

3. It is clear that the decisive role in improving the executions of technical-tactical processes and of course in the growth of athletes' experience and value, it has the number of efficient repetitions, called like this only those executions with a high degree of emotional involvement of the athlete. These leave visible effects on game expression and game structures.

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A RESEARCH ON SOCIAL BEHAVIORS OF STUDENTS AGED 11 - 14 IN TERMS OF SPORTT PERSPECTIVE: A CASE STUDY IN KÜTAHYA CITY

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ABSTRACT

The present study aims to investigate social behaviors of students aged 11-14 who live in city and county centers according to the sport major they practice, level of participation into the activities related with these sport majors, and personal variables. Study sampling is composed of randomly selected 320 volunteer students from two different secondary schools of Kütahya Linyit and Hisarcık Cumhuriyet (148 female and 172 male). In the data collection process in the study, a personal information form developed by researchers and consisted of 10 items to collect demographical details of respondents and bipolar Social Comparison Scale developed by Şahin, Durak and Şahin (1993), and consisted of 18 items were utilized. In the analysis of collected data, beside percentage and frequency analysis methods, Mann Whitney U and Kruskal Wallis tests were conducted to determine significant differences. Finally, significant differences were determined among social comparison levels according to respondents' preferred sport major, ages, residential place, and income levels (P<0.05).

Keywords: Social Comparison, Student, Sport

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INTRODUCTION

Individuals find themselves in society since the time they were born. They have a family and they are raised within the environment where their family live. They attend school and then, they work at various organizations when it is time to survive their individual lives. All along their own life, they view themselves as a member of these societies. Humans are not beings which can live alone; that is, they cannot survive on their own. Society is the reality which constitute essential characteristic of human beings, and which determines their values, and affects their behaviors and opinions. Society is form of organization, which includes coordinated actions, among persons who are diversified in terms of social and functional aspects (Yetim, 2011).

Festinger (1954) emphasizes that social comparison is the key variable of social relationships; and the researcher developed the precursor extensive social comparison theory. Since then, there have been various modifications on the theory (Wheeler, 1991). It is known that it plays significant role on behaviors displayed by individuals and groups (Suls & Wills, 1991). Social comparison can be steered either upward or downward within the forms of behaviors such as self-development, enhancing self-value or avoiding shame (Suls & Wills, 1991; Wood, 1989).

Baumeister, Tice and Hutton (1989) claimed that whereas individuals with higher self-esteem attract the social attention toward their skills and talents socially, individuals with low level of self-esteem prefer the lowest possible damage; and they prefer to protect themselves and to hide their weaknesses as much as possible (e.g. avoiding shame). Wood, Giordana-Beechi Taylor, Michela and Gaus (1994) revealed that people with high self-esteem lose their interest in social comparison when they get success; that is, they are rather less interested in going in competition with other people who have better position in the society. Additionally, it is observed that when people with low self-esteem become successful, they enjoy to be compared with other people who have better position in the society because this situation offers them safe opportunity to “make the most of outcomes of their success” (Wood et al. 1994, p.729).

People who have been raised in various environments such as family, environment, and school could have positive or negative reputations. Sport activities which mostly require group participation play significant role in establishment and development of social relationship by individuals. In the meantime, sport is an important tool enabling individuals to gain reputations important in social relationships of individuals such as popularity, respect, toleration, bravery, self-esteem, determined, venturous, and energetic (Karaküçük, 1994).

In this study, social behaviors of primary school students were investigated in terms of sportive aspect.

METHOD

This research is descriptive analysis for social comparison levels of secondary school students to compare themselves with other individuals in terms of gender, residential place, socio-economic level, sport practicing intensity and their sport major.

Measurement Tools

Data Collection Form: This form includes questions to collect information regarding demographical characteristics of primary school students constituting the sample group such as gender, grade level, socio-economic level and residential place.

