



Examining Self-Esteem and Socialization Levels of The Students Aged 9-14 Participating in Recreational Activities*

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* This research was produced from the Master's Thesis submitted to Necmettin Erbakan University Institute of Social Sciences in 2018

* This article was presented as a verbal statement at the International Conference on Sports For All And Wellness on April 05-08 2018. Its abstract was published in the abstract Proceeding of the ISFAW Conference.

(Received): 12/03/2021/ (Accepted): 30.04.2021

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Abstract

The aim of this study is to examine the self-esteem and socialization levels of the students aged 9-14 participating in recreational activities. The population of the study is comprised of 87.814 students attending 5th, 6th, 7th, and 8th grades in public schools in Meram and Selçuklu districts of Konya province in the 2016-2017 academic year. The sample of the study is comprised of 1204 students who were randomly selected from among the research population. In order to reach the predetermined objectives of the study, the Personal Information Form, Self-Esteem Scale, and Socialization Dimension were used. In the analysis of the data, independent group t test, frequency and percentage distributions, one-way variance analysis (ANOVA), post-hoc LSD, T2 tests of Tamhane, and Pearson product moment correlation analyses were used. In the interpretation of the results, the significance level was accepted as $p < 0.05$. Among the findings of the study, it was concluded that the self-esteem levels of female students were higher compared to the males, their self-sufficiency levels increase as their ages progress, and the self-value, self-confidence, achievement and productivity levels of students increase as the parental education level increases. It was also observed that individuals with high socio-economic levels have higher self-esteem scores. In relation to socialization, it was concluded that the socialization levels of female students were higher than male students, and that the socialization levels of the students increased as their parental education and income levels increased. It was concluded that the time spent for recreational activities positively affect self-esteem and socialization levels.

Keywords: Recreational activities, socialization, self-esteem, secondary school students.

Rekreatif Faaliyetlere Katılan 9-14 Yaş Grubunun Benlik Saygısı ve Sosyalleşme Düzeylerinin İncelenmesi

Özet

Bu çalışmanın amacı; rekreatif faaliyetlere katılan 9-14 yaş grubunun benlik saygısı ve sosyalleşme düzeylerinin incelenmesidir. Araştırmanın evrenini 2016-2017 eğitim-öğretim yılı Konya ili Karatay, Meram ve Selçuklu ilçelerindeki devlet ortaokullarında 5., 6., 7. ve 8. Sınıflar da öğrenim gören 87.814 öğrenci oluşturmaktadır. Araştırmanın örneklemini ise; evren gurubundan tesadüfi yöntemle seçilmiş, 1204 öğrenci oluşturmaktadır. Araştırmada belirlenen amaçlara ulaşabilmek için kişisel bilgi formundan, Benlik Saygısı Ölçeğinden ve Sosyalleşme Boyutundan yararlanılmıştır. Verilerin analizinde ise; bağımsız grup t testi, frekans ve yüzde dağılımları, tek yönlü varyans analizi (ANOVA), post-hoc LSD veya Tamhane'nin T2 testleri ve Pearson çarpım moment korelasyon analizi kullanılmıştır. Sonuçların yorumlanmasında $p < 0.05$ anlamlılık düzeyi kabul edilmiştir. Araştırma bulgularında kız öğrencilerin benlik saygılarının erkek öğrencilere göre daha yüksek olduğu, öğrencilerin yaşları ilerledikçe kendilerine yetme düzeylerinde artış olduğu ve anne-baba eğitim düzeyi arttıkça öğrencilerin benlik değeri, özgüven, başarı ve üretkenlik düzeylerinin de arttığı sonucuna ulaşılmıştır. Yine yüksek sosyo-ekonomik seviyeye sahip bireylerin daha yüksek benlik saygısı puanlarına sahip oldukları gözlenmiştir. Sosyalleşme ile ilgili olarak ise kız öğrencilerin sosyalleşme düzeylerinin erkek öğrencilere göre daha yüksek olduğu, anne-baba eğitim ve gelir düzeyleri arttıkça öğrencilerin sosyalleşme düzeylerinin de arttığı sonucuna ulaşılmıştır. Rekreatif faaliyetler için harcanan zamanın benlik saygısı ve sosyalleşme düzeylerini olumlu yönde etkilediği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Rekreatif faaliyetler, sosyalleşme, benlik saygısı, ortaokul öğrencileri.

