International Journal of Sport Culture and Science
December 2025 : 13(4)
ISSN : 2148-1148
Doi : 10.14486/IntJSCS.2025.764

An Investigation of High School Students' Awareness of The Olympics

Engin VURAL[1], Yeliz AY YILDIZ[2], Ahmet DÖNMEZ[3], Güngör DOĞANAY[4]
[1]Physical Education and Sports Teacher, Ministry of National Education, Bitlis, Türkiye
https://orcid.org/0000-0002-7717-4928
[2] Alanya Alaaddin Keykubat University, Faculty of Sports Sciences, Antalya, Türkiye
https://orcid.org/0000-0002-2002-0389
[3] Alanya Alaaddin Keykubat University, Faculty of Sports Sciences, Antalya, Türkiye
https://orcid.org/0000-0001-6754-4369
[4] Ondokuz Mayıs University, Faculty of Sports Sciences, Samsun, Türkiye
https://orcid.org/0000-0003-1366-305X

Email: enginvural06@gmail.com, yelizayyildiz1977@gmail.com, ahmet.donmez@alanya.edu.tr, karrof@gmail.com

Type: *Research Article (**Received:** 27.04.2025 – **Accepted:** 12.12.2025)*

Abstract

The aim of this study is to examine the Olympic awareness of high school students. A total of 504 students, 272 female and 232 male, studying in Project Schools in Bitlis province participated in the study in which the survey model was adopted. The data were obtained with the "High School Students' Olympic Awareness Scale" and Personal Information Form. Descriptive statistics and one-way MANOVA test were used to analyze the collected data. As a result of the analyzes, it was determined that there was a significant difference in the mean Olympic concepts scores of the students according to gender ($p<.05$), while there was no significant difference in other dimensions according to gender ($p>.05$). While no significant difference was obtained in Olympic awareness according to grade and mother's education level ($p>.05$), significant differences were obtained in the Olympic concepts dimension according to father's education level ($p<.05$). A significant difference was found in the Olympics awareness of the students according to the status of following the Olympics ($p<.05$). In addition, it was found that the Olympic awareness of the students was above average. As a result, it was found that males had higher awareness levels than females. It was concluded that those whose father's education level was undergraduate had a higher level of Olympics awareness than those whose father's education level was secondary education. It was concluded that those who follow the Olympics have a higher level of awareness than those who do not follow the Olympics.

Keywords: Olympics, Awareness, High School Student.

Introduction

Olympic sports represent disciplines that require the integrated expression of diverse cognitive, physical, and technical skills. Attaining elite performance at the Olympic level demands not only favorable genetic traits but also advanced physical capacity, technical mastery, and strong mental endurance (Millet et al., 2021). The Olympic Games are a structured organisation that contributes to the physical and social development of people, and serves global peace by bringing different cultures together. Olympism is an understanding that aims to improve physical, mental and character development and is defined as a mentality and a way of life rather than a system (Türkiye Milli Olimpiyat Komitesi, 2020). In literature, Olympism is generally defined as a system of thought that is based on educating and developing the mind, spirit and body of individuals (Loland, 2001). Olympic education is a process that includes not only elite athletes but also individuals who want to optimise their abilities and supports ethical, sportive and the individual development with its cross-disciplinary structure (Guttmann, 2002). In this context, instilling Olympic values in individuals from an early age is essential for fostering a stronger sense of awareness at the societal level. Although the physical education and sports education curriculum in Turkey gradually includes content related to the Olympics from primary school to high school, it is seen that the awareness on this issue cannot be increased sufficiently (Sezer, 2014). The fact that the Olympics are not sufficiently included in high school education programmes weakens the capacity of teachers to create awareness and prevents the formation of the desired level of awareness in students (Çoknaz et al., 2010). In the literature, the Olympic awareness of physical education and sports teachers was examined and it was determined that their awareness levels were high in the context of their roles in athlete training processes (Kılıç, 2007). In this study, it is expected that investigating the awareness level of high school students will be beneficial for the literature since the participants in the study are already involved in sports and it is important to create awareness in high school ages. In a different study, physical education and sports teachers' awareness levels about the Winter Olympics were investigated according to gender, father's profession, family income level and frequency of doing sports (Er et al., 2020). Investigating the Olympic awareness of high school students is essential in terms of developing sports culture at an young age and evaluating the effect of educational processes on this awareness. It is a subject that continues to hold significance and remains relevant in terms of fostering and internalizing the Olympic spirit among younger generations. In this study, in order to investigate the personal, familial and external factors that may affect the Olympic awareness of high school students, the variables of gender, grade level, mother and father education level and the situation of following the Olympic Games were used. These variables provide an opportunity to analyse how students' attitudes and awareness levels towards the Olympics are formed and to determine possible differences on awareness. This study aims to determine the level of Olympic awareness among high school students. Within the scope of the research, students' awareness levels were examined in relation to various demographic variables such as gender, grade level, parental education background, and frequency of following the Olympic Games. The study further evaluates the potential influence of these factors on students' awareness.

