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AN ANALYSIS OF PSYCHOLOGICAL OUTCOMES OF THE PARENTS OF THE CHILDREN ATTENDING THE SUMMER SPORTS SCHOOL AT ATATÜRK UNIVERSITY

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ABSTRACT

The purpose of the research is to determine the psychological outcomes of the parents of the children who do sports at the summer sports school.

In this study, to obtain data about psychological outcomes of the parents, "The Scale of Parents' Psychological Outcomes in Sports" developed by Çepikkurt (2005) was used and administered to totally 200 parents, 133 of whom were male and 67 of whom were female. For data analysis, frequency analysis, descriptive statistics, independent samples t-tests and one-way ANOVA were performed and LSD test was run to find out the statistical difference.

The results of the study revealed that statistically significant differences were observed among participants' psychological outcome levels such as controlling sub-dimension ($p=.036$) according to the case of being a licensed sporter, gaining a status sub-dimension ($p=.003$) and self-esteem sub-dimension ($p=.005$) based on education level, gaining a status sub-dimension ($p=.003$), self-esteem ($p=.034$) and identification ($p=.016$) sub-dimensions according to the level of monthly income.

Key words: *Psychological Outcome, Gaining a status, Self-esteem, Sport.*

Introduction

Sport is a part of globalising culture and a means that brings people whose languages, races, and cultures are different together at a common point. We can describe modern-sport as groups of physical exercises done on the purpose of affecting positively people's emotional and social health as well as its physical contributions (1).

Positive contributions of sport are seen in terms of economy, social, and culture apart from giving a chance to people to have lots of feelings all together such as getting excited about a competition, struggling, winning, and so on when it is socially handled (2). One of vital contributions of sport is to ensure that people socialize to live more peacefully, safely, and in a sheltered environment. Social competence, which is defined as the characteristic of improving sensitiveness against oppression and problems of group life, displaying an appropriate behaviour for the group (3), carrying out the tasks assigned by the society (4), is a life long and complicated product of existence. During sport exercises done both individually and in a group, individuals grab a chance to struggle in a well-disciplined, principled, and regular manner, to obey the leader, to experience delight or grief of the competition scores all together, to belong to a group and to represent the group in natural environment.

Sport is basically the combination of system, vision, mission, and success. Children who do sport exercises stay focused on the system, carrying out the system in a disciplined and regular way, setting goals and aims as well as being successful. A sporter is disciplined, regular, and has goals. The same order is observed in every period of lives of children who start living in the way mentioned above (5). The happiness of a child who consumes his/her energy and feels belonging to a social group, positive responses from his/her surroundings, and his/her successes get him/her motivated. Besides, his/her looking well, strength, skills, and passion for struggling arouse respect for him/her among his/her friends. A child who does sport gets positive reactions, is supported, and liked (5). Every child is directed into especially team sports in an attempt to save him/her from bad habits in every phase of life, to ensure him/her to consume energy positively, to get him/her socialised, to increase self-confidence (5).

As sport is of vital importance for children, being good and powerful at sports is an important social success for them. Especially, during early puberty, boys make use of sports events and games on the purpose of comparing themselves with their friends. Successful children in sports activities are accepted much more easily by peers. It is a higher probability

for them to have a voice in the group and to be a group leader. Thus, children have much better social capabilities (6).

Parents can start attending sports actively and being audience in a sport environment because it draws much more attention of their children. (7). Parents' behaviours, attitudes, and ideas have an effect on determining whether their children are interested in sport or not (8). Parents' being in a sport environment has an important role in having children take pleasure in sports and gain self-confidence (9). Parents want their children to become completely socialized and successful especially in performance sports (7). Parents take the competition scores and performance quality seriously despite what their children do individually and the actions valued by the children during sports activities (10). Parents take the responsibility when their children become unsuccessful and if the children achieve success, parents think that their expectations are satisfied (7). Further, positive correlation was observed between children's delight in attending sports activities and parents' content (11).

In the light of all these aforementioned information, the purpose of the research is to determine psychological outcomes of parents of children who do sports at the summer sports school.

INSTRUMENTS AND METHODOLOGY

The purpose of the research is to reveal psychological outcomes of the parents of the children who do sports at the summer sports school.

The research population consists of the parents of the children who attend the summer sports school and the sample of the current research is comprised of totally 200 parents, 133 of whom were males and 67 of whom were females.

"The Scale of Parents' Psychological Outcomes in Sports" developed by Cepikkurt (2005) was used for data collection.

