

The Effect of Entertaining Fun Athletics Training Program Related To the Self-Confidence Levels among Children Aged 12-14 Years

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Abstract

The aim of this study is to examine the effect of entertaining fun athletics training program on the self-confidence levels of children. The sample group of the study is occurring 160 students in 12-14 age group from Keçiören Hacı Sabancı Primary School located in Keçiören district of Ankara. Both the experimental and the control group were applied Piers-Harris Self-Confidence test developed by Piers and Harris (1984) before and after 8-week procedure. The SPSS statistical program (version 15.0) was used for data analysis. The research indicates a statistical difference ($P < 0,05$) between the experimental and the control group in terms of post-test. In the comparison of pre-test and post-test results of the experimental group, there is a significant difference between pre-test and post-test results. ($P < 0,05$). In those comparisons, it was found that the post-test results are higher than pre-test results. As a result, in the survey made for inspecting the self-confidence of the children in 12 – 14 age group who are making entertaining fun athletics excersises, it is fixed that the entertaining fun athletics excersise applied to the test group effects the self-confidence level of the kids significantly. In this context, we can say that entertaining fun athletics excersise positively effect the self-confidence properties of the kids in 12-14 age group.

Key Words: Self-Confidence, Athletics, Children, Exercise

Eğlenceli Atletizm Antrenman Programının 12-14 Yaş Arası Çocuklarda Özgüven Düzeyine Etkisi

Özet

Bu çalışmanın amacı, eğlenceli atletizm antrenman programının çocuklarda özgüven düzeyini etkileyip etkilemediğinin araştırılmasıdır. Çalışmanın örneklem grubu Ankara Keçiören Hacı Sabancı Ortaokulu'nda okuyan 12-14 yaş grubu 160 öğrenci oluşturmaktadır. 8 haftalık sürecin öncesinde ve sonrasında hem kontrol hem denek gruplarına Piers Harris özgüven anketi (1984) uygulanmıştır. Verilerin değerlendirilmesinde SPSS 15.0 istatistik paket program kullanılmıştır. Araştırmaya katılan deney ve kontrol gurubu arasında sontest bakımından istatistiksel olarak anlamlı bir farklılık olduğu tespit edilmiştir ($P<0,05$). Araştırmaya deney gurubu olarak katılan deneklerin öntest – sontest karşılaştırılmasında, öntest ve sontest değerleri arasında istatistiksel olarak anlamlı bir farklılık olduğu tespit edilmiştir ($P<0,05$). Bu karşılaştırmalarda sontest değerlerinin öntest değerlerinden yüksek olduğu bulunmuştur. Sonuç olarak, eğlenceli atletizm antrenman programına katılan 12-14 yaş grubu bireylerin özgüven düzeylerinin incelenmesi amacı ile yapılan araştırmada, deney grubuna uygulanan eğlenceli atletizm antrenman programının çocukların özgüven düzeylerinde anlamlı farklılığa neden olduğu bulunmuştur. Bu bağlamda eğlenceli atletizm antrenman programının 12-14 yaş grubu çocuklarda özgüven özelliklerini olumlu yönde etkilediğini söyleyebiliriz.

Anahtar Kelimeler: Özgüven, Atletizm, Çocuk, Egzersiz

1. Introduction

When sports is considered as an important part of human life, physical, spiritual and social aspects of human being should be taken into consideration and the activities done should not be reduced just in physical dimension. It is necessary to investigate the interaction of physical, spiritual, social aspects of human being with sports well and to tackle them as a whole. These properties especially for children should be assessed as an inseparable whole.

Sport is a whole of systematic physical movements which are done intentionally and with pleasure, have its own rules and reveals generally as competition. It contributes to mental and physical development of people as well as socialization and improvement of personality and results in an increase in the efficiency of work life (Hassandra et al., 2003).

Sport plays an essential role in the development of children and the youth in all respects and moreover it is beneficial and necessary for physical health, physiological development, formation of a good personality and mental health in adolescent children (Araci, 2006).

Physical health gained in childhood and youth periods and protected lifelong is essential for the body to function with maximum capacity. Exercise education should be started immediately when children grow as they can understand the messages of their parents and teachers (Baltaci, 2008).