Material and Method

This section of the study discusses the methodology used. It explains the research model, research group, data collection tools, data collection, and data analysis, respectively.

Ethics committee permission: In the study, ethical committee approval was first obtained from the Muş Alparslan University Scientific Research and Publication Ethics Committee

(Date: November 13, 2024, Document No: 167628, Meeting No: 12, Decision No: 71) for the collection of data. Following the receipt of ethical committee approval, permission letters were obtained from the Bitlis Provincial Directorate of National Education (MEB.TT.2024.006318.01).

Research Model

A quantitative research method was adopted in this study. Quantitative research is a situation that repeats with observations and measurements. In the quantitative research model, by classifying the data into special groups, differences are revealed with statistics in order to make the analyses correctly. In this respect, researchers present the findings with numerical symbols (Johnson & Christensen, 2014). The research was conducted in the survey model in order to identify the Olympics awareness of students studying at the high school level affiliated to the Ministry of National Education. This model is a method which allows analysing different components of the study sample group such as attitude, interest and awareness (Fraenkel et al., 2012).

Research Group

In determining the sample number of the study, sampling technique from different universes, which is frequently used in social sciences researches, was used. According to Yazıcıoğlu and Erdoğan (2014), the sample size was determined in accordance with the population corresponding to the largest universe. The study included 208 10th grade and 356 11th grade students in the middle term. 9th grade students were not included in the study because they were in the adaptation process, and 12th grade students were not included in the study because it was thought that healthy data could not be obtained because they were preparing for the university exam. The research was conducted using the convenience sampling method. Convenience sampling has been described as "*the quickest and cheapest way to obtain data*" (Karagöz, 2017, p. 66). Descriptive results for the research group are presented in Table 1.

Table 1. Descriptive statistics results of the students

		n	**%**
Gender	Female	272	54
	Male	232	46
Age	15	241	47.8
	16	173	34.3
	17	90	17.9
Grade	10. Grade	244	48.4
	11. Grade	260	51.6
Olympic viewing	Yes	184	36.5
	No	320	63.5
Total		**504**	**100.0**

According to Table 1. 54% of the research group consisted of 272 female students and 46% of the research group consisted of 232 male students. It was determined that 47,8% of the students in the research group were 15 years old (241 students), 34,3% of the students were 16 years old (173 students) and 17,9% of the students were 17 years old (90 students). In the research group, 48.4% of the students (244 students) were in 10th grade, while 51.6% (260 students) were in 11th grade. It was determined that 184 participants (36.5%) followed the Olympic Games and 320 participants (63.5%) did not follow the Olympic Games.

Data Collection Tools

The data in the study were obtained using the "Personal Information Form" and the "High School Students' Olympic Awareness Scale." Information about the data collection tools used is presented below.

Personal Information Form

The personal information form prepared by the researchers includes questions about the participants, such as gender, age, class, mother's education level, father's education level, and whether they follow the Olympic Games.