For data analysis, frequency analysis was carried out for identifying the demographic information about the participants, descriptive statistics was run for identifying general averages, independent samples t-test was run for comparing psychological outcomes based on gender and the case of being a licensed sporter, one-way ANOVA for comparing psychological outcomes according to educational status, age, and monthly income. In addition, LSD test was run to find out which group yielded differences. The significance level was ($p < 0.05$)

FINDINGS

Table 1. Findings of Demographic Information of Participants

Gender	N	%
Male	133	66.5
Female	67	33.5
Age	N	%
30-35	32	16
36-40	37	18.5
41-45	54	27
46 and over	77	38.5
Educational Status	N	%
High School	30	15
Undergraduate	35	17.5
Postgraduate	79	39.5
Doctorate	56	28
Monthly Income	N	%
3000 tl and below	39	19.5
3001-4000 tl	57	28.5

4001-5000 tl	70	35
5001 tl and over	34	17
Being a licensed sporter	N	%
Yes	41	20.5
No	159	79.5
Total	200	100

As shown in Table 1, it was observed that based on gender, 66,5 % of participants are male and 33,5 of them are female. Considering age range, 16 % of them are 30 and 35 years old, 18 % of them are 36 and 40 years old, 27 % of them are 41 and 45 years old, and 38,5 % of them are 46 and over years old. According to educational status range, 15 % of them are high school graduate, 17,5 % of them are undergraduate, 39,5 % of them are postgraduate, and 28 % of them are doctorate graduate. 19,5 % of the participants have income of 3000 Turkish liras (tl) and below, 28,5 % of them have income of 3001 tl and 4000 tl, 35 % of them have income of 4001 tl and 5000 tl, and 17 % of them have income of 5001 tl and over according to monthly income range. In the case of being a licensed sporter, 20,5 % of them are licensed sporters, 79,5 % of them have not played sports as licensed sporter before.

Table 2. The Scores of Participants Obtained from the Scale Sub-dimensions

Sub-Dimensions	N	X	Ss	Min	Max
Gaining a status	200	2.80	1.17	1.00	4.86
Self-esteem	200	2.02	0.86	1.00	4.50
Identification	200	3.53	0.88	1.50	5.00
Controlling	200	3.97	0.70	1.78	5.00
Total	200	3.12	0.70	1.66	4.72

According to findings of data analysis, the average of gaining a status sub-dimension is 2.80, the average of self-esteem sub-dimension is 2.02, the average of identification sub-dimension is 3.53, the average of controlling sub-dimension is 3.97, and the average of the total scale is 3.12. Hence, parents whose children attend sports have the feeling of **controlling** ($\bar{X}=3.97\pm 0.70$) the most, and secondly, they have the feelings of **identification** ($\bar{X}=3.53\pm 0.88$).

Table 3. The Comparison of Psychological Outcomes of Participants According to Gender

Sub-Dimensions	Gender	N	x	ss	t	p
Gaining a Status	Male	133	2.84	1.181	.671	.503
	Female	67	2.72	1.561		
Self-Esteem	Male	133	2.07	.882	1.052	.291
	Female	67	1.93	.816		
Identification	Male	133	3.55	.876	.4391	.661
	Female	67	3.40	.914		
Controlling	Male	133	4.04	.658	1.782	.077
	Female	67	3.85	.799		

*(P<0,05)

Gender-based comparison of participants' psychological outcomes revealed no statistically significant difference regarding gaining a status (p=.503), self-esteem (p=.291), identification (p=.661), and controlling (p=.077) sub-dimensions.

Table 4. The Comparison of Psychological Outcome Levels of Participants According to Educational Status

Sub-Dimensions	License Status	n	X	ss	t	p
Gaining a Status	Yes	41	2.76	1.211	-.242	.805
	No	159	2.81	1.171		
Self-Esteem	Yes	41	2.04	.902	.121	.903
	No	159	2.02	.852		
Identification	Yes	41	3.64	.903	.853	.394
	No	159	3.51	.883		
Controlling	Yes	41	4.18	.442	2.112	.036*
	No	159	3.92	.751		

*(p<0.05)

While a significance difference was not detected in gaining a status (p=.805), self-esteem (p=.903), and identification (p=.394) sub-dimensions in the comparison of psychological outcomes of participants according to the case of being a licensed sporter, significance differences are detected in controlling (p=.036) sub-dimension.

Thus, it is seen that parents who are licensed sporters ($\bar{X}=4.18\pm.442$) are more controlling than parents who are not licensed sporters ($\bar{X}=3.92\pm.751$).

