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Original Article

Examination of the Attitudes of Foreign Students Studying in High School Toward Physical Education and Sports Lessons

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What is already known on this topic?

- *International students may encounter cultural and linguistic barriers that affect their attitudes toward physical education and sports classes.*
- *Positive attitudes toward physical education support students' social adjustment and physical well-being.*

What this study adds to this topic?

- *This study fills a significant gap in the literature by examining the attitudes of foreign high school students in Türkiye toward physical education and sports classes.*
- *The study reveals the effects of variables such as gender, nationality, and length of stay in the country on attitudes.*
- *These findings could contribute to the development of more inclusive and culturally sensitive physical education programs.*

Abstract

In this study, the attitudes of foreign students studying at TOKİ Celalettin Ökten Girls Anatolian İmam Hatip High School toward physical education and sports lessons were examined. This research was conducted using the descriptive survey model within the scope of the survey model. As data collection tools, the "Personal Information Form" developed by the researcher and the "Physical Education Lesson Attitude Scale for Secondary School Students created by Güllü and Güçlü in 2009" were used. Foreign students studying at TOKİ Celalettin Ökten Girls Anatolian İmam Hatip in Başakşehir district of Istanbul were determined as the sample group. Scale forms were distributed to a total of 230 foreign students on a voluntary basis, and by examining the scale forms, the scale forms of 210 students were found suitable for analysis. The resulting SPSS 21 package program was used. One-way ANOVA test was used for multiple comparisons in the study. The reliability of the scale was determined by Cronbach's alpha coefficient. As a result of the research, differences were determined according to the variables of "Attitudes of foreign students toward physical education and sports lessons," "Age," "Class," and "Do they engage in sports." No differences were detected in the variables "Duration of stay in Türkiye," "Is the mother working," "Is the father working," and "Number of siblings."

Keywords: Attitude, foreign national, foreign student, immigrant, physical education and sports

Introduction

In specific parts of the earth, people have been exposed to leaving their homes and migrating due to various reasons such as war, famine, and natural disasters. Those forced to migrate have spent a period of their lives, or the remainder, searching for a new place to live (Heywood, 2013; Özkan, 2013).

While foreigners run away from some matters in the countries they migrate to, they also have to cope with various new issues. Foreigners encounter many differences in religion, language, race, and culture in the countries they migrate to, and refugees face many major problems that they have to contend with. Migration affects not only adults but also the children who come with them (Aksoy, 2012).

It is vital for foreign children who have experienced migration to receive psychosocial support in order to develop healthily during this period (Canatan et al., 2015). Foreign children who arrive as a result of migration may be excluded from education due to problems stemming from various reasons. Among the most important factors leading to this situation are social isolation, heavy and dangerous work, economic hardship, and language problems. Foreign children, in particular, socialize with their peers in schools where they have the opportunity to participate in social life, develop physically and cognitively, and adapt by learning social rules. Hence, it is a matter of fact that foreign children receive education like their peers, that their needs are covered, and that they are prepared for the future (Şeker & Aslan, 2015).

From this point of view, sport stands out as an important tool for immigrant children, both supporting their access to education and facilitating their social integration. By bringing together individuals

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from different cultures, sport increases social interaction, strengthens the sense of belonging, and contributes to the individuals' adaptation processes to society. Furthermore, according to some studies (Bayrak et al., 2018; Güllü & Sağın, 2020; Çankaya & Tozlu, 2021), sport is considered a "socialization" tool, especially for foreign children. Reviewing the assembling and inclusive effect of sport on the adaptation of immigrant individuals to social life, increasing studies in this field is of great importance.

Migration and sport can be pioneered to help people socialize and influence each other in many different ways. It has been noticed that developments in the context of migration and sport bring about unexpected consequences. While displacement movements occur, they are directed toward areas with higher living standards and settlements where geographical conditions, education, and health are more developed. After a certain period of time, migration brings with it various problems within the communities in the affected regions. It is thought that the increased participation of foreigners in sporting activities, along with the increased capacity for socio-cultural interaction, plays an important role in the formation of a multicultural perception brought about by socio-cultural adaptation, and in the elimination or minimization of anxieties, concerns, attitudes, and behaviors that are the cause of migration. In this regard, sport has the capacity to eliminate the negative effects created by migration (Çankaya and Tozlu, 2021).

