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**THE EFFECT OF 5 MONTHS INDIVIDUAL AND TEAMSPORT TRAININGS
ON SOCIAL EFFICACY EXPECTATION AND ASSERTIVENESS
AT 14-16 AGE GROUP INDIVIDUALS**

ABSTRACT

In this study, the effect of sportive training on the social efficacy expectation and assertiveness of the individuals between 14-16 years old was investigated. Badminton, judo and athleticism were taken as individual branches and handball, volleyball and football were taken as team sports. Experimental groups were taken to fundamental sportive trainings especially pertinent with their branches twice a week for 20 weeks (5 months). 125 students in the control groups were not subjected to any training programme. Personal Data Cathering Form, Social Efficacy Expectation Scale and Rathus Assertiveness Inventory were delivered with appointed experimental and control groups as pre-test at the beginning of October prior to training and there after, posttest was delivered at the beginning of March. SPSS 13.0 programme used for statistical analyses. Consequentially, basic sportive training applied through 5 months is effective to increase Social Efficacy Expectation and Assertiveness level at 14-16 age group individuals.

Keywords: Social Efficacy Expectation, Assertiveness,
Team Sports, Individual Sports, Adolescent

**14-16 YAŞ GRUBU BİREYLERDE 5 AYLIK BİREYSEL VE TAKIM SPORU
ÇALIŞMALARININ SOSYAL YETKİNLİK BEKLENTİSİ VE ATILGANLIK
ÜZERİNE ETKİSİ**

ÖZET

Bu çalışmada, 14-16 yaş grubu bireylerde spor çalışmalarının sosyal yetkinlik beklentisi ve atılğanlık üzerine olan etkisi araştırılmıştır. Çalışmaya alınan spor branşlarının üçü badminton, judo ve atletizm olmak üzere bireysel; diğer üçü ise hentbol, voleybol ve futbol olmak üzere takım sporlarıdır. Deney grupları haftada iki gün 20 hafta (5 ay) branşa özgü temel spor çalışmalarına alınmıştır. Kontrol grubundaki 125 öğrenci herhangi bir antrenman programına katılmamıştır. Belirlenen deney ve kontrol gruplarına kişisel bilgi formu, Sosyal Yetkinlik Beklentisi Ölçeği ve Rathus Atılğanlık Envanteri çalışmalara başlamadan önce ekim ayı başında ön test olarak verilmiş son test ise mart ayı başında gerçekleştirilmiştir. İstatistiksel hesaplamalar için S.P.S.S 13.0 istatistik programı kullanılmıştır. Sonuç olarak, 5 boyunca uygulanan temel spor antrenmanları 14-16 yaş grubu bireylerin sosyal yetkinlik beklentisi ve atılğanlık düzeylerinin artmasında etkilidir.

Anahtar Kelimeler: Sosyal Yetkinlik Beklentisi, Atılğanlık,
Takım Sporları, Bireysel Sporlar, Ergenlik



1. INTRODUCTION (GİRİŞ)

Social efficacy expectation and assertiveness have special importance in child and adolescent development. In comparison to other developmental periods, social efficacy expectation and assertiveness levels have an impact on determining the social relationship and interaction of individuals at adolescence period.

Social efficacy expectation requires indicating some abilities such as efforts in general relationships, attending a social group or activity, sincere behavior, giving and asking help people [1]. Assertiveness covers the abilities such as expressing themselves as they are, conveying the positive and negative feelings, resisting the demands that are opposite to them and wishing for something from the others [2].

In general, sport is based on the principle of organism integrity and is a complementary of a whole personality and general education. It's purpose is to contribute to people's physical, cognitive, emotional and social development [3]. Therefore, it can be expected that sport trainings provide a positive contribution to assertiveness and social efficacy expectation.

