

EVALUATION OF SELF-ESTEEM OF THE CHILDREN AND ADOLESCENTS IN TERMS OF PARTICIPATION IN SPORTS³

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ABSTRACT

The aim of the present research was to evaluate self-esteem of the children and adolescents in terms of their participation in sports by comparing them to the sedentary peers. "Piers-Harris Children's Self-Concept Scale" was utilized in order to determine the self-esteem levels of the participants. The sample of the research was consisted of 336 primary school students in total; 109 boy players and 74 girl players who participated in Türkiye U-12 badminton championship of primary schools and 85 sedentary boy students and 68 sedentary girl students determined with random sampling method from two primary schools from Antakya city center.

SPSS 14.0 package program was used for the data evaluation. The data were analyzed with the analysis of variance to explain whether there is a difference between two groups or more, Post Hoc Tukey test and Kruskal Wallis Variance Analysis in the ANOVA model, t-test and Mann Whitney U test for paired comparisons, Pearson Tests for correlation comparisons and additionally regression analysis for the comparisons of the independent factors affecting self esteem.

As a result, mean scores of the self-esteem of the participants were found to be high in the general sense. Besides, being a sports-player increased significantly scores of the self-esteem. It was found out according to total mean scores of self esteem that all the participants had a high self concept; yet, players did have a higher self concept than sedentary participants. α value for the whole scale was found to be as .87. It was seen that participants had higher means in terms of happiness subscale (M=1, 5128) and behavior subscale (M=1, 6040). However, mean scores of physical appearance (M=1, 2774) and intellectual / school success (M=1, 2594) were found to be lower compared to the mean scores of happiness, anxiety and behavior subscales. According to the correlation among subscales of the Piers-Harris Children's Self-Concept Scale and to the correlation between the same subscales and the socio demographic variables; anxiety ($p<0.05$), physical appearance ($p<0.01$) and intellectual / school success ($p<0.01$) were inversely correlated with sex (gender) but directly proportional to behavior ($p<0.01$).

It is of high importance to use sports as a key instrument in increasing and developing self-esteem and to make families encourage their children for playing sports.

Key Words: Self-Esteem, Sports, Sedentary, Child, Adolescent, Primary School

ÇOCUK VE ERGENLERİN SPORA KATILIM DURUMLARINA GÖRE BENLİK SAYGILARININ DEĞERLENDİRİLMESİ

ÖZET

Bu çalışma, çocuk ve ergenlerin spora katılım durumlarına göre benlik saygılarını sedanter akranları ile karşılaştırılarak incelemeyi amaçlamaktadır. Katılımcıların benlik saygısı düzeylerini belirlemek için "Piers-Harris Çocuklar için Benlik Kavramı Ölçeği" kullanılmıştır. Örneklem grubunu, Türkiye ilköğretim okulları yıldızlar badminton müsabakalarına katılan 109'u erkek, 74'ü kız sporcu öğrenci ile Antakya merkezinden tesadüf örneklem metodu ile belirlenen iki ilköğretim okulunun sedanter öğrencilerinden 85'i erkek, 68'i kız öğrenci olmak üzere genel toplamda 336 ilköğretim öğrencisi oluşturmuştur.

Verilerin değerlendirilmesinde SPSS 14.0 paket programı kullanılmıştır. Verilerin analizinde ikiden fazla grup arasında fark olup olmadığını saptamak için varyans analizi, ANOVA modelde Post Hoc Tukey testi ve Kruskal Wallis Varyans analizi, ikili karşılaştırmalarda ise t-testi ve Mann Whitney U testi, korelasyon karşılaştırmalarında Pearson testi ve ek olarak benlik saygısını etkileyen bağımsız faktörlerin karşılaştırılmasında regresyon analizi kullanılmıştır.