Sport brings together people of different religions, languages, races, and ideologies, fostering unity among individuals and contributing to peace in society (Filiz, 2010). It does not exist as a separate entity within society but is incorporated with social variables such as the migration situations of foreigners, family living conditions, and class differences (Alemu et al., 2021). Sport, played and watched among people from diverse social backgrounds, creates an effective tool for intercultural communication and harmony, both in educational and broader social contexts. In particular, the concept of "increasing harmony through sport," highlights its role in facilitating the integration of many ethnic groups and foreign communities. This idea has been emphasized by public opinion thinkers and those in political and institutional spheres in Europe. For instance, it is accepted that permanent and consistent participation in sports by young foreigners can improve their basic skills and help them proceed better into society (D'Angelo, 2019).

Sport, a common language understandable to all people, unites and strengthens all individuals regardless of their color, physical (disability), social, cultural, ethnic origin, and religious differences. It brings individuals, nations, and races closer together and serves the purpose of achieving common goals and promoting integration (Gasparini and Talleu, 2010). Wherever sport exists, it provides an ideal platform for competitors from different cultures to meet, and through contact between different cultures, prejudices are reduced and social harmony is boosted (quoted from Buser et al., 2021).

Foreign students in schools can make new friends, enhance their language skills, and have fun by participating in cultural and sports activities. Through these activities, they adapt to the society they live in more quickly and can easily overcome the undesirable situations brought about by migration (Özbek, 2021). At the same time, the behaviors and conversations acquired during social activities are used in social life in a similar way over time, revealing the possibility that these sports activities have a lasting impact, especially on foreign children.

Physical education and sports classes, as in numerous countries, cannot be considered separately from the education provided in schools. These classes are offered with the aim of supporting the physical health of international students, instilling a habit of playing sports in children, supporting teamwork and unity, and boosting the self-confidence of international students, in addition to to improving the intended attitudes among students.

Material and Methods

Research Methodology

This study utilized a descriptive survey model, commonly used in educational and scientific research. The descriptive survey model aims to categorize variables by questioning them through a standardized process to determine the level of relationships between at least two or more variables (Karasar, 2015). This descriptive survey model is a research method that aims to describe the current situation as it is. Ethical approval for this study was obtained from the Scientific Research and Publication Ethics Committee of İstanbul Topkapı University on December 15, 2023 (Decision No: 2023/12). Although the study period was defined as the 2023–2024 academic year (September 2023 – June 2024), data collection was conducted following the ethical approval process and in accordance with the approved research protocol. The September 2023 – June 2024 period refers to the academic year during which the target population was enrolled. Participation was voluntary, informed consent was obtained from all participants, and the study was carried out in accordance with ethical research principles.

The Population and Sample of the Study

The study population consisted of 210 foreign students actively enrolled in TOKİ Celalettin Ökten Girls Anatolian İmam Hatip High School in Başakşehir district of İstanbul during the 2023–2024 academic year between September 2023 and June 2024. The sample was selected from this school due to its accessibility and ease of access within the district. The scale forms were collected from 230 foreign students who voluntarily agreed to participate (informed consent forms were completed by their parents) using a face-to-face data collection method. Of the 230 forms completed by the students, 20 were excluded from the evaluation due to incomplete information.

Data Collection Tools

Personal Information Form

The research included two data collection phases. The data collection tool included a personal information form with options such as age, grade level, whether the mother or father works, number of siblings, total time spent in Türkiye, and whether they participate in sports. The aim of these questions was to determine the demographic characteristics of foreign students.

Attitude Scale Toward Physical Education Class

In this analysis, the "Physical Education and Sports Class Attitude Scale," developed by Güllü and Güçlü (2009), was used to determine students' attitude scores toward physical education and sports classes. The Physical Education and Sports Class Attitude Scale consists of a total of 35 items, 24 of which are positive and 11 are negative. Items 3, 17, 19, 20, 24, 25, 26, 29, 30, 34, and 35 were classified as negative items, while the remaining items were classified as positive items. Positive items were coded from 1 to 5, and negative items from 5 to 1.

