

## ANALYSIS OF ASSERTIVENESS LEVEL OF SEDENTARY AND HOCKEY PLAYER CHILDREN IN THE 9-12 AGE GROUP

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DOI: 10.7813/jes.2013/4-2/8

### ABSTRACT

This research has made in order to examine of assertiveness level of 9-12 age group of children who are sedentary and engaged in hockey. The research has made with 186 hockey players who engaged in actively hockey and have attended U12 Turkey Championship (81 female, 105 male) and 202 sedentary student who have attended primary school (80 female-122 male). Mean of age of the research group is  $11.11 \pm 0.88$ . Assertiveness scale that was developed by Topukcu (1982) has used in order to reach determined aims for research. Obtained data were analyzed with SPSS 16.00. Mann Whitney U test has used for comparison of the binary groups and Kruskal Wallis test has used for comparison multiple groups. The research result showed that assertiveness points of hockey players were higher than the sedentary group and there was no difference in terms of gender between hockey players and sedentary player's, evaluating in group. The result depicts that the year of participating to sport hasn't influence on assertiveness scores among the hockey players and there was no difference in terms of age group; by the assertiveness point.

**Key words:** Assertiveness, Hockey, Sedentary, Child

### 1. INTRODUCTION

Community members actually guarantee themselves future by giving importance to education and development of children who are seen as a guarantee of future and the basic building Stone of society. The society take certain measures for developing of their children, prepare special education programmes and making great effort to make these programs suitable for needing of the age.

This effort some qualities such as character, making will strong, making group work easy, enable mutual solidarity, developing self-confidence self-control, respect to others etc. It's emphasized that by developing these qualities assertive individuals will be consist and these will be developed by physical education and sports activities (Suveren, 1991; Kapikiran, 1993)

Different communication models which individuals used in receiving their soul, physical and social needs form their behaviours. Individuals behave in 3 basic behaviour type while they are showing their emotions and thoughts. These behaviour types are classified such as shyness, aggressiveness, assertiveness.

Individuals being in shyness approach are deficient in showing characteristic elements such as feelings, thoughts, beliefs. They can not defend themselves when they are wronged. They are anxious and troublesome in the relationship with the people. They let others choose for themselves. They can not show their wish and feelings (Baltas, 1996).

Individuals adopt aggressive manner, as for, exalt themselves in their manner and speech, they underrate and blame others. They do not see objection in making choice for others, they threaten easily they do not consider other's feelings. These people's another feature is being reactive (Votan, 1980)

Assertiveness; safe sociability is conceptualized as self-confidence behaviour. It is a way that individual's rights are protected. He shows his thoughts, feelings, beliefs directly, honestly in a suitable way. An assertiveness person listens actively, argues and consists a wish being cooperate (Sorias, 1986; Cuceloglu, 1991; Koroglu, 2002).

Assertiveness individuals can express their wishes clearly. They can be in a healthy and suitable interaction in telling their positive negative feelings by communicating. They are delicate and lenient in communicating. They do not abstain talking about the work they cope with, in necessary they praise highly themselves by developing strategies on coping with stress management (Phelps and Austin, 1997). In brief assertiveness can be defined as "Ability of expressing yourself" (Tasgin, 2004).

Individuals involved in sporting activities, as well as other athletes, coaches need continuous interaction with the staff, and express their thoughts and feelings during the interaction, while it communicates. Also affects the quality of communication in the individual level of social skills. In this context, the concept of assertiveness think is an important social skill that hockey athletes in order to determine to what extent the following questions were answered in this study.

- What is Assertiveness levels of hockey player and sedentary children aged 9-12 ?
- Children aged 2.9-12, Is there any difference in terms of sport-making situations, assertiveness scores of gender and age situations?

## 2. METHODS

In this study, descriptive scanning method was used to determine the level of assertiveness of athletes dealing with hockey branch and sedentary elementary school students. The scanning model is a research approach aimed at defining the an existing condition as it exists (Karasar, 2005).

### 2.1. Sample

The sample group was established with appropriate sampling method on the basis of the accessibility and availability. While 186 primary school students (81 female, 105 male), participated in "Turkey U12 Hockey Championship" The sample of the study in 2013, in the province of Kirikkale, are engaging in sports, control group are 202 sedentary students (80 female, 122 male), studying in Kahramanmaraş Province Pazarcik District Central Fatih Elementary School. Total participants participated in the research is 388 primary school students.

### 2.2. Data Collection Tool

In this research, "Assertiveness Inventory" developed by Topukcu (1982) and determine the level of assertiveness of elementary school students is used. Scale is related to the primary school children's behavior show or will show in school or at home and at around, in the scale some substances is 'yes', some of the substances 'no' answer is given 1 point. Assertiveness score a student receives inventory is calculated by giving 1 point to "Yes" response of 4, 9, 13, 18, 22, 27, 31, 36, 40, and 45 numbered sentences, and other sentences in the "No" responses. In this case the highest Assertiveness score a student can receive inventory is 45, and the lowest score is 14 (Kirimoglu, 2008)

### 2.3. Data Analysis

In the evaluation of the data and finding the calculated values , statistical analyzes were performed using the SPSS package program 16:00. For Binary comparison groups Mann-Whitney U, for comparison of multiple groups Kruskal-Wallis test was used. In this study, the error level was set at 0.05.

