

EXAMINING PSYCHOLOGICAL ACHIEVEMENTS OF THE FAMILIES OF CHILDREN PARTICIPATING IN SUMMER SPORT SCHOOLS

ABSTRACT

To identify the psychological achievement of families whose children participated and carried on Summer Sport School opened by Ankara Gençler Birli i Sport Club in 2011. Research was conducted in descriptive survey model. This study consists of 115 mothers, 207 fathers, totally 322 parents. Data was collected using "A scale of psychological gains in sports" developed by Cepikurt (2005). Scale has 32 items and four sub-scales ("supervising", "identification", "getting a social status", "self-respect"). The internal consistency coefficient is 0.90. Kruskal Wallis test, One-Way ANOVA and T-Test were used to analyze collected data. SPSS 15.0 program was used to analyze data. Value of 0.05 was considered to be the significance level.

The most important achievement of families to send their children to Summer Sport School are respectively "Supervising", "Self-Esteem", "Identification" and "Getting a Social Status". While no gender differences were found in sub-scales of getting a social status and supervising, significant differences were found in sub-scales self-esteem and identification. Significant relations were found in getting a social status, self-esteem, identification and supervising sub-scales between age variable. While no significant differences was found in sub-scale of getting a social status according to education variable, significant differences were found in self-esteem, identification and supervising sub-scales between groups.

Key Words: Psychological Gains, family, participation in sports.

YAZ SPOR OKULLARINA KATILAN ÇOCUKLARIN A LELE R N N PS KOLOJ K KAZANIMLARININ NCELENMES

ÖZET

Ankara Gençler Birli i Spor Kulübü'nün 2011 yılında açtı ı yaz spor okullarına katılan ve devam eden çocukların ailelerinin psikolojik kazanımlarını belirlemek amacı ile yapılmı tır. Ara tırma betimsel nitelikte ve tarama modelinde yürütölmü tür. Ara tırmanın çalı ma grubu 115'i anne, 207'si baba olmak üzere toplam 322 veli' den olu mu tur. Ara tırmanın verileri Çepikkurt (2005) tarafından geli tirilen "Sporda Ailenin Psikolojik Kazanımlar Ölçe i" ile toplanmı tır. Ölçek 32 maddeden olu maktadırlar. Ölçe in iç tutarlılık katsayısı.90'dır. Toplanan veriler üzerinden t-testi, Kruskal Wallis testi ve tekyönlü varyans analiz testleri yapılmı tır. Ara tırmada elde edilen verilerin analizinde (SPSS 15) Paket Programı kullanılmı tır. De i kenler arasında ili ki ve farklarda 0,05 önem düzeyi dikkate alınmı tır.

Ailelerin çocuklarını Yaz Spor Okullarına göndermedeki en önemli kazanımları sırasıyla "Kontrol Edicilik", "Benlik Saygısı", "Özde le me" ve "Statü Kazanma" alt boyutları olarak görölmektedir. Cinsiyet de i kenine göre Statü Kazanma ve Kontrol Edicilik alt boyutlarında anlamlı farklılı a rastlanmazken, Benlik Saygısı ve Özde le me alt boyutlarında anlamlı farklılı a rastlanmı tır.

Anahtar Kelimeler: Psikolojik kazanım, aile, spora katılım.

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INTRODUCTION

Sport is associated with many concepts such as society, economy, politics and culture. The sport activities that an individual participates within the pre or post-adolescence period contribute the development of a healthy physical development as well as contributing mental development. An active sport life starting during childhood is of great importance in building and continuum of positive relations among individuals and contributing those who are meant to take responsibility in the future to gain good habits (Yazarer et al. 2004)

Today, the reduction of lesson periods of Physical Education in schools, absence of sufficient space and equipment required for extracurricular sport activities, being unable to participate in any physical activity adequately due to studying for the exams starting in early ages, lack of plans regarding playgrounds and sports areas within cities and the occurrence of problems resulting from reduced physical activities parallel to the technological developments (Ozdol, 2009) led parents to be in the search of new ways for multi-directional development of their children.

Families guide their children to varied activities with the expectation of improving their children's skills, supporting their health, helping them have responsibilities and act freely (Hutchinson, 2009). In terms of sports, it is known that family plays important roles through a number of factors including that a long period of the children's development takes form within family; their interests, skills and capacity develop there, guiding children to sports and determining what sport the children should do. (Ocak et al 2011).

