-Verbal and Performance Information feedback perceptions positively predicted the attitude towards physical education, while Negative Non-Verbal feedback perceptions were negative predictors. Positive General feedback perception was not a significant predictor of attitudes towards physical education. Positive Non-Verbal, Negative Non-Verbal and Performance Knowledge feedback perception together explained 23% of the attitude towards physical education.

**Table 3.** Multiple Linear Regression Results Between Attitudes and Perceived Teacher Feedback Subscale Scores

	<b>B</b>	<b>Std. Error</b>	<b><math>\beta</math></b>	<b>t</b>	<b>p</b>
<i>Constant</i>	2.14	0.18	-	12.02	0.00
<i>Positive Non-Verbal</i>	0.14	0.06	0.15	2.54	0.01
<i>Negative Non-Verbal</i>	-0.08	0.04	-0.08	-2.12	0.03
<i>Positive General</i>	0.12	0.06	0.11	1.92	0.06
<i>Performance Knowledge</i>	0.24	0.06	0.26	4.44	0.00

R=0.48, R<sup>2</sup>=0.23, F<sub>(4,515)</sub>=38.70, p=0.000

Table 4 presented the results of multiple linear regression analyzes to determine whether scores related to self-efficacy, perceived social support, and teacher feedback are a significant predictor of attitude towards physical education or not. One-way ANOVA test results showed that the established

regression model was generally significant ( $F_{(3,516)}=38.70$ ,  $p=0.000$ ). As a result of regression analysis, Self-efficacy ( $\beta = 0.29$ ), Social Support ( $\beta = 0.09$ ) and Teacher Feedback ( $\beta = 0.31$ ) scores were found to be significant predictors of attitude towards physical education ( $R = 0.53$ ,  $R^2 = 0.28$ ). The perception of self-efficacy, social support and teacher feedback together explained 28% of the attitude towards physical education.

**Table 4.** Multiple Linear Regression Results Between Attitude and Self-Efficacy, Perceived Social Support and Teacher Feedback Scores

	<b>B</b>	<b>Std. Error</b>	<b><math>\beta</math></b>	<b>t</b>	<b>p</b>
<i>Constant</i>	0.73	0.21	-	3.55	0.00
<i>Self-efficacy</i>	0.32	0.05	0.29	6.94	0.00
<i>Social support</i>	0.10	0.05	0.09	2.20	0.03
<i>Teacher feedback</i>	0.42	0.06	0.31	7.62	0.00

$R=0.53$ ,  $R^2=0.28$ ,  $F_{(3,516)}=38.70$ ,  $p=0.000$

### Discussion, Conclusion and Suggestions

The data obtained from this study, which was conducted to determine whether secondary school students' self-efficacy towards physical education, perceived social support and teacher feedback is a significant predictor of attitude towards physical education, are discussed and interpreted in this section.

As a result of the study, it was found that self-efficacy towards physical education course was a significant predictor of attitude towards physical education. It was found that there was a positive and moderate significant relationship between self-efficacy and attitude towards physical education and self-efficacy explained 17% of the total variance on attitude towards physical education. Similarly, in the study conducted by Çivril Kara (2018), it was found that there was a positive and moderate significant relationship between self-efficacy and attitude towards physical education, and attitude towards physical education explained 14% of the total variance on physical education self-efficacy. In some studies in the literature, it was found that there was a positive relationship between attitude towards physical education and self-efficacy (Akbulut, 2017; Balyan, 2009; Hilland, Brown, & Fairclough, 2017; Nurgül Keskin, 2015; Küçük Kılıç, 2017; Maina, 2002; Şengül, 2016). And Cairney et al. (2005) found that 28% of physical activity was predicted by self-efficacy. According to this, it can be said that high beliefs of individuals to perform a sportive work provide high attitudes towards activity.

According to another result obtained from the study, it was found that the perception of social support from friends was a significant predictor of the attitude towards physical education, while the support of mother and father was not a significant predictor of the attitude towards physical education. A positive relationship was found between the perception of friend support and attitude towards physical education and it was determined that the perception of friend support explained 10% of the attitude towards physical education. Hünük et al. (2013) found that although social support scores perceived from friends were high, there was no significant difference in physical activity participation. On the other hand, in some studies, it was found that the opinions of parents were effective in the young people physical activity participation (Stucky-Ropp & DiLorenzo, 1993); in others, only perceived family support was found to be an important predictor (Hsu et al., 2011). In the study conducted by Öztürk and Koca (2017), it was concluded that the support of family, friends and teachers was important in participation in sports. King, Tergerson, and Wilson (2008) stated that family and friend support positively affected physical activity participation. On the other hand, it was concluded that family support was effective on physical education attitudes and sports participation (Aslan, 2002; Carlson, 1994; Çelik & Pular, 2011; Çetin, 2007; Haris, 1999; Hoyle & Leff, 1997; Sayın, 2014; Yağcı, 2012). It can be said that students generally prefer to participate in physical education and sport activities together with their group of friends, and in this case, they emphasize the support of friends. In addition, when the age group in which the study was conducted is taken into consideration, it can be said that the

students tend to be more independent and oriented towards friends rather than family as a feature of adolescence. Therefore, it can be said that this effort to gain identity and independence from the family is also effective in participating in sports activities.