The Cronbach α internal consistency coefficient measured for the data obtained from the data collection instrument was calculated as 0.90. The scale is a 5-point Likert type scale, and the rating format is "Strongly Disagree" (1), "Disagree" (2), "Undecided" (3), "Agree" (4), and "Strongly Agree" (5).

Results

Data Analysis

The SPSS 21.0 (IBM SPSS Corp.; Armonk, NY, USA) program was applied to analyze the data collected in the study. Descriptive statistics such as arithmetic mean, frequency, standard deviation, and percentage values were used in the analysis of the research data. The normality of the distribution of the data obtained from the physical education attitude scale used in the study was examined. As a result of the normal distribution analysis, kurtosis and skewness values of the data were calculated (Fidell et al., 2013).

In the analysis examining attitudes toward Physical Education classes, the skewness value for overall attitude scores was determined as –0.413 and the kurtosis value as –0.039. In the evaluation conducted at the sub-dimension level, the skewness value for the cognitive dimension was –0.527 and the kurtosis value as 0.067; for the affective dimension, the skewness value was –0.426 and the kurtosis value as –0.251; and for the behavioral dimension, the skewness value was –0.450 and the kurtosis value as 0.120.

Validity and Reliability of the Research

The Cronbach α internal consistency value of the Physical Education Class Attitude Scale, consisting of 35 items used in this study, was determined to be 0.804. The obtained reliability values is considered quite sufficient.

Of the foreign students who voluntarily became part of the study, 49.0% were 15–16 years old, 20.5% were 16–17 years old, 25.7% were 17–18 years old, and 4.8% were over 18 years old. The participation rate was 33.3% for 9th and 10th grade students, 13.8% for 11th grade students, and 19.5% for 12th grade students. The percentage of foreign students whose mothers work was 16.2%, while the percentage whose fathers work was 90.0%. 40.0% of foreign students had 5 or more siblings, 27.6% had 3–4 siblings, 18.1% had 2–3 siblings, and 14.3% had 1–2 siblings. Therefore, it can be mentioned that foreign students generally come from large families. According to the study, 34.3% of the participating students stated that they had lived in Türkiye for more than 10 years, 21.9% for 5–8 years, 31.0% for 2–5 years, and 12.9% for 0–2 years. The percentage of students involved in any sport was determined to be 44.8%.

The results of the one-way ANOVA test comparing the attitude levels of foreign students toward Physical Education lessons according to their age are given in Table 1. According to the results, the general attitude levels of students in the 15–16 age group toward Physical Education lessons (x = 3.65 ± 0.60) were found to be significantly higher than those in the 16–17 age group (x = 3.34 ± 0.57) ($p < .05$).

Table 2 given the results of a one-way ANOVA test comparing the attitudes of foreign students toward Physical Education lessons according to their grade levels. According to the findings, the general attitudes of 9th-grade students toward Physical Education lessons (x = 3.75 ± 0.57) were significantly higher than those of 10th-grade (x = 3.46 ± 0.60) and 11th-grade (x = 3.24 ± 0.68) students. Furthermore, the attitudes of 12th-grade students (x = 3.68 ± 0.59) were significantly higher than those of 11th-grade students (x = 3.24 ± 0.68) ($p < .05$).

Table 3 indicates the results of the Independent Samples *t*-test comparing the attitudes of foreign students toward Physical Education lessons based on their mothers' employment status. According to the findings, there was no significant difference in attitudes toward Physical Education lessons between students whose mothers worked (x = 3.51 ± 0.69) and students whose mothers did not work (x = 3.58 ± 0.61) ($p > .05$).