Table 5. The Comparison of Psychological Outcome Levels of Participants According to Age

Sub-Dimensions	Age Range	n	x	ss	f	p
Gaining a Status	30-35	32	2.07	1.511	1.802	.148
	36-40	37	1.98	.999		
	41-45	54	2.88	1.066		
	46 and over	77	2.84	1.211		
Self-Esteem	30-35	32	1.81	1.295	.413	.749
	36-40	37	1.84	.514		
	41-45	54	1.95	.883		
	46 and over	77	2.06	.862		
Identification	30-35	32	3.59	1.011	.642	.587
	36-40	37	3.16	.632		
	41-45	54	3.47	.973		
	46 and over	77	3.58	.862		
Controlling	30-35	32	4.03	.422	.334	.803
	36-40	37	3.90	.502		
	41-45	54	4.05	.641		
	46 and over	77	3.95	.751		

*(p<0.05)

As it was displayed in Table 5, there were not statistically significant differences in the comparison of psychological outcome levels according to participants' ages.

Table 6. The Comparison of Psychological Outcome Levels According to Participants' Educational Status

Sub-Dimensions	Educational Status	n	X	ss	f	p
Gaining a Status	High School	30	3.48	1.042	6.554	.000*
	Undergraduate	35	2.71	1.218		
	Postgraduate	79	2.89	1.108		
	Doctorate	56	2.37	1.145		
Self-Esteem	High School	30	2.65	.988	7.812	.000*
	Undergraduate	35	1.93	.776		
	Postgraduate	79	2.00	.811		
	Doctorate	56	1.76	.760		
Identification	High School	30	3.96	.703	3.387	.189
	Undergraduate	35	3.69	.990		
	Postgraduate	79	3.62	.830		
	Doctorate	56	3.64	.917		
Controlling	High School	30	4.05	.625	1.910	.129
	Undergraduate	35	4.02	.713		
	Postgraduate	79	4.06	.633		
	Doctorate	56	3.78	.810		

* (p<0.05)

While no significant difference was observed in identification (p=.189) and controlling (p=.129) sub-dimensions, significant differences were found in gaining a status (p=.000) and self-esteem (p=.000) sub-dimensions in the comparison of psychological outcomes of participants according to educational status. The results of multiple comparison are given in Table 7.

Table 7. The Results of Multiple Comparisons of Psychological Outcome Levels of Participants According to Educational Status

Sub-Dimensions	Post Hoc (LSD Test)			
	Comparison	Inter-mean Difference	Significancy	
Gaining a Status	High School	Undergraduate	.766	.007*
		Postgraduate	.589	.016*
		Doctorate	1.108	.000*
	Postgraduate	Doctorate	.519	.009*
Self-Esteem	High School	Undergraduate	.710	.001*
		Postgraduate	.648	.000*
		Doctorate	.884	.000*

According to the results of multiple comparisons, it was observed that parents who are high school graduates ($\bar{X}=3.48\pm 1.042$) have the feeling of gaining a status more than those who are under ($\bar{X}=2.71\pm 1.218$), post ($\bar{X}=2.89\pm 1.108$), and doctorate ($\bar{X}=2.37\pm 1.145$) graduates.

When it comes to self-esteem sub-dimension, parents who are high school graduates ($\bar{X}=2.65\pm .988$) have the feeling of self esteem more than those who are under ($\bar{X}=1.93\pm .776$), post($\bar{X}=2.00\pm .811$), and doctorate ($\bar{X}=1.76\pm .760$) graduates.

Table 8. The Comparison of Psychological Outcomes of Participants According to Monthly Income

Sub-Dimensions	Monthly Income Range	n	x	ss	f	p
Gaining a Status	3000 tl and below	39	3.01	1.241	4.862	.003*
	3001-4000 tl	57	2.74	1.201		
	4001-5000 tl	70	3.04	1.072		
	5001 tl and over	34	2.18	1.072		
Self-Esteem	3000 tl and below	39	2.21	.884	2.961	.034*
	3001-4000 tl	57	2.10	.863		
	4001-5000 tl	70	2.02	.874		
	5001 tl and over	34	1.65	.721		
Identification	3000 tl and below	39	3.69	.852	3.542	.016*
	3001-4000 tl	57	3.47	.932		
	4001-5000 tl	70	3.69	.813		
	5001 tl and over	34	3.15	.895		
Controlling	3000 tl and below	39	3.77	.733	1.936	.126
	3001-4000 tl	57	3.94	.774		
	4001-5000 tl	70	4.10	.566		
	5001 tl and over	34	4.03	.787		

* (p<0.05)

As it is seen in Table 8, while significant differences were detected in gaining a status (p=.003), self-esteem (p=.034), and identification (p=.016) sub-dimensions, no significant difference was found in controlling (p=.126) sub-dimension. The results of multiple comparisons are given in Table 9.