INTRODUCTION

Recreation is the activities or experiences of a person in his/her spare time to enjoy or achieve a number of physical, social, and emotional movements [15].

Recreational activities, which have gradually evolved since the first civilizations to the present day, were conducted in the first civilizations believing that the only way to move away from the things that were endured for life and exhausting the human being was through the spiritual world, with the eternal peace. In the following periods of history, it was employed in the form of relaxation in the old age, seasonal or weekend holidays, and participation in recreation activities in their free times that arises on a daily basis. In parallel with the increase of leisure time and the increase in the level of prosperity have brought better living conditions with more emphasis on recreational activities [17].

People with high levels of self-esteem clearly know their personal characteristics. They have a positive opinion about themselves. They set feasible aims for themselves. They can criticize themselves in a way that positively affects their self.

The concept of self has a decisive effect on how people live their lives. When people live happily and peacefully, it will positively affect both themselves and their surroundings. In order for the individual to be happy and helpful for both oneself and his/her surroundings, the personality must develop in a healthy way. In order for the positive development of personality, the individual must live certain experiences such as having a profession, obtaining efficient results from his/her profession, reaching a level of satisfaction, and maintaining his/her freedom. How the individual understands his/her environment, what kind of attitudes he/she displays to the environment, what kind of reactions he/she gives, and his/her harmony reflects the personality of the individual, and a sub-dimension of personality is the self. Self is a driving element for the personality. It consists of the views of the individual about his/her own personality. Self is the basis of personality [4].

The concept of the healthy self helps the individual to be safe in his/her life, achieve success and happiness, overcome and change the frustrations of his/her life [10].

People have chosen to live in groups since their existence. This preference has brought about some

developments. After the culture of cohabitation improved and became widespread, human beings not only existed with their physical beings, but also with their social beings in life. Particularly the development of the industry and the change of the rules of cohabitation, which continues to develop with the industrial revolution and is growing rapidly today, brought about certain developments.

While the human being, who developed the ability to live together, reveals his/her presence in the social life, he/she expresses that he/she has certain characteristics with his/her social behaviors. In the process of explaining the self, the human beings established the rules of social life through the level of their social considerations. However, they also discovered the use of some means when creating this phenomenon. The leading of these means is the 'recreational' activities. Due to the ever-increasing working pace and inability to spare time for themselves, people are observed to tend to more monotonous and sedentary lifestyles, particularly at the busy working pace of today. Recreation is the voluntary act of individuals, who have an intensive working pace, by spending individually or collectively quality time, in order to regain the physical and psychological well-being, which is negatively influenced from uniform lifestyle or negative social factors, to enjoy, to maintain continuity while preserving one's health, and to achieve individual pleasure [14].

Material and Method

Participants

The population of the research is comprised of 87.814 students attending 5th, 6th, 7th, and 8th grades in public schools in Meram and Selçuklu districts of Konya province in the 2016-2017 academic year. The sample of the study was comprised of 1204 students who were randomly selected from among the research population.

Research Design: This research study, which was conducted to examine the self-esteem and socialization levels of 9-14 year-old secondary school students, and to determine the relationship between their self-esteem and socialization levels in terms of certain variables such as the gender, age, birthplace, grade, parental educational level, monthly average income, participation level in recreational activities, and the participation frequency in recreational activities, is a relational screening model, which is a type of the general survey model. In order to

achieve the objectives of the research, the personal information form developed by the researcher, the Self-Esteem Scale developed by Arıçak [3], and the Socialization Dimension developed by Şahan [19] were used.

Self-Esteem Scale

In order to measure the level of self-esteem of secondary school students, the Self-Esteem Scale developed by Arıçak [3] was used.

The 32-item scale was prepared according to the 5-point Likert rating and participant students were asked to read each item and select one of the following choices: "5: I Definitely Agree", "4: I Agree", "3: Neutral", "2: I Don't Agree", and "1: I Definitely Disagree".

The scale consists of five factors. Since the self-esteem theoretically consists of self-value, self-confidence, depressive affect, self-sufficiency, achievement and productivity dimensions, these were determined as the dimensions of the scale [3].

The self-value is to value the characteristics that one has on oneself and those one should have. This factor includes seven items (1, 13, 16, 19, 22, 27, 29).