High School Students' Olympic Awareness Scale

The "High School Students' Olympic Awareness Scale" developed by Hergüner and colleagues (2023) was used to determine high school students' Olympic awareness. The measurement tool consists of 30 items and 3 sub-dimensions: The first factor is named "Olympic Concepts," the second factor is "Olympic Awareness Formation," and the third factor is "Winning the Olympics from the Perspective of Athletes and Countries." A 5-point rating scale was used for responses to the measurement tool, with responses ranging from Strongly Disagree (1) to Strongly Agree (5). In the validity and reliability study, the Cronbach Alpha reliability coefficients for the measurement tool were calculated as α= .81, α= .80, α= .79, respectively, and α= .80 was reported for the scale as a whole. As a result of the current research, α= .80, α= .79, α= .81, and α= .80 for the scale as a whole were found, and these values can be said to be at a reliable level according to the literature (Karagöz, 2017, p.26).

Collecting the Data

After obtaining permission, the data was collected face-to-face from students by the first researcher between November 25, 2024, and December 25, 2024. Due to the young age of the students comprising the study group, the purpose, scope, principles of voluntariness, and confidentiality principles of the study were explained to the parents in writing prior to data collection; a signed "Informed Parental Consent Form" was obtained from the parent of each student. Data were collected only from students whose consent forms were signed.

Data Analysis

The data obtained in this study were analyzed using the SPSS 25 software package, and normality tests were applied to the variables. Skewness and kurtosis values were checked for the data, and the results were observed to vary within the range of -2 to +2. It was stated that these values were consistent with the normality assumptions in the literature (George and Mallery, 2019, pp. 114-115). Therefore, one of the parametric tests, one-way MANOVA and Bonferroni multiple comparison test, was applied to determine the differences between the groups. A significance level of $p<0.05$ was used.

Findings

The data obtained in this part are analysed according to gender, grade, mother's education status, father's education status and the status of following the Olympics and presented in tables.

Table 2. Comparison of Olympic awareness by gender

	Gender	n	X	Ss.	F	p
Olympic Concepts	Female	272	28.65	8.83	7.888	.005
	Male	232	30.88	8.93		
Creating Olympic Awareness	Female	272	18.84	3.81	.831	.362

	Male	232	18.49	4.72		
Winnig The Olympics in Terms of Athlete and Country	Female	272	41.73	10.90	.435	.510
	Male	232	41.06	11.94		
Olympic Awareness	Female	272	89.22	16.97	.546	.460
	Male	232	90.43	19.78		

In Table 2. The values obtained as a result of one-way MANOVA (Pillai's Trace=,030; F=5,167; p=,002; η^2=,030) indicated that there was a significant difference in the mean Olympic concepts scores of the students (F=7,888; p=,005) according to gender. On the other hand, it was determined that there was no significant difference in the mean scores of creating Olympic awareness (F=,831; p=,362), winning the Olympics in terms of athletes and the country (F=,435; p=,510) and Olympic awareness (F=,546; p=,460) according to gender.

Table 3. Comparison of Olympic awareness according to grade group

	Grade	**n**	**X**	**Ss.**	**F**	**p**
Olympic Concepts	10. Grade	30.09	9.10	30.09	.992	.320
	11. Grade	29.29	8.78	29.29		
Creating Olympic Awareness	10. Grade	18.70	4.24	18.70	.009	.926
	11. Grade	18.66	4.28	18.66		
Wining the Olympics in terms of Athlete and Country	10. Grade	40.78	11.26	40.78	1.476	.225
	11. Grade	42.02	11.49	42.02		
Olympic Awareness	10. Grade	89.57	18.46	89.57	.061	.805
	11. Grade	89.97	18.20	89.97		

In Table 3. The values obtained as a result of one-way MANOVA (Pillai's Trace=,007; F=1,158; p=,325; η^2=,007) showed that students' mean scores for Olympic concepts (F=,992; p=,320), Olympic awareness (F=,009; p=,926), winning the Olympics in terms of athletes and country (F=1,476; p=,225) and Olympic awareness (F=,061; p=,805) mean scores showed that there was no significant difference according to the grade level.

