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## A RESEARCH ON THE PHYSICAL EDUCATION AND SPORTS TEACHERS' LEISURE ATTITUDE LEVEL: ADANA SAMPLE

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### ABSTRACT

*The aim of this study is to investigate the leisure time attitude levels of physical education and sports teachers working in Adana Province. The quantitative research design, one of the research designs, was used in the study. The universe of the study consists of physical education and sports teachers working in Adana. The sample of the study consists of 58 male 42 female 100 physical education and sports teachers who teach physical education and sports in the Adana region. Personal information form developed by the researcher, and "Leisure Attitude Scale" adapted into Turkish by Akgul and Gurbuz (2011) were used for data collection. In analyzing the data, Mann-Whitney U Test at 0.05 significance level, Kruskal Wallis Test, the Correlation at 0.01 significance level, and Regression analysis at 0.05 significance level were used. As a result of the study, it was determined that individuals who work as physical education and sports teachers in Adana Province have high leisure time attitudes. There is no difference in leisure time attitude levels according to gender, age groups, duration of teaching, the institution where they work, and the activities that individuals do outside of working hours. As mentioned in the attitude definitions, it can be said that especially gender and age variables do not constitute an obstacle to*

*the formation of leisure time attitudes. As the lesson hours of the individuals' increase, their leisure behavioral attitude levels also increase. There is a strong positive relationship between the leisure attitude levels of physical education and sports teachers and their cognitive, affective, and behavioral attitude levels. The behavioral leisure attitude levels of physical education and sports teachers are effective at the level of 28.04% on the leisure time attitude levels. Therefore, by using the "mental contradiction theory", the tendency of physical education and sports teachers to behave in a certain direction regarding the concept of leisure time may differ when the positive-negative attitude towards the concept of leisure time changes. Thus, levels of leisure time attitudes can be raised higher.*

**Keywords:** *Leisure Time, Attitude, Physical Education and Sports Teacher*

## **INTRODUCTION**

The behavioral tendency of the physical education and sports teacher towards leisure choices includes the frequency of leisure activities he participated in in the past or today. There are many environmental stimuli around the physical education and sports teacher. The physical education and sports teacher has direct or indirect knowledge, beliefs, or experience about these stimulants. Hence, the cognitive components of leisure attitudes consist of the thoughts of physical education and sports teachers, including their facts, knowledge, and beliefs about the leisure time object. The affective element consists of the emotions and excitement, positive and negative evaluations of the physical education and sports teacher about an event, situation, all stimuli related to the environment, that is, the leisure object related to the concept of leisure time. Here, the leisure attitude, physical education, and sports teacher's perception of leisure time are in a situation that prepares him to respond in a positive-negative way when compared to an object. It consists of the tendency to behave positively or negatively towards the leisure attitude object, which can be observed from the words, attitudes, and other movements of the physical education and sports teacher. The habits and norms of the physical education and sports teacher, the effect of subcultures on the physical education and sports teacher, the liking or dislikes of the leisure time physical education and sports teachers affect the physical education and sports teacher's leisure behavior (Ocal ve Bayansalduz, 2020).

In our study, it is aimed to determine the leisure time attitude levels formed by the physical education and sports teachers working in various educational institutions in the province of Adana under the influence of various variables.

Attitude, in general terms, expresses the individual's tendency to react to any object or phenomenon around him. The subject of attitude can be anything that a