Self-confidence is the way a person attributes value to one's own characteristics and approves oneself through these values. This factor is expressed by nine items (5, 8, 9, 10, 11, 17, 20, 21, 25).

Depressive affect is the process in which the individual perceives oneself to be helpless, weak and powerless. This factor consists of five statements (3, 4, 6, 12, 31).

Self-sufficiency is the process in which the individual realizes one's own expectations and goals in a mental and behavioral sense. This factor consists of five items (14, 15, 24, 26, 30).

Achievement and productivity is the individual's feeling of being successful and helpful enough. This factor consists of six items (2, 7, 18, 23, 28, 32).

Of the 32 items within these five factors, 13 are positive (2, 5, 8, 10, 12, 14, 17, 20, 22, 24, 26, 28 and 30), and 19 are negative (1, 3, 4, 6, 7, 9, 11, 13, 15, 16, 18, 19, 21, 23, 25, 27, 29, 31 and 32). The scale yields a score of 32 to 160. In scoring, 19 items are reversely scored. The increase in points indicates increasing level of self-esteem, while the decrease points to a fall in the self-esteem level.

Reliability of the Self-Esteem Scale

A two-stage process was followed to test the reliability of the scale. The first is the calculation of the reliability coefficient with the Cronbach Alpha formula, which is an indicator of the scale's internal consistency and is primarily preferred for Likert type scales. The second is the reliability coefficient obtained as a result of the test-retest method [3].

Based on the SPSS package program, the Cronbach Alpha reliability coefficient of the scale, which was applied to 152 students and reduced to 32 items as a result of item analysis, was determined as 0.90. The correlation coefficients of the sub-dimensions are as follows; self-value; .74, Self-confidence; .68, Depressive affect; .75, Self-sufficiency; .60, Achievement and productivity; .70 [3].

Subsequent to the item analysis, the final version of the scale was re-administered to the students with a two-week break and Pearson moment multiplication correlation was calculated. The test-retest reliability coefficient of the scale was found to be .70 [3].

Validity of the Self-Esteem Scale

The validity of the scale was tested in three stages. Expert opinions were asked for the content validity, the items approved by the majority of the experts were included in the scale, and others were removed from the scale. In terms of the similar scales validity, the relationship between the self-esteem scale of this study and the Rosenberg self-esteem scale, which was adapted to Turkish by Çuhadaroğlu, was calculated as .69. Factor analysis method was used to test the construct validity and it was employed over the scale whose reliability coefficient was calculated and which was decreased to 32 items following the item analysis that was administered to 152 students. In order to test whether the sample was appropriate, the Kaiser-Meyer-Olkin sampling adequacy and Bartlett Sphericity tests were applied and the sample adequacy coefficient was calculated as .82. In the factor analysis, which was re-conducted following the evaluations, varimax conversion analysis was employed, and a five-factor structure was created, which explains 46% of the total variance, with a value higher than 1 [3].

Socialization Dimension

In the study, in order to measure the socialization levels of secondary school students, the "Socialization Dimension" of Şahan was used. The socialization dimension consists of "Socialization" and "Socialization with Sports" dimensions. In accordance with the purpose of this research, only the socialization dimension was used. The socialization dimension consists of 34 questions aimed at revealing the concept of socialization. In preparation of the questions, 5-type Likert scale was used with closed-ended and open-ended types of questions. Among the scaling methods, this method is the most preferred and easiest in terms of reliability. The Likert scale rating that we used in the research is "1: I Definitely Disagree", "2: I Don't Agree", "3: Neutral", and "4: I Agree", "5: I Definitely Agree" [19].

Reliability of the Socialization Dimension

In order for analyzing the reliability of the socialization dimension, the Cronbach Alpha formula was used and the reliability coefficient was calculated. Accordingly, the reliability of the socialization dimension was calculated as $\alpha = 0.739$ [19].

Statistical Analysis:

In this part of the study, the distributions of the descriptive frequencies and percentages were prepared concerning the demographic characteristics (gender, age, place of birth, class of education, parental education level, average monthly income, participation in recreational activities, and participation frequency in recreational activities) of the students in the research group, subsequently, for the score averages of the scales, the \bar{X} , sd , Sh , \bar{x} values were presented in tables. After determining that the data demonstrated a normal distribution, parametric analysis techniques were used that are used for the distributions with normal distribution. Since the statistical techniques used show normal distribution of the data, parametric tests were used.