Table 4. Comparison of Olympic awareness according to mother's education status

	Mother Education	**n**	**X**	**Ss.**	**F**	**p**
Olympic Concepts	Elementary Education	274	29.25	8.77	2.400	.092
	Secondary Education	196	29.73	8.82		
	University	34	32.79	10.53		
Creating Olympic Awareness	Primary Education	274	18.54	4.06	.559	.572
	Secondary Education	196	18.76	4.41		
	University	34	19.32	4.92		
Wining the Olympics in terms of Athlete and Country	Primary Education	274	41.42	10.84	.604	.938
	Secondary Education	196	41.30	11.70		
	University	34	42.06	13.98		
Olympic Awareness	Primary Education	274	89.22	17.12	1.111	.330
	Secondary Education	196	89.79	19.28		
	University	34	94.18	21.63		

In Table 4. The values obtained as a result of one-way MANOVA (Pillai's Trace=,010; F=,837; p=,541; η^2=,005) show that the mean scores of students' Olympic concepts (F=2,400; p=,092), Olympic awareness (F=,559; p=,572), winning the Olympics in terms of athletes and country (F=,604; p=,938) and Olympic awareness (F=1,111; p=,330) mean scores of the students showed that there was no significant difference according to the mother's education status.

Table 5. Comparison of Olympic awareness according to father's education status

Father Education	**n**	**X**	**Ss.**	**F**	**p**	**Fark**

Olimpic Concepts	Primary Education[a]	112	29.29	9.07	2.713	.044	c-b
	Secondary Education[b]	289	29.04	8.41			
	University[c]	86	31.97	9.47			
	Master Degree[d]	17	31.53	12.33			
Creating Olympic Awareness	Primary Education[a]	112	18.89	4.23	.281	.839	
	Secondary Education[b]	289	18.54	4.19			
	University[c]	86	18.79	4.24			
	Master Degree[d]	17	19.12	5.68			
Wining The Olympic İn terms of Athlete and Country	Primary Education[a]	112	41.01	11.21	.869	.457	
	Secondary Education[b]	289	41.25	11.17			
	University[c]	86	42.99	11.62			
	Master Degree[d]	17	39.00	14.85			
Olimpic Awareness	Primary Education[a]	112	89.19	19.22	1.650	.177	
	Secondary Education[b]	289	88.83	17.10			
	University[c]	86	93.74	18.04			
	Master Degree[d]	17	89.65	29.68			

In Table 5. The values obtained as a result of one-way MANOVA (Pillai's Trace=,023; F=1,278; p=,244; η^2=,008) showed that there was a significant difference in the mean Olympic concepts scores of the students (F=2,713; p=,044) according to the father's education level. According to the post hoc Bonferroni test results to determine the source of the difference, the mean scores of those whose father's education was university degree were significantly higher than those whose father's education was secondary education. On the other hand, it was determined that there was no significant difference in the mean scores of creating Olympic awareness (F=,281; p=,839), winning the Olympics for the athlete and the country (F=,869; p=,457) and Olympic awareness (F=1,650; p=,177) according to the father's education status.

Table 6. Comparison of Olympic awareness according to following the Olympics

	Following the Olympics	**n**	**X**	**Ss.**	**F**	**p**
Olympic Concepts	Yes	184	34.06	7.54	80.719	.000
	No	320	27.16	8.72		
Creating OlympicAwareness	Yes	184	19.29	4.27	6.112	.014
	No	320	18.32	4.22		
Wining the lympic in terms of athlete and country	Yes	184	43.85	10.96	13.518	.000
	No	320	40.02	11.41		
Olympic Awareness	Yes	184	97.20	17.54	52.565	.000
	No	320	85.50	17.38		

In Table 6. the values obtained as a result of one-way MANOVA (Pillai's Trace=,146; F=28,548; p=,000; η^2=,146) indicate that students' Olympic concepts (F=80,719; p=,000), Olympic awareness (F=6,112; p=,014), winning the Olympics in terms of athletes and country (F=13,518; p=,000) and Olympic awareness (F=52,565; p=,000) mean scores of the students according to the status of following the Olympics.