Table 1.
Results of a One-Way Analysis of Variance Test Comparing Attitude Levels Toward Physical Education Class by Age

	Age, years	*n*	Average	SD	*F*	*p*
Average attitude toward Physical Education class	15–16	103	3.65	0.60	2.666	**.049****
	16–17	43	3.34	0.57		
	17–18	54	3.57	0.62		
	18+	10	3.62	0.90		
Cognitive attitude	15–16	103	3.75	0.62	2.094	.102
	16–17	43	3.47	0.55		
	17–18	54	3.71	0.72		
	18+	10	3.83	0.89		
Affective attitude	15–16	103	3.69	0.75	2.356	**.047****
	16-17	43	3.32	0.87		
	17–18	54	3.52	0.76		
	18+	10	3.54	1.01		
Behavioral attitude	15–16	103	3.52	0.59	2.386	**.047****
	16–17	43	3.23	0.55		
	17–18	54	3.49	0.64		
	18+	10	3.47	0.90		

**Bold values indicate a statistically significant difference at the $p < .05$ level.

Table 2.
Results of a One-Way Analysis of Variance Test Comparing Attitudes Toward Physical Education Lessons by Grade Level

	Class	*n*	Average	SD	*F*	*p*
Average attitude toward Physical Education class	9th	70	3.75	0.57	6.249	**.000****
	10th	70	3.46	0.60		
	11th	29	3.24	0.68		
	12th	41	3.68	0.59		
Cognitive attitude	9th	70	3.85	0.60	6.472	**.000****
	10th	70	3.59	0.58		
	11th	29	3.31	0.80		
	12th	41	3.84	0.61		
Affective attitude	9th	70	3.81	0.71	5.504	**.001****
	10th	70	3.45	0.84		
	11th	29	3.16	0.82		
	12th	41	3.63	0.75		
Behavioral attitude	9th	70	3.58	0.59	3.646	**.014****
	10th	70	3.33	0.58		
	11th	29	3.25	0.71		
	12th	41	3.56	0.62		

**Bold values indicate a statistically significant difference at the $p < .05$ level.

Table 3.
Independent Groups t-test Results Comparing Attitudes Toward Physical Education Classes According to Mother's Employment Status

	Does Mom Work?	*n*	Average	SD	*t*	*p*
Average attitude toward Physical Education class	Yes	34	3.51	0.69	−0.527	.599
	No	176	3.58	0.61		
Cognitive attitude	Yes	34	3.57	0.69	−1.198	.232
	No	176	3,71	0.64		
Affective attitude	Yes	34	3,57	0.88	0.030	.976
	No	176	3,56	0.79		
Behavioral attitude	Yes	34	3,41	0.68	−0.381	.703
	No	176	3,45	0.61		

Note: SD = Standard deviation.

Table 4 points out that the results of the Independent Samples *t*-test comparing the attitudes of foreign students toward Physical Education based on their fathers' employment status. According to the findings, there was no significant difference in attitudes toward Physical Education between students whose fathers worked (x = 3.57 ± 0.63) and students whose fathers did not work (x = 3.49 ± 0.59) ($p > .05$).

Table 5 demonstrates the results of the one-way ANOVA test comparing the attitudes of foreign students toward Physical Education

Table 4.
Independent Groups t-test Results Comparing Attitudes Toward Physical Education Classes According to Father's Employment Status

	Does Dad Work?	*n*	Average	SD	*t*	*p*
Average attitude toward Physical Education class	Yes	189	3.57	0.63	0.614	.540
	No	21	3.49	0.59		
Cognitive attitude	Yes	189	3.69	0.66	0.078	.938
	No	21	3.68	0.59		
Affective attitude	Yes	189	3.58	0.80	0.935	.351
	No	21	3.41	0.86		
Behavioral attitude	Yes	189	3.45	0.62	0.562	.575
	No	21	3.37	0.57		

Note: SD = standard deviation.

Table 5.
Results of One-Way Analysis of Variance Test Comparing Attitude Levels Toward Physical Education Class According to Number of Siblings

	Number of Siblings	*n*	Average	SD	*F*	*p*
Average attitude toward Physical Education class	1–2	30	3.60	0.61	0.557	.644
	2–3	38	3.51	0.64		
	3–4	58	3.65	0.62		
	5 and above	84	3.52	0.63		
Cognitive attitude	1–2	30	3.71	0.63	1.087	.356
	2–3	38	3.60	0.66		
	3–4	58	3.81	0.66		
	5 and above	84	3.64	0.65		
Affective attitude	1–2	30	3.63	0.74	0.615	.606
	2–3	38	3.45	0.88		
	3–4	58	3.65	0.81		
	5 and above	84	3.53	0.78		
Behavioral attitude	1–2	30	3.45	0.67	0.237	.871
	2–3	38	3.49	0.59		
	3–4	58	3.48	0.62		
	5 and above	84	3.41	0.62		

Note: SD = standard deviation.

according to the number of siblings. According to the results, there was no statistically significant difference in the attitudes of foreign students toward Physical Education based on the number of siblings (F: 0.557 = 0.64, $p > .05$).