Social Comparison Scale (SCS): This is the scale to measure youngsters’ perceptions regarding how they view themselves in terms of different dimensions when they compare themselves with others. This scale was developed by Şahin, Durak and Şahin (1993) in bi-polar structure and it consists of 18 articles. The scoring system utilized in the scale uses 6-point Likert system which allows respondents to mark their choices between opposite poles. Whereas higher total scores imply positive conceit scheme; lower total scores negative conceit scheme. In consideration of reliability of the scale, the Cronbach’s Alpha coefficient was estimated at .87. Accordingly, it can be concluded that the scale has higher reliability and validity in terms of self-evaluation of a person.

Universe and Sampling

Whereas universe of the scale is consisted of 11-14 years old students who live in city and county centers; sampling group is consisted of randomly chosen 320 volunteer students aged 11-14, who are attending to Kütahya Linyit and Hisarcık Cumhuriyet Secondary Schools (148 female and 172 male students).

FINDINGS

Table 1: Demographic Characteristics of Participant Students

Demographic Information		N	%
Sex?	Woman	148	46,3
	Male	172	53,8
Place of residence?	Province	166	51,9
	County	154	48,1
Sport status?	Yes	208	65
	No	112	35
Sport?	Football	65	20,3
	Basketball	30	9,4
	Volleyball	19	5,9
	Badminton	26	8,1
	Table tennis	32	10
	Other	35	10,9
	None	113	35,3
Income level?	Bad	10	3,1
	Middle	152	47,5
	Good	158	49,4
	Total	320	100

According to Table 1, while 148 of the respondent students (46.3%) are female, 172 are male (53.8%); of these students, while 166 are located in city center (51.9%), 154 are in county center (48.1%). Again, whereas 208 of students (65%) perform sport activities, 112 (35%) do not. In terms of sport majors of students who practice sport activity, it can be observed that soccer is the most popular major (20.3%). Additionally, on the basis of income levels of students, it can be observed that 10 students (3.1%) are in low, 152 students (47.5%) are in medium and 158 students (49.4%) are in high level income groups.

Table 2: Social Comparison Levels According to Income Levels of Student

Income Level		N	Mean Rank	X ²	P
Social Class	Bad	10	113,05	6,722	0,03
	Middle	152	151,82		
	Good	158	171,85		
Charm	Bad	10	162,35	0,898	0,63
	Middle	152	155,5		
	Good	158	165,2		
Social Virtue	Bad	10	215,3	8,871	0,01
	Middle	152	146,78		
	Good	158	170,23		

When statistical analysis results for income levels of students are taken into consideration, significant results were determined with social class sub-dimension [$X^2=6.722$; $p=0.03$; $p<0.05$] and social skill sub-dimension [$X^2=8.871$; $p=0.01$; $p<0.01$]. However, attraction sub-dimension [$X^2=.898$; $p=0.63$;

p>0.05] does not exhibit any significant result. On the basis of these results, it can be considered that students with higher income level find themselves socially sufficient.

Table 3: Social Comparison Levels of Students According to Their Age Distribution

Age		N	Mean Rank	X ²	P
Social Class	11 Age	84	177,38	15,36	0
	12 Age	175	151,98		
	13 Age	43	137,22		
	14 Age	18	220,22		
Charm	11 Age	84	175,18	9,63	0,02
	12 Age	175	151,97		
	13 Age	43	146,88		
	14 Age	18	207,47		
Social Virtue	11 Age	84	191,25	14,05	0
	12 Age	175	150,34		
	13 Age	43	139,7		
	14 Age	18	165,47		

Results of the Kruskal Wallis Test conducted on the basis of age distribution of participants reveal significant difference with social class sub-dimension [$X^2 = 15.36$; $p=0.00$; $p<0.05$], social skill sub-dimension [$X^2 = 14.05$; $p=0.00$; $p<0.01$] and attraction sub-dimension [$X^2 = 9.63$; $p=0.02$; $p<0.05$]. According to these results, it can be concluded that students at this age group find themselves socially sufficient.