The independent group t test was used to determine whether the scores of the students in the research group concerning the socialization dimension, self-esteem scale and its sub-dimensions differed depending on the variables of gender and participation in recreational activity. One-way variance analysis (ANOVA) was used to determine

whether the scores of the students in the research group concerning the socialization dimension, self-esteem scale, and its sub-dimensions differed according to the variables of age, birthplace, grade, parental educational status, and monthly average income. As a result of the one-way variance analysis (ANOVA), if there are intra-group differences, the Post-hoc LSD or Tamhane's T2 tests were performed to determine the source of differences (among which groups). Pearson moment multiplication correlation analysis was applied to determine the relationship between the socialization dimension and self-esteem scales of the students in the sample group. In the interpretation of the results, the significance level was accepted as $p < 0.05$.

Results of the research

Frequency and percentage distributions of the students in the sample group are respectively given below.

Table 1. Frequency and Percentage Values Concerning the Gender, Age, Birthplace, and Grade Variables.

Variables	N	%	
Gender	Female	567	47,1
	Male	637	52,9
Age	9-10 year-old	61	5,1
	11-12 year-old	532	44,2
	13-14 year-old	611	50,7
Birthplace	Village	73	6,1
	District	313	26,0
	City	378	31,4
Grade	Metropolitan area	440	36,5
	5 th Grade	270	22,4
	6 th Grade	306	25,4
	7 th Grade	319	26,5
	8 th Grade	309	25,7
Total	1204	100,0	

As is seen in Table1, among the secondary school students in the sample group, 567 (47.1%) are female, 637 (52.9%) are male; 61 (5.1%) are 9-10 years old, 532 (44.2%) 11-12 years old, and 611 (50.7%) are 13-14 years old; 73 (6.1%) were born in villages, 313 (26.0%) were born in districts, 378 (31.4%) were born in the city, 440 (36.5%) were born in the metropolitan area, and 270 (22.4%) were studying at the 5th grade, 306 (25.4%) at the 6th grade, 319 (26.5%) at the 7th grade, and 309 (25.7%) at the 8th grade

Table 2. Frequency and Percentage Values Concerning the Variable of Participation in the Recreational Activities.

Participation in the Recreational Activities	N	%
Yes	888	73,8
No	316	26,2
Total	1204	100,0

As is seen in Table 2, it was determined that 888 (73,8%) of the secondary school students participated in recreational activities, while 316 (26,2%) did not participate in recreational activities.

Table 3. Frequency and Percentage Values Concerning the Variable of Participation Frequency in the Recreational Activities.

Participation Frequency in the Recreational Activities	N	%
Once a week	288	23,9
3-4 times a week	252	20,9
Several times a month	250	20,8
Each day of the week	98	8,1
Total	888	73,8
Not answered	316	26,2
Total	1204	100,0

As is seen in Table 3, 316 (26.2%) of secondary school students did not respond (26.2%) to the question concerning the recreational activities, while 250 (20.8%) participated several times a week, 288 (23.9%) once a week, 252 (20.9%) 3-4 times a week, and 98 (8.1%) participated in recreational activities each day of the week.

Table 4. Arithmetic Mean and Standard Deviation Values of the Scores of Secondary School Students, Who Participated and did not Participate in the Activities, Concerning the Sub-Dimensions of the Self-Esteem Scale.

Sub-dimensions	Participated			Not-Participated		
	N	\bar{X}	sd	N	\bar{X}	sd
Self-Confidence	8	34,86	5,87	6	32,56	5,79
Self-Value	8	26,20	5,55	6	25,03	5,58
Achievement and Productivity	8	22,29	4,27	6	20,76	4,25
Self-Sufficiency	8	20,10	3,72	6	18,92	3,89
Depressive Affect	8	19,52	4,44	6	18,07	4,58