person notices and has a place in his mind (Bohner and Wanke, 2002). Rokeach's frequently quoted concept of attitude defines "the relatively permanent regulation of beliefs within the framework of an object or situation that leads to acting in a preferred manner" (Beliefs, 1975). Allport explains the attitude as being organized by experience, acting in the presence of all situations and objects to which it is connected, and being prepared and ready for positive or negative reactions. Here, the attitude is formed depending on a learning process by organizing with experiences. As a result, attitude determines the behavior patterns of the individual as a factor that directs the individual's reaction (Allport and Murchison, 1935). Fishbein and Ajzen give a similar definition of attitude: "the attitude is learned, it makes the action appropriate, and these actions are positive or negative towards the object" (Fishbein and Ajzen, 1975). According to Fazio, attitude is the association of memories in the human brain, and as a result of these memories, they are evaluations against attitude objects (Fazio, 2005). Doob defines attitude as a reaction of individuals to issues that are important or popular in the society they live in. For example; he says that people adapted to learning a language that was very popular in the 1940s (Doob, 1947). Eagly and Chaiken brought a new approach to the concept of attitude and defined it as a psychological disposition that is shown to any object to a certain extent and can be evaluated as positive or negative. As can be seen, it emphasizes three keywords here: (1) attitude object (persons, abstract-concrete concepts, etc.), (2) evaluation, and (3) tendency (Eagly and Cahiken, 1993. Eagly and Chaiken, 2007). These three concepts come together and cause a person to show a positive or negative attitude towards a certain situation/object to a certain degree. Working on new connective approaches on attitude, Bassili and Brown defined the attitude as the sum of the feelings and memories we show towards the attitude object by comparing it to a module consisting of very small parts (Bassili and Brown, 2005). Katz and Scotland say that in line with the above-mentioned definitions, the word attitude tends to evaluate the attitude object positively or negatively (Katz and Stotland, 1959).

Krech and Crutchfield, on the other hand, defined the emotional, perceptual, and mental processes of attitude as the tendency of an individual towards a situation experienced (Krech and Crutchfield, 1948).

Inceoglu gives a wide and comprehensive definition of attitude: 'Attitude is a mental, emotional and behavioral reaction pre-tendency that an individual organizes against himself or any object, social issue or event based on his experience, motivation, and knowledge (Inceoglu, 2000). Kagitcibasi says that attitude is not a behavior that can be observed, but a preparatory tendency for behavior (Kagitcibasi, 2010). Four common denominators are seen in all definitions of attitude. These are; (1) the concept of attitude primarily expresses social attitudes, (2) consists of emotional and mental elements, (3) attitudes are

variable in the face of newly learned experiences, and lastly (4) because attitudes are not observed, they are interpreted based on behavior styles such as words, attitudes, and gestures (Inceoglu, 2000). These common denominators are related to cognitive (mental), sensory (emotional), and behavioral elements, which are the elements of attitude (Ajzen, 2005). It is important to consider these three elements of attitudes together; because these elements are not always very related to each other. All these elements have specific verbal or non-verbal responses to the object of attitude.

**Cognitive (Mental) Element:** There are many environmental stimuli around the person. The individual has various knowledge, beliefs, or experiences about these stimulants, either directly (by reading himself, visually, etc.) or indirectly (hearing from someone, through the media, etc.). From this point of view, the cognitive components of attitudes consist of an individual's thoughts including facts, knowledge, and beliefs about a particular attitude object (Taylor, Peplau, & Sears, 2007). Even though some attitudes are based on an accumulation of false information and beliefs, these are also cognitive elements of attitude. In terms of the cognitive element mentioned above, verbal reactions can be as follows, for example: "State hospitals are too crowded", "most of the people lead a sedentary life"; or there may be positive thoughts such as "healthy eating extends human life". It is more difficult to explain the non-verbal responses of cognitive components. For example; If the person does not like a dishwashing detergent, which he watches in advertisements, after taking and testing it, his knowledge, reaction, and attitude towards that detergent may change.

**Affective (Emotional) Element:** It consists of an individual's emotions and excitement, positive and negative evaluations about any event, situation, all stimuli related to the environment, that is, attitude objects (Taylor, Peplau and Sears, 2007). Here, attitude is in a state of feeling that prepares the individual to respond positively or negatively when compared with an object (Anderson, 1988). Attitudes may differ according to their degree of inclusion of affective elements. Because any attitude issue may have a different value for the individual and a different value for the society. While the individual can more easily change his knowledge and beliefs that can lead to a change of attitude, it is much more difficult to change his general assessment of the attitude object. In other words, even if the real information shows that a certain attitude object is negative to the individual, the person can continue to like this object and his positive reactions because he likes this object (Inceoglu, 2000). For example; knowing that smoking is harmful to health, one can continue to smoke for pleasure. Political attitudes can be given as an example (Koklu, 2011).