As a result of the study, it was determined that the perception of teacher feedback was a significant predictor of the attitude towards physical education. Positive Non-Verbal and Performance Information feedback perceptions positively predicted the attitude towards physical education, while Negative Non-Verbal feedback perceptions were negative predictors. Positive Non-Verbal, Negative Non-Verbal and Performance Information feedback perception together explained 23% of the attitude towards physical education. It was determined in some studies in the literature, positive feedback given by the trainer or teacher increases the perceived competence and intrinsic motivation of the individual (Allen & Howe, 1998; Amorose & Weiss, 1998; Koka & Hein, 2003, 2005; Levesque, Zuehlke, Stanek, & Ryan, 2004; Nicaise, Cogerino, Bois, & Amorose, 2006). On the other hand, perceived positive feedback has been found to increase motivation by positively affecting students' perception of competence in physical education lessons (Mouratidis, Vansteenkiste, Lens, & Sideridis, 2008). In this context, as in all other fields, it can be said that the feedback given by the teacher in physical education courses is one of the important determinants of the attitude towards physical education course. In particular, it can be said that the positive feedback given about the student's performance will significantly affect the participation in the course and will form the basis of the physical activity behavior that will be gained throughout the life.

According to the results of the study, the most important predictor of the attitude towards physical education was teacher feedback and this was followed by the perception of self-efficacy and social support, respectively. In this context, it can be said that the teacher plays an important role in creating a positive attitude towards physical education. On the other hand, it can be said that in addition to the personality traits of the teacher, his/her interest in the course influenced the attitude of the student towards the lesson (Başer, 2009; Güllü, 2004; Küçük Kılıç, 2017; Ryan, Fleming, & Maina, 2003). It is a known fact that the traces of the teacher, who is the first authority the child encounters in his/her education life, will continue throughout his/her life. Whereas the motivated and supported students' participation and interest in the course can increase, constantly criticized, left uninterested students may be away from the course. Similarly, it is stated that what teachers say may negatively affect students' interest, enjoyment of skills and activity participation (Drost, Wirth, Keck, Ruckman, & Todorovich, 2015). On the other hand, it can be said that the attitude towards physical education will be high of the student who has high belief that he/she can achieve sportive activity. In parallel, it can be said that self-efficacy directly and indirectly contributes to physical activity (Jackson, Whipp, Chua, Dimmock, & Hagger, 2013), is effective in starting and continuing physical activity (Parschau et al., 2013) and prevents exercise cessation (Dawson & Brawley, 2000). On the other hand, it can be said that social support is an important factor in the attitude towards physical education. In the studies conducted, it was determined that individuals who did not receive support for participation in physical activity faced more obstacles in physical activity participation than those supported (King et al., 2008).

In this study, it was determined whether self-efficacy, perceived social support and teacher feedback perceptions of middle school students were a significant predictor of physical education attitude or not. The most important predictor of the attitude towards physical education was teacher feedback and this was followed by the perception of self-efficacy and social support, respectively. And for the teacher feedback, Positive Non-Verbal and Performance Information feedback perceptions positively predicted the attitude towards physical education, while Negative Non-Verbal feedback perceptions were negative predictors. On the other hand, the perception of social support from friends was a significant predictor of the attitude towards physical education, while the support of mother and father was not a significant predictor of the attitude towards physical education. While this study had its limitations in terms of its target sample, this can be overcome with the administration on larger samples. Future studies that will use different and larger samples can further contribute to the predicting variables. Further studies should also include qualitative tools such as interviews or plannes



with mixed method, which may help provide further understanding about the issue. In addition, the fact that the most important predictor of the attitude towards physical education as a result of the study is that it once again brings important duties to physical education teachers. In this context, teachers should not reflect negative personality traits, if any, and avoid behaviors that may negatively affect the student's attitude towards physical education. It is possible to say that a student who has a negative attitude towards his/her teacher, as in all other classes, will not want to attend the lesson or will be reluctant for activities performed in the lesson, and perhaps this situation may lead to life-long physical activity. As a matter of fact, it is stated that the attitude of the individual towards the lessons in education life will affect her / his life thoroughly and can cover all areas from success, career choice, lifestyle and quality (Koç & Tamer, 2016). Therefore, teachers should try to ensure that they have positive attitudes towards physical education lesson by taking into consideration the interests and needs of students, and strives to take care of all students, not only talented students. It is thought that taking the precautions related to this while the teachers are still in the teacher candidate and making the necessary arrangements accordingly will contribute in terms of taking early precautions, being more effective and more permanent. In this context, planning of teaching practice lessons by considering such situations may help to provide more effective solutions. As a matter of fact, it is thought that it will be much more difficult to change the system that the teachers giving in-service training are accustomed to, rather than creating a newly built structure as desired.

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