As is seen in Table 4, the arithmetic mean values of the secondary school students in the sample group concerning the scores they received from the self-value sub-dimension of the self-esteem scale was $\bar{X}= 26.20$ (sd=5.55) for the students participating in recreational activities, while it was $\bar{X}= 25.03$ (sd=5.55) for the students, who did not participate; the arithmetic mean of the scores they received from the self-confidence sub-dimension was $\bar{X}= 34.86$ (sd=5.87) for the students, who participated in recreational activities, while it was $\bar{X}= 32.56$ (sd=5.79) for the students, who did not participate; the arithmetic mean of the scores they received from the depressive affect sub-dimension was $\bar{X}= 19.52$ (sd=4.44) for the students participating in recreational activities, while it was $\bar{X}= 18,07$ (sd=4,58) for the ones, who did not participate; the arithmetic mean of the scores they received from the self-sufficiency sub-dimension was $\bar{X}= 20.10$ (sd= 3.72) for the students, who participated, while it

was $\bar{X}= 18.92$ (sd=3.89) for the students, who did not participate; the arithmetic mean of the scores they received from the achievement and productivity sub-dimension was $\bar{X}= 22.29$ (sd=4.27) for the students participating in recreational activities, while it was $\bar{X}= 20.76$ (sd=4.25) for the students, who did not participate. Based on these findings, it is observed that the self-esteem levels of students participating in recreational activities are higher for all sub-dimensions of the self-esteem scale compared to the students, who did not participate in recreational activities.

Table 5. Arithmetic Mean and Standard Deviation Values of the Scores of Secondary School Students, Who Participated and did not Participate in the Activities, Concerning the Socialization Dimension.

Dimension	Participated			Not-Participated		
	N	\bar{X}	sd	N	\bar{X}	sd
Socialization Level	888	3,71	0,45	16	3,52	0,51

As is seen in Table 5, the arithmetic mean of the scores that the secondary school students in the sample group received from the socialization dimension was $\bar{X}= 3,71$ (sd=0,45) for the students participating in the recreational activities, while it was calculated as $\bar{X}= 3,52$ (sd=0,51) for the non-participating students. Therefore, it could be said

that when the arithmetic average and standard deviation values regarding the socialization dimension of the scores of secondary school students participating in the activities and not participating in the activities were examined, it was seen that the averages of the participants and the non-participants were close to each other.

Table 6. Results of the Independent Group t-test Conducted to Determine Whether the Self-Esteem Scale Scores of the Secondary School Students Varied Based on the Variable of Participation in the Recreational Activities.

Sub-dimensions	Participation	N	\bar{X}	Sd	t	sd	p
Self-value	Participating	888	26,20	5,55	3,234	1202	,001
	Non-Participating	316	25,03	5,58			
Self-confidence	Participating	888	34,86	5,87	5,982	1202	,000
	Non-Participating	316	32,56	5,79			
Depressive Affect	Participating	888	19,52	4,44	4,950	1202	,000
	Non-Participating	316	18,07	4,58			
Self-sufficiency	Participating	888	20,10	3,72	4,745	1202	,000
	Non-Participating	316	18,92	3,89			
Achievement and Productivity	Participating	888	22,29	4,27	5,484	1202	,000

As shown in Table 6, as a result of the independent group t-Test which was conducted to determine whether there were statistically significant differences among the self-esteem scale scores of secondary school students based on the variable of participation in recreational activities; it was determined that there were statistically significant differences among the arithmetic mean values of the groups in favor of the students participating in the recreational activities, in the self-value sub-dimension (t=2,712; p<,05), in the self-confidence sub-dimension (t=3,651; p<,05), in the depressive affect sub-dimension (t=2,712; p<,05), in the self-sufficiency sub-dimension (t=2,712; p<,05)

and in the achievement and productivity sub-dimension (t=2,712; p<,05). Therefore, when the results of the independent group t-test conducted to determine whether the self-esteem scale scores of secondary school students differentiated according to the variable for participation in recreation activities, it was observed that the group averages were close to each other. In other words, students participating in recreational activities perceive higher levels of self-value, self-confidence, depressive affect, self-sufficiency, and achievement and productivity compared to non-participating students.

Table 7. Results of the Independent Group t-test Conducted to Determine Whether the Socialization Dimension Scores of the Secondary School Students Varied Based on the Variable of Participation in the Recreational Activities.