Being a successful individual at social life helps them gain effective communication skills. Besides this, development of social skills help people reach eventually whatever they want, evaluate opportunities and adopt environment emotionally. In other words, there is a positive relation between the communication skills and success in life. And there is a positive relation between social efficacy expectation and assertiveness. As assertiveness has an effect on social efficacy expectation, at the same time social efficacy expectation can effect the assertiveness. Therefore, giving assertiveness education can be beneficial as it can increase social efficacy expectation and effect self esteem in positive way [4]. The purpose of contemporary education is to raise individuals who are strong, healthy and socially adoptive. At every level of life it can be beneficial to acquire an active life manner which provides a healthy and happy life. It can't be said that individual is entirely physically educated unless new techniques and abilities are developed which facilitates the new situations that are confronted in the life [5, 6 and 7].

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

The aim of the study is to determine the effects of individual and team sports training on social efficacy expectation and assertiveness of 14-16 age group individuals in a 5 month period. For experimental and control groups from all branches, totally 125 students consisting of 60 girls and 65 boys constituted the control groups of the study and totally 125 students consisting of 60 girls and 65 boys constituted the experimental groups of the study.

In recent years it has been begun to held studies on social efficacy expectation and assertiveness in our country. The main point of these studies is that works which include sporting activities are a main factor on increasing the performance, choosing a branch of sport, developing social and cognitive skills.

This research is important in terms of containing studies about six different branches of sport and comparing social efficacy expectation of individuals and team sports and its effect on assertiveness.



3. METHOD (YÖNTEM)

3.1. Subjects (Araştırma Grubu)

Students who are between 14 and 16 years of age and who have never attended to any similar activity before the training and who were selected from public schools at province of Bursa and Sakarya. 14-16 Aged group all the students in sampling groups filled out a Personal Information Form, Social Self Efficacy Scale [8]. which has been developed by Bilgin and Rathus Assertiveness Inventory [2]. which has been developed by S. Rathus and adapted in Turkish by Voltan (1980). Three of sportive branches taken under examination were of individual sports consisting of badminton, judo and athleticism; other three branches of team sports consisting of handball, volleyball and football. Experimental and control groups were constructed from the students who are able to participate the study and took low scores from the instruments. The experimental and control groups are identical in terms of student numbers and gender. For experimental and control groups from all branches, totally 125 students consisting of 60 girls and 65 boys constituted the control groups of the study and totally 125 students consisting of 60 girls and 65 boys constituted the experimental groups of the study. Experimental groups were taken to fundamental sportive trainings especially pertinent with their branches twice a week for 20 weeks (5 months). Same scale and inventory were applied as post test at the end of 5 months of sportive training.

3.2. Statistical Analysis (İstatistiksel Analiz)

In connection with data (SPSS 13.0) obtained in this study, Wilcoxon test was used in the comparison of differences within groups; Mann-Whitney U test was used to examine differences between two groups; Kruskal Wallis was used to study differences among groups more than two and Pearson Correlation Coefficient test was used to inspect relations between variations.

4. FINDINGS (BULGULAR)

In the study, 250 students who are between 14 and 16 years of age were used as the subjects of the study. 125 of them devoted to experimental groups and 125 of them devoted to control groups from all branches. Social Efficacy Expectation scores and Rathus Assertiveness Inventory scores of the subjects were compared and listed below tables.

Table 1. The comparison of pretest and posttest SEE scores at experimental and control groups of individual and team sports with Wilcoxon test

(Tablo 1. Bireysel ve takım sporlarının deney ve kontrol gruplarındaki deneklerin ön test ve son test SYB puanlarının Wilcoxon testi ile ikili karşılaştırılması)

	n	SEES-1 $\bar{X} \pm SD$	SEES-2 $\bar{X} \pm SD$	p
Individual Sp. Control	60	111.3±12.2	113.8±10.8	.584
Individual Sp. Experimental	60	113.7±14.2	123.3±13.5	0.001
Team Sp. Control	65	110.4±11.7	109.2±12.2	.112
Team Sp. Experimental	65	110.3±13.3	120.2±11	0.001

SEES: Social Efficacy Expectation Score

According to the comparison of the pretest and post test SEE scores of the control groups in individual and team sports with Wilcoxon test; no significant difference were found at the control



groups individual and team sports pretest and posttest SEE scores but it was found that there are significant differences in experimental groups individual and team sports pretest and posttest SEE scores ($p < 0.001$).