Çalışma sonucunda; katılımcıların benlik saygısı puan ortalamalarının genel manada yüksek olduğu ve dahası sporcu olanın benlik saygısı puanlarını anlamlı derecede yükselttiği tespit edilmiştir. Benlik saygısı toplam puanları ortalamalarına göre tüm katılımcıların benlik algısının yüksek olduğu, sporcu katılımcıların sedanter katılımcılara oranla daha yüksek bir benlik saygısı puanına sahip oldukları tespit edilmiştir. Tüm skalanın α değeri 87 olarak bulunmuştur. Katılımcıların benlik saygısı mutluluk (M=1,5128) ve davranış (M=1,6040) alt ölçekleri puanlarına bakıldığında yüksek ortalamaya sahip oldukları gözlenmiştir. Buna karşın fiziksel görünüm (M=1,2774) ve zihinsel/okul başarı (M=1,2594) puan ortalamaları mutluluk, kaygı ve davranış alt boyutlarına oranla düşük bulunmuştur. Benlik ölçeği alt boyutlarının birbirleriyle ve çalışmanın sosyo-demografik değişkenleri arasındaki korelasyona göre ise, kaygı ($p<0.05$), fiziksel görünüm ($p<0.01$) ve zihinsel/okul başarı ($p<0.01$) cinsiyet ile ters, davranış ($p<0.01$) ile doğru orantılıdır.

Benlik saygısının yükseltilmesinde ve geliştirilmesinde sporun önemli bir araç olarak kullanılması ve ailelerin çocuklarını spora teşvik etmesinin sağlanması önem arz etmektedir.

Anahtar Kelimeler: Benlik Saygısı, Spor, Sedanter, Çocuk, Ergen, İlköğretim.

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INTRODUCTION

Personality, formed as a whole through innate and subsequently-acquired bodily, psychological and social characteristics and through their interaction with each other (Cansever, 1982), is treated as one of the basic issues of human behavior science.

Self concept and self esteem, the key of the personality, is described variously in literature. These descriptions in literature define personality as thoughts of the person about who he himself is, what he himself means, what he himself can do and how he adapts himself in the world (Öner, 1987); as the whole of the feelings and thoughts the person places upon himself as an object (Rosenberg, 1986), as a composition of the whole evaluations and beliefs about ourselves (Burn, 1982); whereas self esteem is described as the way to develop emotions about the self, the acceptance of the self, person's satisfaction with himself and the respect towards himself as a whole (Aksaray, 2003; Steinberg, 1999). Self concept may be good, bad or neutral (Cüceloğlu, 2005).

It is reported that having a positive self esteem affects person's self governance, his self confidence, self esteem and self satisfaction; thus, creating significant correlations among school success, positive health behaviors, productivity and social compatibility (Çeçen and Koçak, 2007; Donatelle et al., 1999; Guinn & Vincent, 2002; Pope et al., 1988;).

It is argued by different theorists that individuals with low self esteem are more inclined to adopt risky behaviors (Lauren et al. 2004), low self esteem may increase recurrence of depression and depression risk (Sung & Son, 2000; Ünal and Özcan, 2000; Toros, 2002), may lead to problems in interpersonal relations and trigger shyness due to the fear of refusal (Yüksel, 2002), may affect psychological structure negatively (Özdel et al., 2002) and may create such negative health and social behaviors as low academic

success, loneliness, smoking, substance use, depression, suicide and unwanted pregnancies (Campbell, 1990; Çeçen and Koçak, 2007).

It is reported that self concept is not acquired as an innate property but is developed by child's interaction with his environment and his experiences, is made up in time within social and physical environment and school, friend groups and parents provide important contributions to the augmentation of child's self concept and self esteem (Frisby & Tucker, 1993; Hechtman, Weiss, Perlman, 1980; Huitt, 1998; Rogers, 1951).

Participation in sportive activities is emphasized as one of the important factors that improve self esteem (Korkmaz, 2007). Playing sports is important not only in terms of health and (physical) development but also personality development and mental health of the children and adolescents. Children who play sports improve personal experiences, creativeness and acquire feeling of responsibility. They obtain such social behaviors as helping each other, cooperation, respect for friends and play rules and thus having a positive self development (Mengutay, 1999; Karakaya et al., 2006). Also, it is underlined that playing sports with children, physical education activities performed with a pedagogical responsibility, (sportive) trainings for children and (sportive) competitions have positive effects upon their bodily, social, mental and psychological development (Muratlı, 1997). Therefore, the current study was focused on the investigation of whether self esteem of player students (badminton) and non player students (sedentary) (from primary schools) differed or not in terms of playing sports.