Dimension	Participation	N	\bar{X}	Sd	t	sd	P
Socialization Level	Participating	888	3,71	,45	6,254	1202	,000
	Non-Participating	316	3,52	,51			

As shown in Table 7, as a result of the independent group t-Test which was conducted to determine whether there were statistically

significant differences among the socialization dimension scores of secondary school students based on the variable of participation in recreational

activities; it was determined that there was a statistically significant difference between arithmetic mean values of the groups ($t=6,254$; $p<,05$). The difference was in favor of the students participating in recreational activities. When the results of the independent group t-test conducted to determine whether the socialization dimension scores of

secondary school students differentiated according to the variable for participation in recreation activities, it was observed that the group averages were close to each other. In other words, students participating in recreational activities perceive their socialization levels higher compared to the non-participating students.

Table 8. Findings Concerning the Relationship Between the Self-Esteem Scale Scores and Socialization Dimension Scores of the Students Participating in the Recreational Activities.

Variable		Self-confidence	Depressive Affect	Self-sufficiency	Achievement and Productivity	Socialization Level
Self-value	r	,642**	,690**	,433**	,658**	,238**
	P	,000	,000	,000	,000	,000
	N	888	888	888	888	888
Self-confidence	r		,604**	,523**	,597**	,394**
	P		,000	,000	,000	,000
	N		888	888	888	888
Depressive Affect	r			,445**	,607**	,244**
	P			,000	,000	,000
	N			888	888	888
Self-sufficiency	r				,470**	,393**
	P				,000	,000
	N				888	888
Achievement and Productivity	r					,264**
	P					,000
	N					888

As shown in Table 8, concerning the students participating in recreational activities, it was determined that there was a positive significant relationship between their socialization scores and their self-value sub-dimension scores of the self-esteem scale ($r=.238$; $p<,01$), similarly a positive significant relationship was detected between their socialization scores and the self-confidence sub-dimension scores ($r=.394$; $p<,01$), a positive significant relationship was determined between their socialization scores and depressive affect sub-dimension scores ($r=.244$; $p<,01$), a positive significant relationship was determined between their socialization scores and self-sufficiency sub-dimension scores ($r=.393$; $p<,01$), and again a positive relationship was determined between their socialization scores and achievement and productivity sub-dimension scores ($r=.264$; $p<,01$). Findings regarding the relationship between the self-esteem scale scores of the students participating in the recreation activities and the socialization dimension scores also showed that many dimensions had moderate significant relationships. In other words, as the socialization levels of students participating in recreational activities increase, their levels of self-value, self-confidence, depressive

affect, self-sufficiency, and achievement and productivity sub-dimensions of the self-esteem scale increase as well.

Table 9. Findings Concerning the Relationship Between the Self-Esteem Scale Scores and Socialization Dimension Scores of the Students who are not Participating in the Recreational Activities.

Variable		Self-confidence	Depressive Affect	Self-sufficiency	Achievement and Productivity	Socialization Level
Self-value	r	,601**	,679**	,427**	,601**	,066
	P	,000	,000	,000	,000	,244
	N	316	316	316	316	316
Self-confidence	r		,540**	,458**	,518**	,339**
	P		,000	,000	,000	,000
	N		316	316	316	316
Depressive Affect	r			,389**	,548**	,183**
	P			,000	,000	,001
	N			316	316	316
Self-sufficiency	r				,425**	,374**
	P				,000	,000
	N				316	316
Achievement and Productivity	r					,186**
	P					,001
	N					316

As is seen in Table 9, concerning the students not participating in recreational activities, it was determined that there was no significant relationship between their socialization scores and their self-value sub-dimension scores of the self-esteem scale; however, a positive significant relationship was detected between their socialization scores and the self-confidence sub-dimension scores ($r=.339$; $p<.01$), a positive significant relationship was determined between their socialization scores and depressive affect sub-dimension scores ($r=.183$; $p<.01$), a positive significant relationship was determined between their socialization scores and self-sufficiency sub-dimension scores ($r=.374$; $p<.01$), and again a positive relationship was determined between their socialization scores and achievement and productivity sub-dimension scores ($r=.186$; $p<.01$). In other words, as the socialization levels of students not-participating in recreational activities increase, except for the self-value sub-dimension, their levels of self-confidence, depressive affect, self-sufficiency, and achievement and productivity sub-dimensions of the self-esteem scale increase, as well.

DISCUSSION

Social life has been evolving since the human beings started living in groups. Especially after the industrial revolution, rapid urbanization and then complex urban life has caused people to move away from each other. Ultimately, the age of information and technology began to become effective in the lives of today's people. However, in addition to the advantages of technology, a number of negative

effects have also emerged. The human became stuck in his/her daily life, away from society, and unhappy with the feeling of loneliness.