The balanced growth of the individual is possible by taking the development of physical, cognitive, emotional and social dimensions into consideration. The period when movement skills and techniques are rapidly gained is the childhood period in which development is very quick. A good education taken in these periods provides an individual to be healthy, fit and dynamic lifelong in terms of physical and psychological means (Sema, 2007).

Personality leads and conducts behaviours. A person behaves according to personality and expectations of the environment. If an individual does not behave accordingly with the personality, then personal conflict reveals and this causes him/her to become unbalanced (Yuksel, 2006).

Personality is a kind of consistent and built-up relationship which is established by the individual with his/her internal and external environment and is distinctive from other individuals (Cuceloglu, 2003).

In order to do exercises, it is necessary to have developed muscle and skeleton structure and in order to do movements, high coordination, personal properties such as succeeding in spite of various mental, physical and sensual preventions and not breaking loose from struggle in case of failure, sufficient motivation for training are required. As the individual maintains doing exercises, these qualifications develop. This development occurs within certain rules. There are effects of sportive activity on personality in the basis of rules and they vary depending on sports branches (Cakir, 2000).

The effects of sportive activities on personality can be generalized as follows; sports effort character, team sports teach how to cooperate, individual sports develop individual discipline and teach how to deplete aggressive incentives naturally and in accordance with social rules (Kuru and Bastug, 2008).

It was stated that sportsmen were more self-confident, assertive and extravertive than people who are not sportsmen (Tepekoylu et al., 2009).

The personality traits of sportsmen doing individual and team sports were considered. It was observed that the ones doing individual sports were more responsible and got higher grades from autonomy than the ones doing team sports. Moreover, the ones doing team sports scored higher grades in tendency for cooperation and sincerity than the ones doing individual sports (Nia and Besharat, 2010).

It is necessary to mention about personality concept together with individuality concept and self-respect. Individuality concept is the one which describes how a person sees and evaluates himself/herself. Positive or negative answers given to our questions such as “What am I?” and “What can I do?” constitute sense of self which is the subjective part of personality. Self-respect expresses how much a person loves himself/herself and how precious he/she considers himself/herself (Kaya, 2003).

Experts define individuality as the potential that occurs naturally in an individual and becomes gained structure with the effect of environment (Kuzgun, 2009).

Self-respect is defined as the source of motivational power. It was focused on the necessity of the individual to evaluate him/herself or to evaluate him/herself positively. In order to develop self-respect, social comparisons and reflected evaluations were indicated as a source. The individuals compare themselves with their coevals in order to realize their own values. The studies performed indicated that such comparisons are progression events beginning at the age of six or seven and become intensive throughout adolescence period (Sevinc, 2003).

It was indicated that an increase through positive in mood states and sense of self while a decrease was observed in fear and depression depending on physical exercises (Ikizler, 2002).

Positive variations were observed at the self-respect levels of children between 12-15 years old throughout 6 weeks as a result of physical education (Icten et al., 2006).

When researches related with self-respect were taken into consideration, a significant difference in favor of adults doing sports was found where self-respect was investigated for adults both doing and not doing sports (Gun, 2006).

The emotion of self-concept is formed by confirming and approving what they do and is a belief of themselves that they can bear with difficulties and problems in life depending on their own internal feelings, power, capability and intelligence (Sayar, 2003).

Generally self-concept is defined as identifying of abilities and emotions by the individual, loving and relying on him/herself (Ozbey, 2004).

Two basic points that are important for developing self-concept are loving and accepting himself/herself. Perceiving ourselves and our worth for us are very important from this point of view. Self-concept is a personality trait and is not a temporary attitude or a special attitude towards individual situations (Pervin and John, 2001).

Sports education does not only consist of learning how to do some motor movements; it is also under the effect of many intellectual and emotional psychological factors.

The purpose of this research was to determine whether self-concept levels of students were effective on their entertaining fun exercise or not.

2. Method

Participants

The research group was constituted of 160 students between 12-14 years old from Keçiören Hacı Sabancı Primary School. Control and experimental groups including female and male students were selected by random method.

Instruments

Entertaining fun athletics training program was taken by experimental group 80 minutes a day, 3 days a week for 8 weeks. In this study, this applied program was used in physical education extracurricular exercise program of students. Before and after 8-week period, Piers Harris Children's Self-concept Scale was applied to both control and experimental groups (Piers, 1984).