Discussion and Conclusion

In the study, the Olympic awareness of high school students was analysed according to gender, grade status, mother's education status, father's education status and the status of following the Olympics. According to the results of the study, a significant difference was identified in the Olympic concepts sub-dimension in favor of male students, indicating that gender influenced the scores in this area. However, in the sub-dimensions of Olympic awareness, the significance of winning the Olympics for athletes, and the significance of winning the Olympics for the country, no significant effect of gender was observed. When the

literature is reviewed, it is observed that there are findings partially supporting the present study, indicating that male students tend to exhibit more positive attitudes toward sports compared to female students (Dağdemir, 2018: Kılıç et al., 2018: Türkmen et al., 2016). The fact that men discharge their energy more with physical activities may be a factor that increases their interest in sports. Besides, in some studies, no significant difference was found in the attitude towards the Olympics attitude scale and its sub-dimensions depending on the gender variable (Turan, 2024; Başkonuş, 2020; Şimşek & Karahüseyinoğlu, 2020). It is thought that this may be due to the fact that gender is not a determining factor in attitude towards the Olympics. These studies provide partial support for the findings of the present research.

It was determined that the scores related to Olympic awareness were similar in terms of the maternal education variable. On the other hand, it was observed that the awareness scores increased with the increase in the mother's education status. This situation shows that the level of maternal education can positively affect the Olympic awareness even if it is not significant in the analysis. In a study in the related research literature, it was determined that the awareness levels of university students towards winter sports differed significantly according to the educational status of their mothers; it was found that the awareness scores of students with high school and university graduate mothers were higher than those of students with primary school graduate mothers (Polat, 2019). This outcome may be attributed to the fact that mothers with higher levels of education tend to be more proactive and informed in encouraging, supporting, and raising awareness in their children regarding sports. Such parental involvement could contribute to increased sports awareness among students. A significant difference was found in the "Olympic concepts" sub-dimension of Olympic awareness based on the father's level of education. It was determined that individuals whose fathers held a bachelor's degree had significantly higher awareness scores compared to those whose fathers had a secondary education. This finding indicates that the father's educational background has an impact on students' level of Olympic awareness. The fact that the awareness of a father with a bachelor's degree is significantly higher than that of a father with secondary education shows that the awareness of children with more educated fathers is at a higher level. In a study supporting the current study in the literature, it was determined that the awareness of university students towards winter sports differed significantly according to the educational status of their fathers; it was found that the awareness scores of students with high school and university graduate fathers were higher compared to illiterate students (Polat, 2019). In another study, it was determined that the cultural and knowledge levels of families increased with increasing education status and this positively affected the awareness of students towards winter sports (Eski, 2010). As the education level of the parents increases, they can access information more easily, which may increase their children's awareness and strengthen their guidance role.

It was concluded that 10th and 11th grade students had similar levels of Olympic awareness based on grade level. In the study conducted by Polat (2019), the awareness of university students towards winter sports was analysed and a significant difference was found. It was found that the awareness scores of 4th grade students towards winter sports were significantly higher than 1st grade students (Polat, 2019). In another study, a significant difference was determined by examining the awareness of 7th and 8th grade students towards winter sports. Accordingly, in the affective sub-dimension, it was found that the mean scores of the 7th grade students were higher than the 8th grade students (Ünal, 2017). These results indicate that grade level is not always a decisive factor in determining awareness, but its influence may vary depending on the type of sport and the level of education. The presence of

significant differences in awareness related to grade level, particularly in the context of winter sports, highlights the importance of designing educational processes that are sensitive to students' grade levels within this domain.