It is a necessity for the children who are to participate in any sport activity that their families should have the information regarding the benefits of sports (Duman, et al 2010). If families want their children to be good individuals, sports have positive effects to their psychosocial development

when sport occurs in a way that it answers the children's expectations and it is practiced through non-competitive and entertaining programs. Today, it is well known that sport, as an educational tool, takes a great role in the multi-dimensional development of the children. The Participation of the children into any sports activity as a member of a team develops feelings, such as assistance, cooperation; respect to the others, teammates and the game system. The children become aware of themselves and their skills. They gain experience by learning the moves that they are able or unable to do within a safe environment far from danger. They get in the habit of practicing regularly, taking responsibility, assisting and sharing with their peers (Ozturk, 1998). Tiryaki, stated in a research that the ones who do sports are more extrovert and emotionally balanced than those who do not (Tiryaki, 2000).

Families play an important role in the physical development of their children by guiding them to physical activities. Regular sport activities within the pre and post-adolescence period enable the development of a healthy physical structure as well as delaying the deterioration of the physical structure early in life (Ergen and Acıkada. 1990). Many serious illnesses emerging in adulthood date back to early ages. For instance, being overweight , obesity are the illnesses of the early ages, which affect the adulthood period and lead to many others illnesses(cardiovascular illnesses, diabetes type 2) (Thomson et all, 2005) On the other hand the illnesses of today, stress, social isolation, domestic tension, malnutrition, bad habits play an important role in the development of the children's health resulting from the lack of physical activities (Opper et all, 2005).

The main aim of the summer schools of Sport which are administered by Gençlerbirli i Sport Club to raise mentally and physically healthy generations is to canalize our children and young, to make

them like the sport, to protect them from bad habits such as alcohol, cigarette, drugs, gambling, to raise virtuous elite sportsmen who like their country and its people, and ones who are respectful and gentle and those that can obey the rules and appreciate the good under the name of Atatürk's Principles, to spread sport to a larger mass and to create a source for Turkish sport and its sport clubs.

The changes in the family caused by urbanization and the social movements led the roles to change within family. The status and value of the children in the family has increased. Families have started to guide their children to sport so that they can spend the time efficiently and they can get the benefits provided by sport (Ocak et al 2011). According to the information and the evaluations, the aim of the study is to determine the psychological achievements that the families of the children who participated into and continued the summer school of sport administered by Gençlerbirli i Sports Club.

MATERIAL AND METHOD

Model of the research

In this research, descriptive survey model was used. Descriptive researches aim to describe the relevant situation. Survey Model takes its roots from exhibiting the relevant situation as it exists and objectively (Karasar 1999). This research aims to describe the psychological achievements gained by the families of the

children who participated into the summer school of sport administered by Gençlerbirli i Sports Club.

Population and Sample

The study group of this research is comprised of 322 parents 114 of whom are mothers and 207 of whom are fathers of the children that participated into the summer school administered by Gençlerbirli i Sport Club in 2011

Data Collection Tools

The data collection tool of this research is comprised of two parts. The first part is comprised of distinctive factors regarding the age, gender, educational levels of the subjects determined by the researcher himself. In the second part,(SAPKO) the scale of "The psychological achievements of Family in Sports" developed by Cepikkurt (2005) was used. "SAPKO" is a quintet likert type of scale which has four sub-dimension (achievement of status, self-esteem, identification, Supervising) and 32 items. In the validity and reliability study by Cepikkurt, the internal consistency values calculated through Cronbach alpha are as following; "achievement of status": 0.87, "self-esteem": 0.81, "identification": 0.82, and "Supervising": 0.81

The findings demonstrate that "the scale of "The psychological achievements of Family n Sports" (SAPKÖ) is a useable scale.

Table 1 "SAPKÖ" Subscales, the items in the subscales and the total number of items

SUBSCALES	ITEMS IN THE SUBSCALE	ITEM NUMBER
Achievement of Status	3, 7, 11, 15, 19, 23, 27	7
Self-esteem	4, 8, 12, 16, 20, 24, 28, 30	8
Identification	2, 6, 10, 14, 18, 22, 26, 31	8
Supervising	1, 5, 9, 13, 17, 21, 25, 29, 32	9

Data Analysis

In the analysis of the data collected in the study, [SPSS 15] package program was used, and frequency and percentage of the data regarding the socio-demographic characteristic of the parents was found.