METHOD

Model (Research Method)

General screening model, one of the descriptive research methods, was used

in the research. Karasar describes screening model as an approach that aims at describing a present situation as it is. This was the first step of a long term research, too and it was planned -in the subsequent periods- to investigate self esteem of the children and adolescents with mild-mental-incapability in terms of playing sports and to compare them to the children and adolescents who had a normal development.

Research Population (Participation)

The population of the research was composed of 2nd grade primary school students who participated in “Turkiye U-12 badminton championship of primary schools in Kahramanmaraş Province” and of those students who were determined with random sampling method from two state primary schools of National Education Directorate of Hatay Province. The sample of the research was consisted of 336 primary school students in total; 109 boy players and 74 girl players who participated in the championship and 85 sedentary boy students and 68 sedentary girl students selected from the above mentioned two primary schools.

Data Collecting Instruments

As the data collecting instruments, a personal information form designed by the researchers and “Piers-Harris Children’s Self-Concept Scale: The Way I Feel about My Self” were utilized.

Piers-Harris Children’s Self-Concept Scale:

Piers-Harris Children’s Self-Concept Scale -designed by Piers-Harris (1964) and adapted for Turkish (Culture) by Öner

(1996) and Çataklı (1985) aims at evaluation of child’s own thoughts, emotions and attitudes. The scale is composed of 80 items and is answered as “yes” or “no” and covers six subscales: Physical Appearance and Attributes (physical appearance), Intellectual and School Status (intellectual / school success), Happiness and Satisfaction (happiness), Freedom from Anxiety, Behavioral Adjustment (behavior) and Popularity. Scoring is made with a key and scores range from 0 to 80. High scores mean positive self concept whereas low scores are associated with negative self concept. Reliability coefficient of the scale changes between .78 and .93 for the subscales. Six factors correspond to 42 % of the total score change. Reliability coefficient of the Turkish scale changes between .81 and .89. Factor structure of the Turkish form is similar to the original form. As the result of factor analysis, it was determined that six factors corresponded to 41.7 % of the total score change (Öner, 1996).

Evaluation Of Data

SPSS 14.0 package program was used for the data evaluation. The data were analyzed with the analysis of variance to explain whether there was a difference between two groups or more, Post Hoc Tukey test and Kruskall Wallis Variance Analysis in the ANOVA model, t-test and Mann Whitney U test for paired comparisons, Pearson Tests for correlation comparisons and additionally regression analysis for the comparisons of the independent factors affecting self esteem.

FINDINGS

Table 1. Total Scores of Self Esteem Scale of The Participants

	N	Minimum	Maximum	Mean	Std. Deviation
Total	335	26.81	100	71.81	0.66
Players	183	.00	100	76.44	1.58
Sedentaries	153	.00	100	52.65	0.79

According to the mean total scores about self esteem, as seen in Table 1, it was found out that all the participants had a high self perception. However, sports

players had a higher self perception than sedentary participants. α value for the whole scale was found to be as .87.

Table 2. Statistical Evaluation of Subscales of The Self Concept Scale

	N	Minimum	Maximum	Mean	Std.Deviation	* α
Happiness and Satisfaction	336	1.00	1.77	1.5128	.12917	.85
Freedom from Anxiety	336	1.00	2.00	1.5536	.19357	.79
Popularity	336	1.00	1.82	1.4077	.13197	.82
Behavioral Adjustment	336	1.00	1.88	1.6040	.14289	.67
Physical Appearance and Attributes	336	1.00	2.00	1.2774	.20478	.83
Intellectual and School Status	336	1.00	2.00	1.2594	.22843	.85

When we analyzed the scores of the Happiness and Satisfaction (M=1.5128) and Behavioral Adjustment (M=1.6040) subscales, it was seen that the participants had higher means. Yet, the mean scores of Physical Appearance and

Attributes (M=1.2774) and Intellectual and School Status (M=1.2594) were found to be relatively lower than those of Happiness and Satisfaction and Behavioral Adjustment.