**Behavioral Element:** It consists of the tendency to behave positively or negatively towards the attitude object, which can be observed from the words,

attitudes, and other actions of the individual. Individuals' habits, norms, the effect of subcultures on the individual, and whether or not the attitude subject is liked by the individual is effective on individual behavior (Inceoglu, 2000; Ajzen, 2005; Taylor, Peplau and Sears, 2007). For example; While a person who looks positively to sports (affective element) shows a positive behavior in this regard by becoming a member of the gym; Someone who is not disturbed by this situation, although he knows the harms of sedentary life (cognitive element), may not do sports. As can be understood from here, these three elements are in constant communication with each other. Therefore, a person's tendency to act in a certain direction may differ when his positive-negative attitude towards an attitude object changes. Theories about in which situations the cognitive, affective, and behavioral components of attitude will be compatible with each other have been developed. All of these theories examine the issue of attitude change. These theories are grouped under six main headings: persuasion theories, information processing theory, social judgment theory, elaboration-likelihood theory, shortcut systematic theory, and mental contradiction theory (Kruglanski and Higgins, 2007).

## **METHODOLOGY**

The universe of the study consists of physical education and sports teachers working in Adana. Its sample consists of 58 men, 42 women, 100 physical education and sports teachers. As a result of the single sample t-test, it was determined that the sample represented the study population equally and homogeneously ( $p < 0.05$ ) at the significance level. As a result of the normality test performed on the data obtained from the sample, it was determined that the data did not show a normal distribution ( $p < 0.05$ ) at the significance level. For this reason, nonparametric test statistics ( $p < 0.05$ ) were used at a significance level in the analysis of mean differences. Correlation analysis at the significance level was used to determine the relationship between variables ( $p < 0.01$ ). Since a relationship was determined between the variables, regression analysis at the significance level ( $p < 0.01$ ) was used to determine the effect level of the independent variable on the dependent variable. In the study, the "Leisure Attitude Scale" (LAS) adapted into Turkish by Akgul and Gurbuz (2011) was used to measure the leisure attitudes of physical education and sports teachers. LAS consists of 3 sub-dimensions (a) cognitive (12 items) (b) affective (12 items) (c) behavioral (12 items) and a total of 36 items (Ragheb and Beard, 1982). Individuals' attitudes towards leisure activities are evaluated on a 5-Likert type scale. The Principal Components Factor Analysis, which is made according to varimax conversion to the participants' attitude scores towards leisure activities to test the conformity of the factor structure of the LAS to the participants and the

construct validity, supports the 3-factor structure and explains 54% of the scale. KMO value of the scale was found to be .935. The Cronbach Alpha internal consistency coefficient was calculated for three sub-dimensions and the total scale. Accordingly, it was found as affective = .92, cognitive = .81 and behavioral = .91. The total reliability coefficient of the scale is highly reliable ( $\alpha = .97$ ).

## FINDINGS

**Table 1.** Descriptive Statistics Regarding the Socio-Economic Levels of Individuals

		Frequency	%
Gender	Male	58	58
	Female	42	42
	Total	100	100
Age Group	24-30 Years	42	42
	31-40 Years	41	41
	41 Years and Over	17	17
	Total	100	100
Duration of Being a Teacher	1-5 Years	45	45
	6-10 Years	25	25
	11 Years and Over	30	30
	Total	100	100
Institution of Service	Primary School	15	15
	Middle School	50	50
	High School	35	35
	Total	100	100
Physical Education and Sports Lessons Given by the Individual During the Day	1	1	1
	2	35	35
	3	15	15
	4	32	32
	5	2	2
	6	15	15
	Total	100	100
Activities Performed by Individuals Out of Working Hours	I go home	40	40
	I spend time with my friends	14	14
	I take care of my business in the government office	1	1
	I go to the gym	11	11
	I go to educational courses to improve myself	11	11
	I go to places like cinema, theater, shopping	23	23
	Total	100	100