Table 9. The results of multiple comparisons of psychological outcome levels of participants according to monthly income status

Sub-Dimensions	Post Hoc (LSD Test)		
	Comparison	Inter-mean Difference	Significancy
Gaining a Status	3000 tl-below	-.830	.002*
	5001 tl and over 3001-4000 tl	-.561	.025*
	4001-5000 tl	-.860	.000*
Self-Esteem	3000 tl-below	-.560	.005*
	5001 tl and over 3001-4000 tl	-.446	.016*
	4001-5000 tl	-.374	.036*
Identification	5001 tl and over 3000 tl-below	-.548	.008*
	4001-5000 tl	-.540	.003*

According to the results of multiple comparisons, it was observed that parents who have monthly income of 5001 tl and over ($\bar{X}=2.18\pm 1.072$) have the feeling of gaining a status less than parents who have monthly income of 3000 tl and below ($\bar{X}=3.01\pm 1.241$), of 3001-4000 tl ($\bar{X}=2.74\pm 1.201$), and of 4001-5000 tl ($\bar{X}=3.04\pm 1.072$) in gaining a status sub-dimension.

In self-esteem sub-dimension, it was observed that parents who have monthly income of 5001 tl and over ($\bar{X}=1.65\pm .721$) have the feeling of earning self-esteem less than those who have monthly income of 3000 tl and below ($\bar{X}=2.21\pm .884$), of 3001-4000 tl ($\bar{X}=2.10\pm .863$), and of 4001-5000 tl ($\bar{X}=2.02\pm .874$).

In identification sub-dimension, it was observed that parents who have monthly income of 5001 tl and over ($\bar{X}=3.15\pm.895$) have the feeling of identification less than those who have monthly income of 3000 tl and below ($\bar{X}=3.69\pm.852$) and of 4001-5000 tl ($\bar{X}=3.69\pm.813$).

DISCUSSION

Attending sport has an effect on individuals as well as their parents. Parents gain some psychological outcomes as a result of the fact that their children attend sports. Hence, parents think that they gain a status and their self-esteem increases. Besides, they think that the feeling of identification increases and they play a controlling role in their children's lives by putting themselves into children's shoes.

In this research, it was observed that especially the feelings of controlling and identification of parents whose children do sport are high.

Duman and colleagues (2010) found out that the most important outcomes were respectively controlling, identification, gaining a status, and self-esteem in their study which was conducted in an attempt to determine possible psychological outcomes of parents by attending sports. In the study carried out by Ulucan and his colleagues (2013), it was stated that controlling sub-dimension was higher than other sub-dimensions. Coakley (2006) found out that by suspending children from unsecured streets, parents support their children in attending school sports which they believe to be safer. All of these findings both supported the current research and also proved that parents have a powerful controlling role on their children who play sports.

In this research, according to age ranges of participants, no significant difference was detected in any sub-dimensions. However, in the study conducted by Ulucan and his colleagues (2013), Significant differences were observed in all sub-dimensions in favour of 30-35 aged participants. It is assumed that this difference might result from the difference in the identified age ranges.

Based on the findings of the data analysis, parents with lower level of education and income think that they gain a status more and their self-esteem increases thanks to the fact that their children attend sports in comparison with parents with higher level of education and income. Gaining a status and self-esteem place on the fourth stair of the hierarchy of needs by Maslow. According to his theory, respect for oneself increases and an individual feels him/herself valuable when his/her need of respect is fulfilled (16). Because an individual with a lower level of education is not respected enough by society, s/he causes his/her child to think that s/he will be known as a good sporter and respected by society. Thus, his/her need of respect will be satisfied one way or the other. Self-esteem of individuals respected by society increases correspondingly.

Considering the results of this study, the level of controlling of licensed sporter parents on their sporter children are higher than the level of controlling of parents who are not licensed sporters. Parents are inclined to transfer their experiences into their children as they have been licensed sporters before. Hence, parents take a controlling stance on improvement of their children's sport lives.

In conclusion, psychological outcomes of parents were not found high in general. If the point is to bring up individuals with a high awareness of sport, it becomes much more important to focus on ideas of parents about their children. The awareness of sport firstly inherits from parents to children. If education expenses of talented children, who are chosen especially by talent selection centers as a government policy, are met under the government guarantee and possible outcomes in the future thanks to sport are explained to parents one to one, parents can get rid of future anxiety and psychological outcomes of parents can be enhanced. Hence, it is possible to have a more successful sport career for a child with further

support of his/her parent in this way and s/he can represent our country much more successfully in international arena.

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EXAMINATION ON THE EFFECTS OF THE PREPARATION PERIOD TRAININGS ON THE PHYSICAL FITNESS CHARACTERISTICS OF FEMALE TENNIS PLAYERS

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Abstract

In this study, it has been aimed to examine the effect of 8-week training program in the preparation period on the physical parameters of female tennis players.