Table 3. Pearson Correlation Between Subscales of Self Concept and Socio Demographic Variables

	1	2	3	4	5	6	7	8	9	10	11	12
Sex (Gender)	1											
Sedentary	.036	1										
Registered	.040	-.290**	1									
Age	-.060	.839**	-.279**	1								
Sports Age	-.029	.283**	-.815**	.252**	1							
Weekly Training	-.022	.235**	-.837**	.228**	.757**	1						
Happiness and Satisfaction	.008	.027	-.107	-.085	.108*	.072	1					
Freedom From Anxiety	-.117*	.050	-.176**	.024	.187**	.155**	.611**	1				
Popularity	.050	-.019	.123*	-.110*	-.105	-.127*	.040	-.018	1			
Behavioral Adjustment	.176**	.012	.033	-.074	-.008	-.032	.447**	.389**	.063	1		
Physical Appearance And Attributes	-.132**	.002	.116*	-.035	-.103	-.198**	.010	-.126*	.328**	-.079	1	
Intellectual and School Status	-.192**	.039	.154**	.050	-.148**	-.174**	-.117**	-.147**	.419**	-.192**	-.431**	1

* The correlation was meaningful at 0.05 (Two ways). ** The correlation was meaningful at 0.01 (Two ways).

The correlation among the subscales and between the subscales and socio demographic variables of the research was demonstrated in Table 3. According to the Table, there was an inverse correlation between sex (gender) and Freedom from Anxiety ($p<0.05$), Physical Appearance and Attributes ($p<0.01$), Intellectual and School Status ($p<0.05$) but it was directly proportional to Behavioral Adjustment ($p<0.01$). This correlation was shown in Table 5 and 6. We could not find any correlation between being sedentary and the subscales ($p>0.05$). On the other hand, there was a direct proportion between being a registered player and Popularity ($p<0.05$), Physical Appearance and Attributes ($p<0.05$), Intellectual and School Status ($p<0.05$) but an inverse correlation between being a registered player and Freed from Anxiety ($p<0.01$). There was an inverse correlation between age and Popularity ($p<0.05$) whereas a direct proportion between sports age and

Happiness and Satisfaction ($p<0.05$) and Freed from Anxiety ($p<0.01$) and an inverse correlation between sports age and Intellectual and School Status. Also, there was an inverse correlation between the number of the weekly (sportive) trainings and Popularity, Physical Appearance and Attributes and Intellectual and School Status ($p<0.01$); and between the number of the weekly (sportive) trainings and Freed from Anxiety ($p<0.01$). On the other hand, as Happiness and Satisfaction increased so did Freed from Anxiety and Behavioral Adjustment but Intellectual and School Status decreased ($p<0.01$). Also, as Freedom from Anxiety increased so did Behavioral Adjustment ($p<0.05$). But, Freed from Anxiety ($p<0.05$) decreased as Intellectual and School Status increased. Physical Appearance and Attributes ($p<0.05$) and Intellectual and School Status increased ($p<0.01$) as Popularity increased.

Table 4. The Comparison of The Player Participants and Sedantery Participants According to Subscales of Self Concept Scale Using T Test (Independent Samples Test)

		N	Mean	Std. Deviation	t	f	p
Happiness and Satisfaction	Players	183	73.9386	1.825	1.965	3.664	.056
	Sedentaries	153	66.1543	2.036	1.972		
Freedom From Anxiety	Players	183	62.4632	.2058	3.271	.383	.003
	Sedentaries	152	55.2126	2.080	3.294		
Popularity	Players	183	83.4575	1.866	-2.261	5.204	.002
	Sedentaries	153	77.1836	1.424	-2.224		
Behavioral Adjustment	Players	183	74.8975	1.278	-.596	.040	.841
	Sedentaries	153	74.4281	1.754	-.601		
Physical Appearance And Attributes	Players	183	74.4262	.4233	-2.130	.052	.820
	Sedentaries	153	69.6732	2.307	-2.131		
Intellectual And School Status	Players	183	77.2834	2.154	-2.855	13.07	.000
	Sedentaries	153	70.2148	1.224	-2.799		
Total	Players	183	74.4111	1.615	2.732	1.751	.187
	Sedentaries	153	68.8693	1.115	2.408		

It was found out according to the table above that players had higher scores of Freedom from Anxiety, Popularity and Intellectual And School Status compared to the sedentaries ($p<0.01$).