## 3. FINDINGS

**Table 1.** The research group's state of doing Sports and Comparing assertiveness points from the view of sex variation

Variations		n	Av.	Std.dva.	t	p
Doing Sports	Sedantery	202	31.69	6.64	-3.951	<b>0.000</b>
	Hockey's	186	34.22	5.90		
Hockey player	Male	105	33.77	6.19	1.183	0.238
	Woman	81	34.80	5.48		
Sedanters	Male	122	32.15	6.14	-1.203	0.230
	Woman	80	31.00	7.32		
Male	Sedantery	122	32.15	6.14	-1.978	<b>0.049</b>
	Hockey's	105	33.77	6.19		
Woman	Sedantery	80	31.00	7.32	-3.734	<b>0.000</b>
	Hockey's	81	34.80	5.48		

The comparison of assertiveness levels of sports player and Sedantery,  $p < 0.001$  was found meaningfulness for hockey players. But on the other hand by comparing the assertiveness levels of man and women hockey players, was not a meaningfulness. Beside this the comparison of the assertiveness levels of men hockey players and sedantery,  $p < 0.05$  showed meaningfulness for hockey players. The assertiveness levels of women hockey players and sedantery,  $p < 0.001$  depicts meaningfulness in favor of hockey players.

**Table 2.** Comparing assertiveness points from Groups the view of the research group's age and hockey player's sports age

Variations	Groups	N	Ort.	$\chi^2$	df	p
Sedentary	9 Age	8	94.56	5.146	3	0.161
	10 Age	17	97.59			
	11 Age	76	90.95			
	12 Age	101	110.64			
Hockey players	9 Age	14	99.36	4.033	3	0.258
	10 Age	49	88.64			
	11 Age	68	86.74			
	12 Age	55	104.70			
Hockey players sports age	1 Year	121	101.77	0.868	2	0.648
	2 Year	42	106.53			
	3 Year	23	90.89			

There isn't any difference on the assertiveness levels from the view of hockey player's sports age and hockey players and sedantary age ( $p > 0.05$ ).

#### 4. DISCUSSION AND CONCLUSION

In cases of doing physical exercises between the groups were the hockey-player on the front. It was determined that assertiveness average score of those involved with the sport of hockey was higher than the average score of sedentary group. Also the data obtained from men and women were evaluated separately, between both genders was found out that hockey-player were in advance.

According to the study where the assertiveness of students at the primary school in 6, 7 and 8 grade was examined, students engaged in physical activities, have more developed assertiveness (Guler, Aydos & Koc, 2005).

Tekin and Arslan (2006) found a significant difference in favor of the students involved in sports in terms of assertiveness in their research. Dogan and his colleagues (2002), have discovered in their investigation that the levels of assertiveness of individuals who are engaged in sports are significantly higher than the individuals, who do not physical exercise.

Ryan ve Dzewartowski (2002) in their study, "Comparison of the relationship between different physical activity and personal competence in young people " have worked with students of 6 and 7 students and they determined that students' self-confidence increased, they have overcome obstacles in physical activity, they are active, they invite their friends to make their environment, they are sociable with physical activity.

It's known that through sports and educational activities people's self-confidence get strong and the level of assertiveness increase (Efe, 2007). In this study, it can be said that the high assertiveness scores in favor of the individuals who are involved in sports put forth that sport is an important factor in the formation of active, quicker socializing, enterprising individuals.

In the research group it can't encounter that there is a difference in assertiveness scores between Sedantery and hockey player in terms of gender differences.

In many studies in different branches and groups there is some evidence that there is no difference in assertiveness scores in terms of gender variable (Inceoglu & Ayatar, 1987; Becet, 1989; Tegin, 1990; Aydin, 1991; Kapikiran, 1993; Ugur, 1996; Saruhan, 1996; Kaya, 2001; Guler & Aydos & Koc 2005; Bal, 2006; Bayraktutan, 2006; Tataker, 2003). Although there is a few studies that women or men have high assertiveness scores of (Stebbins et al., 1977; Mentis, 2007; Ashford et al., 1993; Booth, 1989), the majority is that there is no difference. The results of this study support the related literature studies.

That of identifying different outcomes in terms of gender at the other research results can be derived from the research groups as they have different demographic characteristics. A difference between in the age groups of hockey player and sedentaries hasn't been found in terms of

assertiveness scores. Any differences in the levels of assertiveness in terms of years of sports of hockey players haven't been found.

While difference is being come across in the study of badminton players in age groups under age 13 by Kirimoglu (2008), differences in terms of playing sports year have not been come across.

At the end of the research it is concluded that the assertiveness scores of individuals engaged in the sport of hockey are higher than the scores of sedentary children in the same age group, male hockey players get higher scores than male sedentaries, woman hockey players get higher scores than woman sedentaries but there is no difference in assertiveness scores in terms of gender variable in the evaluation of intra-group of hockey players and sedentaries. It is determined that making sport year has no effect on the assertiveness scores in the hockey players, assertiveness scores did not differ in terms of age groups of hockey players and sedentaries.

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