Piers Harris Children's Self-concept Scale was applied as self-concept scale. The purpose of this scale is to obtain data concerning self-concept of children. The scale which was adapted to Turkish by Oner (1996) and Catakli (1985) aims to assess ideas, emotions and attitudes of children towards themselves. The scale constitutes of 80 items which are answered as "Yes" or "No" and includes sub-scales such as "Behavior", "Intellectual/School situation", "Physical appearance", "Anxiety", "Catching on" and "Happiness". The answers are graded via an answer key and grades varying between 0 and 80 are obtained. High grades indicate positive self concept whereas low grades indicate negative self concept. The reliability coefficient of the scale changes between 78 and 93 for subscales. Six factors express 42% of total grade change. The reliability coefficient of Turkish form also changes between 81 and 89. The factor structure of Turkish form shows parallelism to the factor structure of original form. As a result of factor analysis, it was determined that six factors expressed 41.7% of total grade change.

Statistical Analysis

SPSS 15.0 statistical software program was used for the evaluation of data and finding the calculated values. The data were interpreted by giving their means and standard deviations. One-Sample Kolmogorov-Smirnov test was used to test whether the data indicated normal distribution or not and it was determined that the data indicated normal distribution. Since the data indicated normal distribution, Independent-sample T test was used to determine the difference between independent variables and Paired-sample T test was used to determine the difference between dependent variables. The error performance in this study was taken as 0.05.

3. Results

Table 1. Descriptive statistical information about students participated in the research.

Groups	Variables	N	%	
Experimental	Gender	Female	40	50,0
		Male	40	50,0
	Age	12	46	57,5
		13	20	25
		14	14	17,5
	Control	Gender	Female	40
Male			40	50,0
Age		12	42	52,5
		13	28	35
		14	10	12,5

Table 2. Comparison of in terms of groups self-concept of students participated in the research

Variables	Groups	N	Mean	S.deviation	t	p
Pre-Test	Experimental	40	50,78	6,618	0,789 0,432	
	Control	40	50,63	6,411		
Post-Test	Experimental	40	52,00	6,250	3,280	0,002*
	Control	40	50,50	6,580		

($p < 0.05$) *

When Table 2 is taken into consideration in terms of comparing self-concept pretest of groups consisting of students, it was determined that there wasn't a statistically significant difference between experimental and control groups ($p > 0.05$). On the other hand, when self-concept posttest, were compared in terms of groups belonging to students, a statistically significant difference was found between experimental and control groups ($p < 0.05$).

Table 3. Comparison of in terms of pretest-posttest self-concept of students participated in the research

Groups	Variables	N	Mean	S.deviation	t	p
Experimental	Pre-Test	40	50,78	6,618	-3,074	0,003*
	Post-Test	40	52,00	6,250		
Control	Pre-Test	40	50,63	6,411	0,495	0,622
	Post-Test	40	50,50	6,580		

($p < 0.05$) *

When Table 3 is investigated, self-concept pretest-posttest were compared regarding students participated as experimental group in the research and a significant as well as positive difference was found in terms of statistics ($p < 0.05$). When self-concept pretest-posttest regarding students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p > 0.05$).

Table 4. Comparison of in terms of male and female test variables self-concept of students participated in the research

Gender	Groups	Variables	N	Mean	S.deviation	t	p
Female	Experimental	Self-concept pretest	40	50,63	6,758	-2,111	0,041*
		Self-concept posttest	40	51,78	6,347		
	Control	Self-concept pretest	40	50,35	6,327	0,449	0,656
		Self-concept posttest	40	50,13	6,584		
Male	Experimental	Self-concept pretest	40	50,93	6,557	-2.209	0.033*
		Self-concept posttest	40	52,23	6,224		
	Control	Self-concept pretest	40	50,90	6,563	0,298	0.767
		Self-concept posttest	40	50,88	6,638		

($p < 0.05$) *

When Table 4 is investigated, self-concept pretest-posttest were compared regarding female students participated as experimental group in the research and a significant as well as positive difference was found in terms of statistics ($p < 0.05$). When self-concept pretest-posttest regarding female students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p > 0.05$). When self-concept pretest-posttest were compared regarding male students participated as experimental

group in the research, a significant as well as positive difference was found in terms of statistics ($p < 0.05$). Moreover, when self-concept pretest-posttest regarding male students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p > 0.05$).