52% of the individuals are men and 48% are women. 42% of the individuals are from the 24-30 age group, 41% from the 31-40 age group, and 17% from the

age group 41 and over. 45% of the individuals have been teaching physical education and sports for 1-5 years, 30% for 11 years and over, and 25% for 6-10 years. 50% of the individuals work in secondary school, 35% in high school, and 15% in primary school. 35% of the individuals do physical education and sports lessons in 2 hours, 32% in 4 hours, 15% in 3 and 6 hours, 2% in 5 hours, and 1% in 1 hour. 40% of individuals go home, 23% go to the cinema, theater and shopping, 14% spend time with friends, 11% go to the gym and go to training courses to realize themselves, and 1% work overtime to get things done in the state office engages in activities outside.

**Table 2.** Descriptive Statistics Regarding the Leisure Attitude Levels of Individuals

	N	Minimum	Maximum	Mean	Std. Deviation
Leisure Attitude Level	100	36	180	132,47	39,05874
Cognitive Attitude	100	12	60	45,3	13,58364
Affective Attitude	100	12	60	45,53	13,73152
Behavioral Attitude	100	12	60	41,64	13,15219
N	100				

Individuals' leisure time attitude levels and cognitive, affective and behavioral attitude levels are high in sub-dimensions.

**Table 3.** Mann-Whitney U Test on the Difference between Gender and Leisure Attitude Levels of Individuals

	Gender	N	Mean Rank	Z	p
Leisure Attitude Level	Male	58	50,78	1201,5	0,908
	Female	42	50,11		
	Total	100			
Cognitive Attitude	Male	58	50,06	1192,5	0,858
	Female	42	51,11		
	Total	100			
Affective Attitude	Male	58	50,51	1217,5	0,997
	Female	42	50,49		
	Total	100			
Behavioral Attitude	Male	58	50,9	1195	0,872
	Female	42	49,95		
	Total	100			

$(p < 0,05)$

There is no significant difference between the gender and leisure time attitude levels of individuals ( $p > 0.05$ ). There is no significant difference between individuals' gender and cognitive attitude levels ( $p > 0.05$ ). There is no significant difference between the gender and affective attitude levels of individuals ( $p > 0.05$ ). There is no significant difference between individuals' gender and behavioral attitude levels ( $p > 0.05$ ).

**Table 4.** Kruskal Wallis Test Regarding the Difference Between Age Groups and Leisure Attitude Levels of Individuals

	Your Age	N	Mean Rank	X <sup>2</sup>	df	p
Leisure Attitude Level	24-30 Years	42	45,63	2,113	2	0,348
	31-40 Years	41	54,68			
	41 Years and Over	17	52,44			
	Total	100				
Cognitive Attitude	24-30 Years	42	47,2	1,096	2	0,578
	31-40 Years	41	53,84			
	41 Years and Over	17	50,59			
	Total	100				
Affective Attitude	24-30 Years	42	45,81	2,104	2	0,349
	31-40 Years	41	54,99			
	41 Years and Over	17	51,26			
	Total	100				
Behavioral Attitude	24-30 Years	42	46,32	1,589	2	0,452
	31-40 Years	41	54,23			
	41 Years and Over	17	51,82			
	Total	100				

*(p<0,05)*

There is no significant difference between the age groups and leisure time attitude levels of individuals ( $p > 0.05$ ). There is no significant difference between the age groups and cognitive attitude levels of individuals ( $p > 0.05$ ). There is no significant difference between the age groups and affective attitude levels of individuals ( $p > 0.05$ ). There is no significant difference between age groups and behavioral attitude levels ( $p > 0.05$ ).