According to the status of following the Olympics, individuals who follow the Olympics were found to have significantly higher awareness scores compared to those who do not. When the literature is examined, it is seen that there is a significant difference in the attitudes towards the Olympic Games scale and its sub-dimensions according to the status of following the Olympic Games, which supports the findings of the present study. It is seen that the attitudes towards the Olympics of the participants who followed the last Olympic organisations are at a higher level than the participants who did not follow the Olympic Games (Turan, 2024).In another study, it was determined that participants with high positive attitudes and behaviours towards sports organisations were individuals who regularly follow sports news (Ayyıldız, 2021). In another study, it was determined that the participants' attitudes towards physical education and sports differed significantly according to their level of following sports news (Özkan, 2022). Following sports-related broadcasts is considered an indication that individuals have developed a positive attitude toward sports (Öncü, 2007). These results indicate that regularly following the Olympics and sports news positively influences individuals' Olympic awareness and attitudes. Consequently, it was determined that, regarding the gender variable, male participants exhibited a higher level of awareness in the Olympic concepts sub-dimension compared to females. According to grade level, the Olympic awareness levels of 10th and 11th-grade students were found to be similar. While no statistically significant difference was found concerning maternal education status, increased educational attainment appeared to positively influence awareness levels. In terms of paternal education status, individuals whose fathers held bachelor's degrees demonstrated higher Olympic awareness in the Olympic concepts sub-dimension compared to those whose fathers had only completed secondary education. Furthermore, it was concluded that individuals who follow the Olympics displayed higher levels of awareness across the dimensions of Olympic concepts, Olympic consciousness, significance of winning Olympic medals for athletes and countries, and overall Olympic awareness compared to those who do not follow the Olympic Games. - In order to increase Olympic awareness, awareness-raising activities should be carried out in educational institutions regardless of gender.

- Considering that the mother's education status positively affects awareness, informative seminars should be organised for families about sports culture and Olympic awareness.

- Educational programmes should be developed to raise awareness of parents about sports and the Olympics, taking into account the effect of father's education status.

- Considering that people who follow the Olympics have higher levels of awareness, media and social media campaigns should be organised to bring young people together with the Olympics more.

- Students' interest in the Olympics should be increased by organising Olympics-themed activities in schools and sports clubs.

- Topics that will raise awareness should be included more in the curricula related to the Olympics.

-Content that raises Olympic awareness should be produced and promoted on television, internet and social media platforms.

[**]*This research was presented as an abstract at the 11th International Congress of Science, Culture and Sport (March 31–April 6, 2025, Sharm El Sheikh and Cairo, Egypt).*

REFERENCES

Ayyıldız, E. (2021). Toplumun uluslararası spor organizasyonlarına bakış açısının incelenmesi. *Uluslararası Güncel Eğitim Araştırmaları Dergisi, 7*(2), 630–641.

Başkonuş, T. (2020). Ortaöğretim öğrencilerinin spora yönelik tutumlarının bazı değişkenlere göre incelenmesi (Kırşehir ili örneği). *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 6*(2), 365–376.

Çoknaz, D., Noordegraaf, M. A., Güler, L., & Çotuk, M. Y. (2010). Beden eğitimi ve spor yüksekokulu öğrencilerinin Olimpik konulara yönelik farkındalıkları ve Olimpik kavramlara ilişkin değerlendirmeleri. *Uluslararası İnsan Bil Dergisi, 7*, 1264–1289.

Dağdemir, R. (2018). *Farklı tür liselerdeki öğrencilerin beden eğitimi ve spor dersine ilişkin tutumlarının karşılaştırmalı olarak incelenmesi: Erzurum ili örneği* (Yüksek lisans tezi). İbrahim Çeçen Üniversitesi, Sosyal Bilimler Enstitüsü, Ağrı.

Er, Y., Çuhadar, A., & Demirel, M. (2020). Lise öğrencilerinin kış sporlarına yönelik farkındalık düzeylerinin incelenmesi. *IBAD Sosyal Bilimler Dergisi, 7*, 136–143.

Eski, T. (2010). *Ortaöğretim öğrencilerinin kış sporlarına yönelik farkındalık düzeylerinin değerlendirilmesi (Kastamonu ili örneği)* (Doktora tezi). Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). Interactive and applied learning. *How to design and evaluate research in education* (8th ed., pp. 166–183). McGraw-Hill.

George, D., & Mallery, P. (2019). *IBM SPSS statistics 26 step by step: A simple guide and reference*. Routledge.

Guttmann, A. (2002). *The Olympics: A history of the modern game.* University of Illinois Press.

Hergüner, G., Beyleroğlu, M., Yalçın, S., Yaman, M. S., & Dönmez, A. (2023). Lise öğrencilerinin olimpiyat farkındalıkları: Ölçek geliştirme, geçerlilik ve güvenirlik çalışması. *Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 21*(3), 21–31.