4. Discussion

In this study where the relationship between self-concept levels of children between 12-14 years old playing entertaining fun athletics exercise was investigated, totally 160 students 80 of whom were doing Athletics exercise and 80 of whom did not do any exercise program were participated in the research.

When Table 2 is taken into consideration in terms of comparing self-concept pretest of groups consisting of students, it was determined that there wasn't a statistically significant difference between experimental and control groups ($p > 0.05$). On the other hand, when self-concept posttest, were compared in terms of groups belonging to students, a statistically significant difference was found between experimental and control groups ($p < 0.05$).

In a study which was performed to investigate the effect of self-respect levels of students in School of Physical education and sports on their academic success, it was found that self-respect grades of 4th class students in the department of sports management were higher than those of 2nd class students. It was indicated that the reason of this might be due to better comprehension of 4th class students the advantages and importance of their department. As mentioned above, it was considered that adaptation period of 2nd class students for school and doing regular sports might affect this result (Altunbas, 2006).

When Table 3 is investigated, self-concept pretest-posttest were compared regarding students participated as experimental group in the research and a significant as well as positive difference was found in terms of statistics ($p < 0.05$). When self-concept pretest-posttest regarding students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p > 0.05$).

The trainers also play an important role in developing positive identification, enhancing social competence expectation and self-respect levels (Danish et al., 2003).

When studies related with self-respect were considered, a significant difference in favor of adults doing sports was found in a research where self-respect was investigated in adults doing and not doing sports (Gun, 2006).

In a study related with swimmers, their depression, self-respect and anxiety levels were evaluated. It was found that self-respect grades of individuals between 9-13 years old and doing sports regularly were significantly higher than the control group (Karakaya et al., 2006).

When Table 4 is investigated, self-concept pretest-posttest were compared regarding female students participated as experimental group in the research and a significant as well as positive difference was found in terms of statistics ($p < 0.05$). When self-concept pretest-posttest regarding female students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p > 0.05$). When self-concept pretest-posttest were compared regarding male students participated as experimental group in the research, a significant as well as positive difference was found in terms of

statistics ($p < 0.05$). Moreover, when self-concept pretest-posttest regarding male students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p > 0.05$).

In a research which was dealt with the relationship between personality and sportive activities, young performance sportsmen were compared with individuals not doing sports and it was determined that the individuals doing sports were more lively, more hardworking, ready to make contact, more persevering and had better accommodation of themselves under bad situations (Tiryaki, 2000).

It was also accepted that individuals doing sports had different personal traits such as being more independent, more objective and less anxious than those who did not do sports. It is also a fact that the people interested in sports encountered with more problems at the same time (Pehlivan and Konukman 2004).

As a result of 6-week physical education given to children between 12-15 years old, positive variations were observed in self-respect levels of children (Icten et al., 2006).

Consequently, this research was carried out in order to investigate the effect of self-concept levels of children doing entertaining fun exercise and it can be stated that entertaining fun athletics exercise in children between 12-14 years old positively affected self-concept emotion.

In the study which was aimed to investigate self-concept levels of primary school students between 12-14 years old depending on entertaining fun athletics exercise, following conclusions were obtained:

In the comparison of self-concept posttest groups of female students, a significant and positive difference in terms of statistics was determined between experimental and control groups. It was indicated that there was a significant and positive difference between experimental and control groups in terms of statistics. The grades of posttest belonging to experimental group doing entertaining fun exercise were found significantly higher than pretest grades. A statistically significant and positive difference was found between self-concept pretest-posttest values regarding males who do entertaining fun exercise. However, there wasn't a statistically significant and positive difference between self-concept pretest-posttest values regarding male students in control group. It was observed that self-concept pretest and posttest values concerning females and males were significant and positive. For female and male students, there was a significant and positive relationship between self-concept pretest values. It can be concluded that entertaining fun exercise positively affected self-concept emotion of primary school students between 12-14 years old.

The period of training program applied here can be extended in future studies. The concept, period and density of trainings can be programmed in detail by taking conditions and ages of individuals into consideration. Additional studies, applications and activities that develop self-concept can be included in the program to increase success in sports. Special underclass and inclusive students can be participated in the studies in coordination with competent people in the department. Personal traits of students should be identified better, their self-respect and self-concept values should be taken into consideration and studies should be carried out in detail for the protection as well as development of these values. Application of this study to other age groups in a more detailed way might be beneficial.

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