People looking for ways out have tried to re-adapt to social life as a social entity in line with various interests. In this context, people from different social classes began to meet in common grounds in open or closed areas. Recreational activities, which are among these common grounds, have been an effective means of social development and socialization of individuals [20].

Individuals, who develop their social perceptions, try to be part of the social life by participating more in recreational and social activities. Individuals participating in recreational activities begin to enjoy life more by discovering themselves, their abilities, and some of their features they haven't realized. Because recreational and sporting activities are an indispensable element in socialization of an individual, and in doing this, the self-esteem is the indispensable element in developing the social perception.

As a result, recreational activities, as a social phenomenon, help people to be at peace with themselves, with a developed self-esteem, socialized, happy, and productive individuals in their inner worlds. The socialization processes of individuals with developed social perception levels are gaining momentum. In this way, the person who is involved in every step of social life increases his/her efficiency and happiness without getting stuck in his/her own small world.

Results Concerning the Self-Esteem Scale

In our study, it is observed that the self-esteem and self-confidence levels of the male students comprising the sample group were higher than the female students. There was no significant difference among the arithmetic means of groups concerning the sub-dimensions of depressive affect, self-sufficiency, and achievement and productivity.

In parallel with the research findings, some other researchers reported that the genders of students caused differences between their self-esteem levels, and that the self-esteem levels of female students were higher compared to male students [11].

In other studies, it was found that the self-esteem levels of male students were higher than those of females [11].

However, in a study examining the self-concepts of children studying in Regional Primary Boarding Schools conducted by Akyol [1], it was found that gender did not make a significant difference in terms of self-concept.

Mullis and Normandin [18] determined, too, that there was no significant relationship between the development of gender and self-esteem in adolescents.

In the study, when it is examined whether the scores of the students in the sample group from the self-esteem scale demonstrated a significant difference concerning the age variable, it was determined that there was no significant difference among the mean scores of age groups in the sub-dimensions of self-value, depressive affect, and achievement and productivity. However, the difference between the mean scores of 9-14 age groups concerning the self-sufficiency sub-dimension was found to be statistically significant. Students older than the age of 9-10 have higher self-sufficiency perceptions. It points to the fact that as the students get older, there is an increase in their self-sufficiency levels. This, in turn, means that as students get older, they tend to decide and act independent and free from any external factor, based on their own opinions and wills.

In the results of some previous research studies on the subject, it was stated that there was a significant relationship between the ages and self-esteem levels of students, and that the self-esteem levels increase as age increases [11].

Unlike these results, there are also research studies reporting that self-esteem levels decrease with increasing age [11].

The age ranges mentioned in the study are quite close to each other, and coincide with adolescence period. In addition, since the self and personality development of individuals in this period is not complete, it is an expected result to observe a change in these developments and increase in self-esteem scores depending on the age ranges.

Examining whether there is a significant difference between the self-esteem and parental educational level variables of the students in the sample group, it was determined that there were statistically significant differences between the maternal education level and the self-value, self-confidence, and achievement and productivity sub-dimensions. As the maternal education level increased, the self-value, self-confidence, achievement and productivity levels of students also increased. It can be stated to be emerging from the secondary education age of the students, wherein the students reflect the positive feedbacks of the educated mothers, their unconditional affection towards the students, and appreciation for their success, since it is a period when the students have an identity confusion.

In the study conducted by Kahriman [12], it was found that the difference between the maternal educational status and self-esteem score averages was not statistically significant.

Results Concerning the Socialization Dimension

As a result of the analysis to determine whether the socialization dimension scores of secondary school students differ according to the gender variable, it was found that the socialization scores of female students were higher than male students. Based on the research findings, it was determined that female students' socialization skills were higher than male students based on gender variable. Studies with similar findings were encountered in the relevant literature.

Dodson [7] claimed that females develop socially faster, mature faster, and are more compatible compared to the males.

In the study on socialization of the secondary school students, Aytan Korucu [6] found that the

socialization levels of female students were higher than male students.

Similarly, Kandır and Orçan [13] concluded that, in all age groups, female students performed better in social skills than male students.