Table 4: Social Comparison Levels of Students According to Intensity of Their Sport Activities

Do you play a sport?		N	Mean Rank	U	P
Social Class	Yes	208	162,61	11208,5	0,57
	No	112	156,58		
Charm	Yes	208	154,63	10426	0,11
	No	112	171,41		
Social Virtue	Yes	208	160,21	11588	0,94
	No	112	161,04		

Based on the Mann Whitney U Test results for intensity of their sport activities, social class ($U=11208.5$; $p=0.57$), social skill ($U=11588$; $p=0.11$), and attraction ($U=10426$; $p=0.94$) sub-dimensions do not exhibit any significant difference ($p>0.05$).

Table 5: Social Comparison Levels of Students According to Their Residential Places

Country of residence		N	Mean Rank	U	P
Social Class	Province	166	172	10872	0,01
	County	154	148,1		
Charm	Province	166	172,79	10742	0,01
	County	154	147,25		
Social Virtue	Province	166	164,98	12038	0,01
	County	154	155,67		

Based on the analysis results, Mann Whitney U test was applied according to students' residential places. The test results revealed significant difference with students' social class (U=10872; p=0.01), social skill (U=10742; p=0.01), and attraction (U=12038; p=0.01) sub-dimensions (p<0.05). Accordingly, it can be concluded that students residing in city centers consider themselves as socially sufficient according to their available opportunities.

Table 6: Social Comparison Levels of Students According to Their Sport Major

Sports		N	Mean Rank	X ²	P
Social Class	Football	65	163,8	10,93	0,09
	Basketball	30	143,2		
	Volleyball	19	191,26		
	Badminton	26	194,12		
	Table tennis	32	131,5		
	Other	35	168,41		
	None	113	156,05		
Charm	Football	65	163,42	18,67	0
	Basketball	30	110,03		
	Volleyball	19	202,5		
	Badminton	26	184,42		
	Table tennis	32	140,81		
	Other	35	147,53		
	None	113	169,25		
Social Virtue	Football	65	169,39	3,47	0,75
	Basketball	30	141,87		
	Volleyball	19	164,13		
	Badminton	26	178,13		
	Table tennis	32	155,67		
	Other	35	149,61		
	None	113	160,4		

Whereas statistical test results for students' sport majors reveals significant difference with social class [X² =10.93; p=0.09; p>0.05] and attraction sub-dimensions [X² =18.67; p=0.00; p<0.05]; no any significance was determined with social skill sub-dimension [X² =3.47; p=0.75; p>0.05]. Accordingly, it can be concluded that students in volleyball sport major consider themselves more attractive on the basis of attraction sub-dimension.

DISCUSSION AND RESULT

The present study was conducted to investigate social comparison and conceit perceptions of students aged 11-14 according to some socio-demographical variables. Results of the statistical analyses suggested significant difference between Social Class and Social Skill sub-dimensions according to their income levels (Table 2). This result conforms to the research results reported by Erözkan (2004). Erözkan claims that individuals from higher socio-economic level perceive themselves as stronger, braver and more socially-recognized persons in terms of the their opportunities which enable them to feel better and to have higher self-esteem. Gülbahçe (2007) concluded in his study that there is significant difference between social comparisons and conceit images of students from different income levels.

On the basis of results of the statistical analysis taking students' ages into consideration, significant difference was determined with all of the three sub-dimensions (Table 3). According to these results, it is possible to conclude that students in this age group consider themselves socially sufficient. This result aligns with findings reported by Gemlik et al. (2007). Gemlik et al. claim that the score gained from social comparison scale increase as age of respondent increase; that is, subjects tend to perceive themselves more positively. According to Yılmaz (2010), age variable is not significant factor in terms of social comparison since individuals display similar characteristics in their adolescence and they possess common perception about themselves as characteristic of their adolescence period. When statistical analysis results for respondents' intensity of practicing sport activities, it was observed that findings were not significantly different for all sub-dimensions (Table 4).

When statistical analysis results for residential place factor of participants are taken into consideration, findings were significant in terms of social class, social skill and attraction sub-dimensions (Table 5). Accordingly, when students living in city centers consider themselves in terms of current available opportunities, it can be seen that they find themselves socially sufficient. Statistical analysis results for sport majors of respondent students suggest that findings were not significant with social skill and social class sub-dimensions; but, there was significant difference with attraction sub-dimension.

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