Table 5. The Comparison of Subscales of Self Concept in Terms of Being A Sports Player and Sex (Gender)

PLAYERS	Sex (gender)	N	Mean	Std. Deviation	t	f	p
Happiness and Satisfaction	Boys	109	69.080	3.133	-.153	.566	.452
	Girls	74	72.188	2.123	-.155		
Freedom From Anxiety	Boys	109	60.031	3.199	2.157	2.377	.004
	Girls	74	57.992	1.182	2.188		
Popularity	Boys	109	79.662	4.139	-.921	2.286	.131
	Girls	74	81.882	3.120	-.942		
Behavioral Adjustment	Boys	109	71.778	2.156	-3.271	11.270	.001
	Girls	74	78.653	1.116	-3.419		
Physical Appearance And Attributes	Boys	109	69.948	3.217	2.438	6.586	.011
	Girls	74	75.422	2.181	2.507		
Intellectual And School Status	Boys	109	70.324	1.237	3.569	1.970	.000
	Girls	74	79.175	2.206	3.648		

As far as the table above was concerned, there were not any significant differences between registered boy players and registered girl players in terms of Happiness and Satisfaction and Popularity ($p>0.05$) while significant differences were obtained between registered boy players and registered girl players in terms of Freedom from Anxiety,

Behavioral Adjustment, Physical Appearance and Attributes and Intellectual and School Status. Hence, boy players reported to have higher Freedom from Anxiety ($p<0.05$) compared to the girls while girl players reported to have higher Behavioral Adjustment, Physical Appearance and Attributes and Intellectual and School Status ($p<0.05$).

TABLE 6. The Comparison of Subscales of Self Concept in Terms of Being A Sedentary and Sex (Gender)

Sedentaries	Sex (Gender)	N	Mean	Std. Deviation	t	f	p
Happiness and Satisfaction	Boys	85	73.938	.123	-.153		
	Girls	68	66.154	.113	-.155	.466	.567
Freedom from Anxiety	Boys	85	62.463	.189	2.157		
	Girls	68	55.212	.163	2.188	1.207	.002
Popularity	Boys	85	83.457	.134	-.921		
	Girls	68	77.183	.116	-.942	2.276	.023
Behavioral Adjustment	Boys	85	74.897	.143	-3.271		
	Girls	68	74.428	.104	-3.419	11.768	.304
Physical Appearance And Attributes	Boys	85	74.426	.114	2.438		
	Girls	68	69.673	.127	2.507	4.321	.004
Intellectual and School Status	Boys	85	77.283	.205	3.569		
	Girls	68	70.214	.213	3.648	1.420	.287

The comparison made between sedentary girls and boys demonstrated that sedentary boys had significantly higher Freedom from Anxiety, Popularity and Physical Appearance and Attributes ($p<0.05$) compared to sedentary girls. However, there were not any significant differences in Happiness and

Satisfaction, Behavioral Adjustment and Intellectual and School Status ($p>0.05$).

According to the Post hoc Tukey test, those who had (sportive) trainings four hours a week had higher Happiness and Satisfaction $F(2, 183) = 4.490, p < .05$ and lower Freedom from Anxiety $F(2, 183) = 4.793, p < .001$ compared to those who had (sportive) trainings 2

hours a week, 4 hours a week and 8 hours a week. We could not find any significant difference among sports players in Popularity, Behavioral Adjustment, Intellectual and School Status and Physical Appearance and Attributes in terms of hours of weekly (sportive) trainings ($p>0.05$).

There were not any significant differences between grade (the mark indicating a student's level of accomplishment: for example; 8th year, 9th

DISCUSSION AND CONCLUSION

The results of the statistical data obtained from the current research which was conducted in order to investigate children's and adolescents' self esteem and to compare it to their sedentary peers in terms of their participation in sports, were discussed and the conclusions were shared under this title.