Table 6 exhibits the results of the independent samples *T*-test comparing the attitudes of foreign students toward Physical Education lessons based on their participation in any sport. According to the results, a statistically significant difference was found between foreign students who joined in a sport (x = 3.67 ± 0.63) and those who did not participate in any sport (x = 3.48 ± 0.60) ($p < .05$).

Discussion

When comparing the behaviors of foreign students studying in high school toward physical education classes according to age, the results obtained showed that foreign students aged 15–16 had significantly higher attitudes compared to those aged 16–17 years. This indicates that foreign students aged 15–16 years have a high level of interest in physical education classes, and that their attitudes decrease with age. Studies supporting the research exist in the literature (Beltekin et al., 2018; Çalış, 2023).

According to Çalış (2023), based on data gathered from participants of various countries and nationalities, it was observed that younger participants had a higher attitude toward sports.

In the study conducted by Beltekin et al. (2018), the effects of foreign students' attitudes toward sports on life satisfaction and psychological well-being were examined. The study found that foreign students who participated in sports had significantly different attitudes toward sports than sedentary individuals who did not participate in sports, in terms of their life satisfaction and psychological well-being. It is assumed that there is a positive relationship between participation in sports and life satisfaction and psychological well-being. The study aimed to prove that participation in sports positively affects the psychology and quality of life of individuals.

Table 6.
Independent Groups t-test Results Comparing Attitude Levels Toward Physical Education Classes Based on Participation in Sports

	Does He/She Participate in Sports?	*n*	Average	SD	*t*	*p*
Average attitude toward Physical Education class	Yes	94	3.67	0.63	2.187	**.030****
	No	116	3.48	0.60		
Cognitive attitude	Yes	94	3.78	0.64	1.876	.062
	No	116	3.61	0.65		
Affective attitude	Yes	94	3.69	0.81	2.000	**.047****
	No	116	3.46	0.79		
Behavioral attitude	Yes	94	3.54	0.63	1.984	**.049****
	No	116	3.37	0.60		

Note: SD = standard deviation.
**Bold values indicate a statistically significant difference at the $p < .05$ level.

There are also studies in the literature that submit results contrary to the study.

In Korkmaz's (2020) study, which examined the attitudes of Syrian high school students toward physical education and sports classes, no significant difference was found based on age. The study concluded that attitudes toward physical education classes were the same regardless of age. This study differs from the study.

In their study investigating the opinions of 7th, 8th, 9th grade students and 12th grade students about Physical Education and Sports lessons, Taşğın & Tekin (2009) found that the attitudes of students in the younger grades toward Physical Education and Sports lessons were more positive than those in the older grades. The findings of this research do not support the findings of the research.

When comparing the attitudes of foreign students in secondary education toward physical education and sports classes according to their grade levels, the results showed a statistically significant difference between foreign students in the 9th grade and those in the 10th and 11th grades. Foreign students in the 12th grade showed more positive attitudes compared to those in the 11th grade. Looking at the research, it is generally observed that students' attitudes toward physical education and sports classes decrease as their grade level increases. Among the reasons for this, it can be stated that 9th-grade students enjoy attending physical education and sports classes, foreign students feel more comfortable in physical education classes compared to other classes, and they can communicate better interculturally through the unifying power of sports. Furthermore, it can be said that despite the anxiety of preparing for the Foreign National Student Examination [YÖS] when they reach the 12th grade, students are happy in physical education and sports classes.