Altinköprü [2] concluded that female children have a more developed tendency to collaborate and socialize compared to male children. While no statistically significant difference was detected between the socialization levels of secondary school students and age, birthplace, grade, and monthly income variables, a meaningful relationship was determined between the socialization levels and parental education level variable. As parental education level increase, so does the socialization level of the student.

Examining the relationship between the self-esteem and socialization levels of secondary school students who participate in recreational activities, it is observed that the self-esteem levels of the students participating in recreational activities are higher in all dimensions of self-esteem compared to the students who do not participate in recreational activities.

In the study conducted on high school students, who were doing sports and not dealing with sports, Asci et al., [5] found that participating in sports had a significant impact on the self-concept. This result is in parallel with the results of this research.

Slutzky et al., (2009) concluded that the time spent on recreational activities positively affected the levels of self-esteem [9].

In another study that is in parallel with this research, the self-esteem scores of students attending summer sports schools were compared, and it was determined that there were statistically significant differences between the pretest and posttest overall scores of the students attending summer sports schools concerning the general self-esteem, social self-esteem, and academic self-esteem levels. Reflecting the positive impact of sports on self-esteem, this result reveals that it would be especially helpful for children to participate in recreational activities not only in the summer but all year round [16].

Similarly, it is seen that the socialization levels of the students participating in recreational activities are higher compared to the students who do not participate in recreational activities. In other words,

students participating in recreational activities perceive higher levels of self-esteem, self-confidence, depressive affect, self-sufficiency, and achievement and productivity compared to students who do not participate in recreational activities. In addition, students participating in recreational activities perceive their socialization levels higher than students who do not participate in recreational activities. While the socialization levels of students participating in recreational activities increase, self-value, self-confidence, depressive affect, self-sufficiency, and achievement and productivity sub-dimensions of the self-esteem also increase. Similarly, as the socialization levels of students participating in recreational activities increase, self-confidence, depressive affect, self-sufficiency, and achievement and productivity levels increase as well, except for self-value sub-dimension.

These results also confirm the study of Erdogdu et al., (2018). In that study it has been determined that the socialization variable has a positive and statistically significant effect on self-esteem. It has been observed that the self-esteem and socialization characteristics of those who participated in recreational activities are higher than those who do not participate in recreational activities at all. There is a relationship between socialization and self-esteem. It was concluded that recreational activities positively affect the self-esteem and socialization levels of university students, and this supports the results of the study [8].

Suggestions

The impact of participation in recreational activities on the past and future achievements, socialization, and self-esteem levels of students is undeniable. In line with this purpose, it is not sufficient to provide only the academic qualifications necessary for professional development in secondary education institutions, therefore, it is of vital importance to make necessary regulations for the implementation of activities, in which social and personality development is supported.

Based on the fact that participation in recreational activities will provide positive and constructive support for socialization and increase in the personal development of students, it can be recommended to organize counseling and guidance activities for students.

It can be suggested that Psychological Counseling and Guidance services in secondary schools should be supported by recreational activities in order to support the socialization and personal development needs of students, and in this context, expert opinions and expert support can be received.

In order to increase the self-esteem levels of secondary school students, it will be useful to increase the number of research studies determining the factors influencing the self-esteem and socialization levels of students, and to use the findings of these studies in the program preparation processes.

By including recreational activities into the secondary school education program objectives, an awareness can be raised that recreation should not be employed for a certain period of life, and additionally, further studies can be conducted on advanced ages emphasizing the adoption of the philosophy to participate in recreational activities throughout life.

Families can be given various seminars in order to emphasize that the perception of parents labeling recreational activities as a waste of time is groundless, and to raise their awareness about the fact that recreational activities are a great part of physical, mental, and social development, and socialization and self-esteem surveys can be applied to the parents. While students adopt the habit of participating in systematic recreational activities, the training program should be implemented in consideration of the student expectations. Through various organizations in secondary schools, students can socialize by performing activities such as going to picnic, cinema, theatre, historical and touristic places, inter-class competitions, music, etc.

By directing people to individual activities, the number of people should be increased who are happy, with a high level of self-confidence and a developed self-esteem. Recreational activities should be increased to keep the youth from harmful habits. For this purpose, pitches and appropriate conditions should be prepared in each neighborhood. Organizations should be held in different sports branches, not in a particular sports branch (like football), that each student can participate at least once throughout his/her education life. Recreational activities should be supported for happy societies with high self-esteem and socialization levels.

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