General mean scores of the scale of all participants (players and sedentaries) were found to be high in the general sense. Besides, it was understood that sports-players had higher self perception. These results were similar to those in literature and it is reported that participation in physical activities and recreational activities prevent risky behaviors and increase self esteem (Guinn et al., 2000; Bizman and Yinon, 2002; Lauren, et al., 2004; Uyanık Balat and Akman, 2004; Keane, 2004; Pedersen and Seidman, 2004; Karakaya, Coşkun, Ağaoğlu, 2006; Korkmaz, 2007).

If so, we can argue that playing sports affects positively self esteem of the adolescent participants and thus may be an effective instrument in order to cope with the problems experienced during adolescent period.

Participants told that they had higher self esteem, Happiness and Satisfaction and Behavioral Adjustment (scores) whereas they obtained relatively lower levels of Physical Appearance and Attributes and Intellectual and School Status compared to the subscale (scores)

year, etc.), sports age and the subscales of self concept scale ($p>0.05$). The comparisons made in terms of age demonstrated that among the sports players, those aged 14 yielded different results in Behavioral Adjustment $F(2, 183) = 4.073$, $p < .05$) and Popularity $F(2, 183) = 4.490$, $p < .05$) subscales. Therefore, there was an increase in social approval and social behavior among sports players of 14 age-group.

of Happiness and Satisfaction, Freedom from Anxiety and Behavioral Adjustment (scores).

It was significant that Happiness and Satisfaction and Behavioral Adjustment subscales yielded higher means; which showed that the participant group had relatively higher Happiness and Satisfaction and Behavioral Adjustment levels. It is suggested that the subscale of Behavioral Adjustment measures generally students' belief about how compatible they are in their social relations and predicts best quality of school life of the students (Sarı and Cenkseven, 2008). Therefore, we can conclude that the findings obtained were similar to those in literature and we obtained indications about the fact that the participants' quality of life was high at school and in social relations.

The fact that perceptions about the Physical Appearance and Attributes and Intellectual and School Status were lower compared to the perceptions about Happiness and Satisfaction, Freedom from Anxiety and Behavioral Adjustment indicated that they had lower self esteem about perceptions of Physical Appearance and Attributes and Intellectual and School Status. Therefore, the participants generally did not consider their appearances positively and did not find themselves successful; which made us conclude that this finding was associated with the fact that the participants were at adolescent period. Many researches in literature report that the way that physical

appearance at adolescent period is perceived has an important effect upon the scores of self esteem and it is argued that the adolescent take important steps for self acceptance as long as they adapt their newly developing bodies (Özcan Candangil and Ceyhan, 2006). It is emphasized that self acceptance is one of the principal indications to develop self confidence and a healthy self construction (Yavuzer, 2003). Due to the fact that the participants of the current research, too, were at the pre-adolescent period and adolescent period; the findings obtained were similar to those in literature. However, lower physical appearance perception may -as stated in literature- lead to negative effects and “emotional unbalance” (Topses, 2004).

Another research topic was the effect of being registered player variable and sex (gender) variable on the subscales of the scale. The participants reported that sex (gender) variable did not have any significant effects on perceptions of Happiness and Satisfaction, Popularity and Physical Appearance and Attributes whereas the same variable had an important effect on the perceptions of Freedom from Anxiety, Behavioral Adjustment and Intellectual and School Status. In this sense, it was determined that boy players had higher perceptions of Freedom from Anxiety and Intellectual and School Status compared to the girls while girl players were more socially compatible (Behavioral Adjustment) than boys.

It is seen in literature that the researches conducted to discover adolescent's anxiety level in terms of sex (gender) variable report that girls generally experience higher anxiety levels than boys (Ök, 1990; Girgin, 1990; Öy et al., 1995; Özusta, 1995; Pamphlett and Farnill, 1995; Sümer and Anafarta Şendağ, 2009). However, it was significant in the current research that the comparisons made in terms of sex (gender) variable demonstrated that boys experienced higher anxiety levels compared to girls.

Nevertheless, there are some researches that report different results (Bolck and Robins, 1993; Harter1993; Marsh, 1989; Simmons and Blyth, 1987). Also, there are researches that provide findings similar to ours and report that boy participants had higher anxiety scores than girls (Metin et al., 2008; Başaran et al., 2009); which shows that there are various findings in various researches in terms of sex (gender) variable; thus any generalization would be misleading and demographic features of the participants may change depending upon the situation in which they are.