In Novrozlu's (2021) study on "Attitudes Towards Sports of Foreign University Students," a significant difference was found between the total scores of Attitudes toward Sports ($p = .909$), the sub-dimension of actively participating in sports ($p = .005$), and the sub-dimension of living with sports ($p = .076$), except for the sub-dimension of having an interest in sports ($p = .081$) and the sub-dimension of actively participating in sports ($p = .005$).

In their study examining the attitudes of Syrian high school students toward physical education and sports lessons, Korkmaz (2020) revealed no significant difference based on class level. She found that all students, regardless of class level, had the same attitudes toward physical education and sports lessons. The findings of this study differ from the outcomes of the research.

Altay and Özdemir (2006) put forward that when the average of students' attitudes toward physical education and sports lessons was taken, there were differences according to grade level. Aras (2019) also showed similar results to the study, and a statistically significant difference was found when comparing the attitude scores toward physical education lessons and grade levels. According to Sarıdede (2018), the study showed that ninth-grade students had more positive attitudes toward physical education and sports lessons compared to 11th and 12th-grade students.

Another study points out that students' attitudes toward Physical Education and Sports lessons decrease as they move up the grade levels. In this study conducted by Koca and Aşçı (2006), it was concluded that the attitudes of upper-grade students toward Physical Education and Sports lessons were negatively affected by factors such as upcoming exam anxiety.

It has been monitored that students' attitudes toward Physical Education and Sports lessons decrease as their grade levels increase (Hünük, 2003). Earl & Stennett (1987), in their research examining the attitudes of students in evening classes toward Physical Education and Sports lessons, determined that the rate of choosing this subject decreased with increasing age and grade level for both male and female students progressing from 9th to 12th grade (Gönül, 2005). This situation can be explained by the increasing academic workload of students, rising exam anxiety, and the intensification of university preparation processes. In addition, the fact that upperclassmen perceive physical education lessons as less important academically may be effective in this change in attitude. These findings indicate that motivational strategies should be developed for upperclassmen to maintain positive attitudes toward physical education lessons.

In the study carried out by Yetiş et al. (2021), it was suggested that there was a statistically significant difference between the class levels of students and their attitudes toward Physical Education and Sports lessons. The research conducted by Şam et al. (2021) shows similarities with the study and revealed that there is a significant difference between the class levels of students and their attitudes toward Physical Education and Sports lessons. Similarly, Taşdemir (2019) also found a proportional difference between the class levels of students and their attitudes toward Physical Education lessons.

High school students toward Physical Education classes in relation to their mothers' employment status, the results showed that there was no significant difference in the general attitudes toward Physical Education classes between foreign students whose mothers worked and those whose mothers did not work ($p > .05$).

The literature encapsulates studies examining the effect of mothers' employment status on students' attitudes toward Physical Education and Sports classes. For example, in Aslan's (2019) research conducted in Nevşehir province, it was determined that the attitudes of parents (mother and father) toward Physical Education lessons significantly affected the attitudes of students toward the lesson. Yet, the effect of specific variables such as the mothers' employment status was not examined in detail in this study. The findings show that the mothers' employment status does not have a significant effect on students' attitudes toward Physical Education and Sports lessons. Considering that there are limited studies in the literature that directly address this variable, it would be beneficial to examine the effect of the mothers' employment status on children's physical activity habits and lesson motivation more comprehensively in future research. Besides, research on different socio-economic groups on this subject may reveal clearer results on how the mothers' employment status shapes students' relationships with sports.

When comparing the attitudes of foreign high school students toward Physical Education with their fathers' employment status, the results showed that there was no significant difference in the general attitudes toward Physical Education among foreign students whose fathers were employed compared to those whose fathers were not employed ($p > .05$).

Studies totally examining the impact of a father's employment status on students' attitudes toward Physical Education and Sports are limited. However, some studies investigate the effect of a father's

educational level and physical activity level on these attitudes. In a study conducted by Arslan et al. (2016) on fourth-grade primary school and fifth-grade secondary school students, it was found that the father's educational level had a significant effect on students' attitudes toward Physical Education. In particular, it was determined that as the father's educational level increased, the students' attitudes toward the subject also increased positively. In Topal's (2019) research, the physical activity levels of parents of secondary and high school students and their attitudes toward Physical Education and Sports were examined. The results indicated that fathers with higher levels of physical activity had more affirmative attitudes toward the subject.