**Table 5.** Kruskal Wallis Test Regarding the Difference of Individuals' Teaching Duration and Leisure Attitude Levels

	How many years have you been a teacher?	N	Mean Rank	X <sup>2</sup>	df	p
Leisure Attitude Level	1-5 Years	45	48,46	1,409	2	0,494
	6-10 Years	25	56,46			
	11 Years and Over	30	48,6			
	Total	100				
Cognitive Attitude	1-5 Years	45	49,83	0,22	2	0,896
	6-10 Years	25	52,84			
	11 Years and Over	30	49,55			
	Total	100				
Affective Attitude	1-5 Years	45	48,44	0,561	2	0,756
	6-10 Years	25	53,82			
	11 Years and Over	30	50,82			
	Total	100				
Behavioral Attitude	1-5 Years	45	48,47	2,895	2	0,235
	6-10 Years	25	58,92			
	11 Years and Over	30	46,53			
	Total	100				

*(p<0,05)*



There is no significant difference between the duration of teaching and leisure time attitude levels ( $p > 0.05$ ). There is no significant difference between the duration of teaching and the cognitive attitude levels of individuals ( $p > 0.05$ ). There is no significant difference between the duration of teaching and their affective attitude levels ( $p > 0.05$ ). There is no significant difference between the duration of teaching and their behavioral attitude levels ( $p > 0.05$ )

**Table 6.** Kruskal Wallis Test Regarding the Differences in Physical Education and Sports Class Hours and Leisure Attitude Levels of Individuals During the Day

		How many hours do you apply physical education and sports training to your students during the day?	N	Mean Rank	X <sup>2</sup>	df	p
Leisure Attitude Level	1	1	21	10,628	5	0,059	
	2	35	43,97				
	3	15	42,8				
	4	32	55				
	5	2	93,25				
	6	15	60,1				
	Total	100					
Cognitive Attitude	1	1	31	7,871	5	0,164	
	2	35	44,16				
	3	15	48,3				
	4	32	52,11				
	5	2	91				
	6	15	59,97				
	Total	100					
Affective Attitude	1	1	24,5	7,601	5	0,180	
	2	35	46,61				
	3	15	41,57				
	4	32	52,33				
	5	2	79,75				
	6	15	62,43				
	Total	100					
Behavioral Attitude	1	1	19	11,86	5	<b>0,037*</b>	
	2	35	42,81				
	3	15	42,43				
	4	32	57,89				
	5	2	92,25				
	6	15	57,27				
	Total	100					

\*( $p < 0,05$ )

There is no significant difference between the physical education and sports lessons given by the individuals during the day and their leisure time attitude levels ( $p > 0.05$ ). There is no significant difference between the physical education and sports lessons given by individuals during the day and their cognitive attitude levels ( $p > 0.05$ ). There is no significant difference between the physical education

and sports lessons given by individuals during the day and their affective attitude levels ( $p > 0.05$ ). There is a significant difference between the physical education and sports lessons given by individuals during the day and their behavioral attitude levels ( $p < 0.05$ ).

**Table 7.** *Kruskal Wallis Test Regarding the Difference Between Individuals' Institution of Service and Leisure Time Attitude Levels*

Where do you work as a physical education and sports teacher?		N	Mean Rank	X <sup>2</sup>	df	p
Leisure Attitude Level	Primary School	15	42,53	2,535	2	0,282
	Middle School	50	49,02			
	High School	35	56,03			
	Total	100				
Cognitive Attitude	Primary School	15	41,57	4,398	2	0,111
	Middle School	50	47,76			
	High School	35	58,24			
	Total	100				
Affective Attitude	Primary School	15	44,5	1,938	2	0,379
	Middle School	50	48,71			
	High School	35	55,63			
	Total	100				
Behavioral Attitude	Primary School	15	39,43	2,984	2	0,225
	Middle School	50	50,77			
	High School	35	54,86			
	Total	100				

( $p < 0,05$ )

There is no significant difference between the institution where individuals work and their leisure time attitude levels ( $p > 0.05$ ). There is no significant difference between the institutions in which individuals work and their cognitive attitude levels ( $p > 0.05$ ). There is no significant difference between the institution in which individuals work and their affective attitude levels ( $p > 0.05$ ). There is no significant difference between the institution in which individuals work and their behavioral attitude levels ( $p > 0.05$ ).