According to the studied variable and the differences in the points of "The scale of the psychological achievements of Family n Sports" T-Test, One way variance analysis and Kruskal Wallis Test were used, and 0,05 significance level was taken into

consideration in the results collected and their interpretation.

FINDINGS

Table 1: The evaluation of psychological achievements of families sending their children to summer sport schools according to sub-dimensions.

Subscales	N	\bar{X}	Ss	Minimum	Maximum
Achievement of Status	322	20,42	4,41	11,00	33,00
Self-esteem	322	23,42	5,48	10,00	39,00
Identification	322	23,32	5,23	10,00	37,00
Supervising	322	26,45	5,33	13,00	43,00

Table 1 shows the sub-dimensions of psychological achievement of families. The psychological achievements of the families, participated in the research, sending their children to the Summer Sports School

according to the subscale mean score are "Supervising" $X = 26,45$, "Self-esteem" $X = 23,42$, "Identification" $X = 23,32$ and "Achievement of Status" $X = 20,42$, respectively.

Table 2: The mean scores of psychological achievements of the families sending their children to the Summer Sports School according to the gender variable.

Subscales	Gender	N	\bar{X}	Ss	t	P
Achievement of Status	Mother	115	20,84	4,49	1,25	,209
	Father	207	20,19	4,36		
Self-esteem	Mother	115	24,28	5,34	2,11	,035
	Father	207	22,94	5,51		
Identification	Mother	115	24,12	5,43	2,05	,041
	Father	207	22,87	5,07		
Supervising	Mother	115	26,86	5,69	1,03	,304
	Father	207	26,22	5,13		

Table 2 displays that there is no significant difference found between "Achievement of Status" and "Supervising" ($P > 0.05$), while significant difference was

observed between "Self-esteem" and "Identification" ($P < 0.05$). It is seen that the difference is in favor of the mothers.

Table 3: The means scores of the psychological achievements of the families sending their children to the Summer Sports School according to the age variable

Subscales	Age	N	\bar{X}	Ss	F	P
Achievement of Status	30-35	39	22,23	4,85	2,72	,044
	36-40	122	20,39	4,61		
	41-45	93	19,90	4,30		
	46 ve>	68	20,17	3,71		
	TOTAL	322	20,42	4,41		
Self-esteem	30-35	39	26,38	5,70	4,89	,002
	36-40	122	22,99	5,37		
	41-45	93	23,45	5,37		
	46 ve>	68	22,47	5,24		
	TOTAL	322	23,42	5,48		
Identification	30-35	39	25,58	5,84	3,21	,023
	36-40	122	22,78	5,32		
	41-45	93	23,48	5,10		
	46 ve>	68	22,76	4,56		
	TOTAL	322	23,32	5,23		
Supervising	30-35	39	29,47	6,28	4,89	,002
	36-40	122	25,82	5,24		
	41-45	93	26,25	5,23		
	46 ve>	68	26,16	4,58		
	TOTAL	322	26,45	5,33		

Age variable is shown in the table 3. In terms of the age variable of the families sending their children to Summer Sports School, statistically significant differences were observed between the subscales of "Supervising" " Identification" "Self-esteem"

"Achievement of Status" (P<0.05). According to the results received from Tukey (b) Test in order to find out which group causes the difference within all subscale groups, it is found that the difference results from 30-35 age group and the other groups

Table 4: The mean scores of psychological achievements of the families sending their children to the Summer Sports School according to the educational level variable

SUB SCALES	EDUCATION	N	MEAN	Sd	χ^2	P
Achievement of status	Primary School	20	124,40	3	4,77	,189
	Secondary School	133	157,33			
	Tertiary and Equals	133	170,61			
	University	35	163,66			
Self-esteem	Primary School	20	108,13	3	17,21	,001
	Secondary School	133	159,72			
	Tertiary and Equals	133	158,02			
	University	35	212,09			
Identification	Primary School	20	99,43	3	13,93	,003
	Secondary School	133	155,37			
	Tertiary and Equals	133	169,17			
	University	35	190,91			
Supervising	Primary School	20	101,80	3	8,98	,030
	Secondary School	133	161,88			
	Tertiary and Equals	133	167,39			
	University	35	167,20			

Table 4 shows the results of the Kruskal Wallis test. In terms of education variable, while significant difference was found between "Self- Esteem", "Identification" and

"Supervising" sub-scales (P <0.05); no significant difference was found between "Achievement of Status" subscales (P>0.05).