These studies show that the father's education level and physical activity level can influence students' attitudes toward Physical Education and Sports classes. However, there appears to be a limited number of studies that directly address the impact of the father's employment status on these attitudes.

The attitudes of foreign students toward Physical Education classes were compared according to the number of siblings they have, and the results indicated that there is no significant difference in their attitudes based on this variable.

A review of the literature revealed results consistent with the findings. Özyalvaç's (2010) study in Konya found no significant relationship between secondary school students' attitudes toward Physical Education and the number of siblings. Correlatively, Yağcı's (2012) research in Afyonkarahisar concluded that the number of siblings had no significant effect on students' attitudes toward Physical Education. However, factors such as gender, participation in school teams, and engaging in sports during leisure time were observed to influence attitudes.

Based on the results of comparing the attitudes of foreign students in high school toward Physical Education classes based on their participation in any sport, it was observed that the general attitudes of foreign students who participated in any sport toward Physical Education classes were significantly higher than those who did not participate in any sport ($p < .05$). This situation indicates that there are no obstacles preventing students from different countries from participating in sports in the country.

Korkmaz's (2020) study, which scrutinized the attitudes of Syrian high school students toward Physical Education and Sports lessons, found significant differences when factors such as frequency of regular sports participation, status as a licensed athlete, and individual sports background were considered. This study shows similarities to the study when comparing foreign students based on whether or not they are involved in a sport.

As a consequence of the study conducted by Sağın et al. (2022), it was observed that the participation of Syrian foreign students in school sports teams increased their sense of belonging to the school, socialized with their peer group, integrated into the school more quickly, were more cooperative, had no difficulty in complying with school rules, and contributed to an increase in their level of satisfaction with the school.

Yaşar et al. (2018) reported that after a 10-week sports activity, there was a decrease in undesirable behaviors among foreign students who had arrived due to migration, and an increase in positive social behaviors such as better integration with their Turkish friends. It was observed that sports participation contributed to the socialization of foreign students and to the reintegration of children affected by migration into society.

Concerning the attitudes of foreign students attending secondary school toward physical education and sports classes, the results show that physical education classes facilitated their adaptation process during their years in Türkiye, they adapted quickly to cultural differences, and foreign students did not develop any negative attitudes toward physical education classes. Physical education and sports classes support not only physical health but also the cognitive and emotional development of foreign students in the country.

In the related study, Korkmaz (2020) examined the attitudes of Syrian foreign students studying in high school toward physical education and sports lessons. When the duration of their stay in Türkiye was examined, no significant difference was found. This study is consistent with the study.

Korkmaz and Kartal's (2022) study found no difference in attitudes toward physical education and sports classes among high school students in accordance with their length of stay in Türkiye ($p > .05$). This finding suggests that factors such as the place of residence and the orientation process in those places did not negatively affect attitudes toward physical education and sports classes. Moreover, physical education and sports classes helped students adapt to their environment, integrate into society, adjust to school, and form new friendships, thus acquiring positive qualities. This study is parallel with the research.

As a consequence of the studies conducted by Sağın and Güllü (2020), it can be concluded that sports activities can positively shape and develop the personalities of foreign students. Activities organized within the scope of sports can help these children in their psychosocial development and also help in finding solutions to socio-cultural problems.

As a result of the study performed by Çamiçi (2021), it was determined that the quality of life of refugee children who participate in sports activities is high in total score and in all subscales. Just as it is all over the world, sports have also contributed to communication, improved quality of life, and educational success for people from different cultures in the country. Studies have shown that communities forced to migrate from their home countries, drawing on the unifying power of sports, have improved their quality of life in their new locations by fostering common ground with people from diverse cultural backgrounds.

The findings of this study resemble those in the literature. No significant difference was found in the average scores for cognitive, affective, and behavioral attitudes, as well in the total scores for attitudes toward physical education and sports classes among foreign students in the country. Physical education and sports classes contribute not only to the physical health of foreign students in the country but also to the support of their cognitive and affective development.

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