**Table 8.** *Kruskal Wallis Test Regarding the Difference Between the Activities Individuals Perform After They Finish Their Time at School and Their Leisure Time Attitude Levels*

What do you do after service at school?		N	Mean Rank	X <sup>2</sup>	df	p
Leisure Attitude Level	I go home	40	42,18	8,74	5	0,120
	I spend time with my friends	14	54,39			
	I take care of my business in the government office	1	11			
	I go to the gym	11	60,86			

Cognitive Attitude	I go to educational courses to improve myself	11	61,45			
	I go to places like cinema, theater, shopping	23	54,13			
	Total	100				
	I go home	40	44,43	8,383	5	0,136
	I spend time with my friends	14	53,61			
	I take care of my business in the government office	1	10			
	I go to the gym	11	58,27			
	I go to educational courses to improve myself	11	67,14			
	I go to places like cinema, theater, shopping	23	49,26			
	Total	100				
Affective Attitude	I go home	40	41,85	9,667	5	0,085
	I spend time with my friends	14	60,18			
	I take care of my business in the government office	1	9,5			
	I go to the gym	11	62,05			
	I go to educational courses to improve myself	11	57,45			
	I go to places like cinema, theater, shopping	23	52,59			
	Total	100				
	I go home	40	42,39	8,098	5	0,151
	I spend time with my friends	14	52,36			
	I take care of my business in the government office	1	11,5			
I go to the gym	11	56,68				
Behavioral Attitude	I go to educational courses to improve myself	11	56,86			
	I go to places like cinema, theater, shopping	23	59,17			
	Total	100				

( $p < 0,05$ )

There is no significant difference between the activities that individuals do after finishing their work at school and their leisure time attitude levels ( $p > 0.05$ ). There is no significant difference between the activities that individuals do after finishing their work at school and their cognitive attitude levels ( $p > 0.05$ ). There is no significant difference between the activities that individuals do after finishing their work at school and their affective attitude levels ( $p > 0.05$ ). There is no significant difference between the activities that individuals do after finishing their work at school and their behavioral attitude levels ( $p > 0.05$ ).

**Table 9.** Correlation Analysis of Individuals' Leisure Attitude Levels and Cognitive, Affective and Behavioral Attitude Levels

Leisure Attitude Level	PearsonCorrelation			
	p			
	N	100		
Cognitive Attitude	PearsonCorrelation	,971**		
	p	0,000		
	N	100	100	
Affective Attitude	PearsonCorrelation	,980**	,953**	
	p	0,000	0,000	
	N	100	100	100
Behavioral Attitude	PearsonCorrelation	,944**	,856**	,881**
	p	0,000	0,000	0,00
	N	100	100	100
				100

\*\* ( $p < 0,01$ )

There is a strong positive correlation between individuals' leisure time attitude levels and cognitive attitude levels ( $p < 0.01$ ). There is a strong positive correlation between individuals' leisure time attitude levels and affective attitude levels ( $p < 0.01$ ). There is a strong positive correlation between individuals' leisure time attitude levels and behavioral attitude levels ( $p < 0.01$ ).

**Table 12.** Regression Analysis for the Effect of Individuals' Behavioral Attitude Levels on Leisure Attitude Levels

Modal	R <sup>2</sup>	B	Std. Error	t	p
1	(Constant)	15,713	4,314		
	Behavioral Attitude	2,804	0,099	3,643	0,000
a Dependent Variable: Leisure Attitude Level				28,371	0,000

( $P < 0,05$ )

Behavioral attitude levels of individuals have a 28.04% effect on their leisure time attitude levels.