DISCUSSION AND THE CONCLUSION

When the results of this research, done for the purpose of determining the psychological achievements that the parents will gain by sending their children to summer Sports schools, is analyzed, the psychological achievements of the parents are seen as 'Supervising', 'Self-esteem', 'identification' and 'Achievement of status', respectively. In their study in which they examined the psychological achievements of families against children participating in sport, Duman et al (2010) were found that the highest score is in the sub-dimension of "Supervising" according to sub scale mean scores. In this study in which expectations of parents from sports done by teenagers were examined, Coakley (2006) found that families are in an effort to provide their children more secure environment in organized sport schools by taking their children from streets that they believe them to be insecure. These findings are support for our findings. In our study, it was found that families follow the summer sports school program that their children attend and the achievement "Supervising" is high in terms of families.

When the Table 2 is analyzed, according to the subscale mean of the psychological achievements of families in sending their children to Summer Sports School, in terms of gender variable, while no significant difference was found between "Achievement of Status" and "Supervising" sub-dimensions ($P > 0.05$); significant difference was found between "Self-Esteem" and "Identification" ($P < 0.05$). It is seen that the difference is in favor of the mothers. In their study in which psychological achievements of participating children sports were examined, Ozdemir et al (2010) was found no meaningful difference in the sub-dimensions of "Supervising" and "achievement of status" in terms of families. According to Smith and Smolla (1997), the families identifying themselves with their children, regard their children as the extension of their egos. They depend their self-values on the behaviors of their

children, and feel good and happy when they succeed and feel bad when they fail. According to our research, when compared with fathers, as mothers look after their children better and more seriously and observe the psychological changes more accurately, the "identification" and "Self-Esteem" sub-dimension might have turned out to be in favor of mothers.

When Table 3 is analyzed, according to the mean scores of the psychological achievements of the families in sending their children to Sumer Sports School, in terms of age variable, statistically significant difference was found between "achievement of status", "Self-Esteem" and "Identification" and "Supervising" sub-scales ($P < 0.05$). In the result of Tukey (b) test that is done to find out which of the sub-dimensions causes the difference, it was found that the difference results from (30-35) age group and other groups. A similar study has not been found in literature and the reason of this difference can be that families that are in 30-35 age realize more than the families in other age group that sport is an important factor in children's development in a versatile manner and they may guide their children to more organized and safer sportive activities because of the fact that playgrounds decreases because of the unplanned construction in the city in which the research was conducted. However it may be convenient to make and support qualitative studies related to this matter to reach more valid and safer information.

In table 4, as the results of Kruskal Wallis test shows, in terms of education variable, while significant difference was found between "Self-Esteem", "Identification" and "Supervising" ($P < 0.05$), no significant difference was found between the subscales of "Achievement of Status" ($P > 0.05$). Keskin (2006) in the study named expectations of mothers and fathers in guiding their children to sports, parents want their children to be sportsmen in the future that are famous and that earn a lot of money. They want their children to live in better socio-economic situation achieving a higher status in the

future. Again, in the same study when education levels of families are analyzed, 96, 2% of the mothers and fathers that graduate from 4-year universities believe that sport affects positively in the physical and psychological developments of their children. Watkins and Regmi (1989) in the research they studied on 398 children that are in 11-14 age they found that there is positive relationship between children's being directed to sports and education levels of families. Demir (1996) in his research that he examined factors that affects directing the children that are 7-14 he found out that the more the education level of mother and father increases, the more they guide their children to sportive activities. Literature information show

resemblance with the data that is found from this research and they support the findings in the research.

SUGGESTIONS

1. Families should encourage their children to participate in the sports activities in their early ages.
2. To inform the families on Sports, mass communication devices should be used and life-long sports culture should be spread.
3. To develop projects in order to enable cooperation and coordination between school-family and Sports clubs
4. To present guiding projects to local administrations in terms of doing sports and the necessary substructure and employment to do sports

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