Johnson, R. B., & Christensen, L. B. (2014). *Educational research: Quantitative, qualitative, and mixed approaches.* Sage Publications.

Karagöz, Y. (2017). *SPSS ve AMOS uygulamalı nitel-nicel-karma bilimsel araştırma yöntemleri ve yayın etiği* (1. Baskı). İstanbul: Nobel Kitabevi.

Kılıç, H. (2007). *Beden eğitimi öğretmenlerinin olimpiyatlar hakkındaki farkındalığı* (Yüksek lisans tezi). Marmara Üniversitesi, Sağlık Bilimleri Enstitüsü, İstanbul.

Kılıç, T., Uğurlu, A., & Cenik, D. (2018). Lise birinci sınıf öğrencilerinin beden eğitimi ve spor eğitimi dersine karşı tutumlarının incelenmesi. *Gaziantep Üniversitesi Spor Bilimleri Dergisi, 3*(2), 13–23.

Loland, S. (2001). Pierre de Coubertin's ideology of Olympism from the perspective of the history of ideas. *International Centre for Olympic Studies, 1994*, 26–45.

Millet, G. P., Brocherie, F., & Burtscher, J. (2021). Olympic sports science: Bibliometric analysis of all summer and winter Olympic sports research. *Frontiers in Sports and Active Living, 3*, Article 772140. https://doi.org/10.3389/fsals.2021.772140

Öncü, E. (2007). *Ana-babaların çocuklarının beden eğitimi dersine katılımına yönelik tutumları ve beklentileri* (Doktora tezi). Gazi Üniversitesi, Sağlık Bilimleri Enstitüsü, Ankara.

Özkan, A. (2022). Ebeveynlerin beden eğitimi ve spor dersine yönelik tutum düzeylerinin incelenmesi (Hakkâri ili örneği). *Uluslararası Güncel Eğitim Araştırmaları Dergisi, 8*(2), 508–524.

Polat, Ş. (2019). *Üniversite öğrencilerinin kış sporlarına yönelik farkındalık düzeylerinin değerlendirilmesi (Erzurum ili örneği)* (Yüksek lisans tezi). Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Sezer, C. (2014). *İstanbul ili Beykoz ilçesi devlet lisesi ve özel lise öğrencilerinin demografik yapıları ile olimpiyat algılarının incelenmesi* (Yüksek lisans tezi). Haliç Üniversitesi, Sağlık Bilimleri Enstitüsü, İstanbul.

Şimşek, A., & Karahüseyinoğlu, M. F. (2020). Üniversite öğrencilerinin spora yönelik tutumlarının incelenmesi: Fırat Üniversitesi örneği. *Spor ve Performans Araştırmaları Derneği, 11*(1), 46–54.

Turan, F. (2024). *Olimpiyat oyunlarına yönelik tutum ölçeği geliştirme ve uygulama çalışması* (Yüksek lisans tezi). Alanya Alaaddin Keykubat Üniversitesi, Lisansüstü Eğitim Enstitüsü, Antalya.

Türkiye Milli Olimpiyat Komitesi. (2020). *Faaliyet raporu 2020.* https://api.olimpiyat.org.tr/upload/1718873489_faaliyet_raporu_2020.pdf (Erişim Tarihi: 10.01.2025).

Türkmen, M., Abdurahimoğlu, Y., Varol, S., & Gökdağ, M. (2016). İslami ilimler fakültesi öğrencilerinin spora yönelik tutumlarının incelenmesi (Bartın Üniversitesi örneği). *Uluslararası Güncel Eğitim Araştırmaları Dergisi, 2*(1), 48–59.

Ünal, E. (2017). *Ortaokul 7. ve 8. sınıf öğrencilerinin kış sporlarına yönelik farkındalık düzeylerinin incelenmesi (Erzurum ili örneği)* (Yüksek lisans tezi). Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü, Erzurum.

Yazıcıoğlu, Y., & Erdoğan, S. (2014). *SPSS uygulamalı bilimsel araştırma yöntemleri.* Ankara: Detay Yayıncılık.