## DISCUSSION AND RESULT

Generally, individuals who teach physical education and sports in Adana city have high levels of leisure time attitudes. There is no difference in leisure time attitude levels according to gender, age groups, duration of teaching, the institution where they work, and the activities that individuals do outside of working hours. This situation shows that the mentioned variables do not affect the leisure time

attitude levels of the individuals. As mentioned in the attitude definitions, it can be said that especially gender and age variables do not constitute an obstacle to the formation of leisure time attitudes. On the other hand, there is a significant difference between the leisure time behavioral attitude levels according to the physical education and sports lessons that individuals give during the day. As the lesson hours of the individuals' increase, their behavioral attitude levels also increase in their leisure time. To explain these attitudes of individuals that differ according to their working hours, it is necessary to focus on the concept of attitude. Four common denominators are seen in all definitions of attitude. These are that concept of attitude primarily expresses social attitudes, consists of emotional and mental elements, attitudes are variable in the face of newly learned experiences, and lastly, because attitudes are not observed, they are interpreted based on behavioral forms such as speech, attitude, and mimic (Aizen, 2005). These common denominators are related to cognitive (mental), affective (emotional), and behavioral elements, which are the elements of attitude. It is important to consider these three elements of attitudes together; because these elements are not always very related to each other. All these elements have specific reactions to the object of attitude, verbally or non-verbally. In the light of the characteristics that constitute the behavioral element of attitudes towards leisure, we can explain the behavioral attitude difference as follows. Individuals who take more physical education and sports lessons during the day have higher behavioral tendencies towards leisure time choices, and the frequency of leisure activities that they participate in in the past or today are higher than other individuals. There is a strong positive correlation between the leisure time attitude levels of physical education teachers and their cognitive, affective, and behavioral attitude levels. Behavioral attitude levels of individuals have a 28.04% effect on their leisure time attitude levels. This effect is positive and strong. It is necessary to increase the leisure time attitude levels of physical education and sports teachers working in Adana province. It is necessary to change the behavioral attitudes of physical education and sports teachers towards leisure time, especially if they take less physical education and sports lessons during the day. The change in an individual's general evaluation tendency towards an attitude object or objects is called attitude change. Change of attitude occurs without coercion as a result of individual and social will (Gregory et al., 2002). Therefore, the tendency of the physical education and sports teacher to behave in a certain direction may differ when the positive-negative attitude towards the concept of leisure time changes.

Numerous theories have been developed regarding attitude change. The most appropriate theory to overcome the behavioral attitude deficiency, which is the finding we obtained as a result of the study, is the "mental contradiction theory". This theory explained by Festinger is based on the assumption that the person

tries to provide consistency between his / her knowledge, emotions, and behaviors to be free from inconsistencies in his/her world. In addition, Festinger stated for the first time that the cognitive and affective component of the attitude is affected by its behavioral component and that when the individual exhibits different behavior, his attitude also changes (Cooper, 2007). The behavioral attitude of the physical education and sports teacher towards the concept of leisure time consists of a tendency to behave positively or negatively against the concept of leisure time, which can be observed from words, attitudes, and other movements (Kaya and Sahin, 2006; Kepoglu and Bayansalduz, 2021). The habits and norms of the physical education and sports teacher, the effect of subcultures on the physical education and sports teacher, the concept of leisure time, and whether the physical education and sports teachers like or not affect the behaviors of the physical education and sports teacher. According to this theory, the steps to be followed while changing the behavioral attitudes of physical education and sports teachers are as follows: The attitude and behavior of physical education and sports teachers towards the concept of leisure time can stand in a consistent or inconsistent relationship with each other. The inconsistency between the attitudes and behaviors of the physical education and sports teacher regarding the concept of leisure time - mental contradiction - leads to a negative motivational situation. Since the mental conflict that occurs is a disturbing situation, physical education and sports teachers are motivated to reduce this conflict. The more this contradiction, the more motivated they are to reduce it. This contradiction can only be overcome by changing the attitude or behavior.

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