As far as the participants of the current research were concerned, many and different reasons (for example; being a boy player may cause more wish to win the competitions compared to girl players and especially boy participants experienced higher anxiety due to the fact that the championship continued when the participants filled in the forms) may have caused these results. Also, in order to make any generalizations about anxiety levels in terms of sex (gender) variable, this kind of descriptive researches should be supported with experimental researches.

It is reported that many parents worry that participation of the children and adolescents in free time activities affect negatively school success and therefore they sometimes may not allow it (Büşükoğlu and Bayturan 2005). But, it is detected that participation in sports in free time improve self esteem better and adolescents with high school success show less anti social behaviors than those with low school success (Duda, 1989; Holland, and Andre, 1994; Ma et al., 2000; Kıran, 2003; Erdoğdu, 2006; Caroline Binsinger et al.,2006;Keskin and Sezgin, 2009). Our finding about this issue indicated that boy players had significantly higher perceptions of Intellectual and School Status; which may be explained -in addition to the information in literature- with the help of the fact that boys are

provided more opportunities than girls in entering social environments, making friends, friend relations, participation in free time activities and sportive activities. Wrong ideas of the parents that participation in sports, free time activities and physical activities may affect negatively school success of the children are effective, too.

Girl players reported higher social compatibility (Behavioral Adjustment) than boy players. This finding is important for girl players. It is reported that participation in sportive activities create a social relation atmosphere and this social atmosphere improve interpersonal relations and thus level of social compatibility increases as the result of these positive personal characteristics (Devine, 2004).

It was found out that boy players had higher success perception compared to girl players. It is told in some researches that investigate school success in terms of sex (gender) variable that sex (gender) does not affect school success significantly (Kılıç and Karadeniz, 2004; Keskin and Sezgin, 2009). Though the findings of this research do not support our findings, the difference may be resulting from the variable of playing sports and we may conclude that playing sports may increase the perception of school success of the boy participants. Because our participants were competitors, it made us conclude that their success in sports may be effective on acquiring a social identity at school thus leading to higher perception of school success.

The comparison made between sedentary boys and girls pointed out that sedentary boys had more Freedom from Anxiety than sedentary girls; yet, sedentary girls cared more Physical Appearance and Attributes. These findings contradicted the findings of Sümer and Anafarta Şendağ (2009). It was reported in the studies of Sümer and Anafarta Şendağ (2009) that girls had

lower perception about their physical appearance. As emphasized in literature about Physical Appearance and Attributes, women -compared to men- were more critical and unsatisfied about their bodies and more concerned about their body weights and images (Loland, 1998). According to the quotations of Güçlü and Yentür (2008) from Richman and Shaffer about this issue, participation in sportive activities affects positively perceptions about body and increases and affects satisfaction positively. Therefore, ensuring participation of sedentary girls in sportive activities may lead to strengthen these negative perceptions.

As a conclusion of the research that compared self esteem of primary school 2nd grade participants (6th year, 7th year and 8th year students who were at the pre adolescent and adolescent period) in terms of playing sports or not; the following results were obtained:

- Sport is an effective factor in improving and increasing self esteem.
- Boy players and boy sedentaries reported higher anxiety levels compared to girl players and girl sedentaries.
- Boy players and boy sedentaries reported higher perception about academic success compared to girl players and girl sedentaries.
- Girl players and girl sedentaries reported significantly higher Physical Appearance and Attributes and social compatibility (Behavioral Adjustment) compared to boy participants.

The recommendations from the research may be summarized as following:

- Although it is not possible to make generalizations about the issues mentioned above because of the fact that the research was conducted with descriptive method; we obtained serious and supportive information about the research topic. That kind of researches should be supported with experimental researches.

• Psychological Consultancy and Guidance Services at schools and physical education teachers should hold meetings in order to train parents who sometimes do not allow the participation of the children and adolescents in free time activities with the worry that school success may be affected negatively.

• It is of high importance that sports should be used as an instrument in order to prevent risky behaviors at schools, to increase self esteem of the adolescents and to grow healthy individuals in every way.

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