(Table 2. The comparison of pretest and posttest SEE and RAI scores at experimental and control groups of individual and team sports with Mann Whitney U test)

Tablo 2. Bireysel ve takım sporlarındaki deneklerin ön test ve son test SYB ve RAE puanlarının deney ve kontrol gruplarına göre Mann Whitney U Testi ile karşılaştırılması)

INDIVIDUAL SPORTS	Control Group		Experimental Group		p
	n	$\bar{X} \pm SD$	n	$\bar{X} \pm SD$	
SEES-1	60	111.3±12.2	60	113.7±14.2	.415
SEES-2	60	113.8±10.8	60	123±13.5	0.001
RAIS-1	60	113.4±13.1	60	115.5±17.7	.844
RAIS-2	60	117.2±12.3	60	127.3±31.5	0.001
TEAM SPORTS	n	$\bar{X} \pm SD$	n	$\bar{X} \pm SD$	p
SEES-1	65	110.4±11.7	65	110.3±13.3	.991
SEES-2	65	109.2±12.2	65	120.2±11	0.001
RAIS-1	65	114.9±12.9	65	113.7±14.5	.709
RAIS-2	65	116.4±12.9	65	124.5±11.5	0.001

SEES: Social Efficacy Expectation Score

RAIS: Rathus Assertiveness Inventory Score

The comparison of the pretest and posttest SEE and RAI scores of the experimental and control group subjects at individual and team sports with Mann Whitney U test showed that no significant differences were found at pretest SEE and RAI scores but there is significant differences were found at posttest SEE and RAI scores ($p < 0.001$).

(Table 3. The comparison of pretest and posttest RAI scores at experimental and control groups of individual and team sports with Wilcoxon test)

Tablo 3. Bireysel ve takım sporlarının deney ve kontrol gruplarındaki deneklerin ön test ve son test RAE puanlarının Wilcoxon testi ile ikili karşılaştırılması)

	n	RAIS-1 $\bar{X} \pm SD$	RAIS -2 $\bar{X} \pm SD$	p
Individual Sp. Control	60	113.4±13.1	117.2±12.3	.292
Individual Sp. Experimental	60	115.5±17.7	127.3±31.5	0.001
Team Sp. Control	65	114.9±12.9	116.4±12.9	.112
Team Sp. Experimental	65	113.7±14.5	124±11.5	0.001

RAIS: Rathus Assertiveness Inventory Score

According to pretest and posttest RAI scores at the experimental and control groups subjects' of individual and team sports with Wilcoxon test; no significant differences were found between pretest and posttest RAI scores at the control groups of individual and team sports. However, significant differences were found between pretest and posttest RAI scores at the experimental groups of individual and team sports ($p < 0.001$).



Table 4. The comparison of pretest and posttest SEE and RAI scores at experimental groups of individual and team sports subjects according to gender with Wilcoxon test

(Tablo 4. Bireysel ve takım sporlarına katılan deney gruplarındaki deneklerin öntest ve son test SYB ve RAE puanlarının cinsiyete göre Mann Whitney U testi ile karşılaştırması)

INDIVIDUAL SPORTS	Girls		Boys		p
	n	$\bar{X} \pm SD$	n	$\bar{X} \pm SD$	
SEES-1	40	114.4±14.9	20	113±13	.748
SEES-2	40	124.8±14.1	20	121.2±12.5	.707
RAIS-1	40	114.4±15.2	20	116.6±13.8	.583
RAIS-2	40	125.9±14.3	20	128.7±50.6	.371
TEAM SPORTS	n	$\bar{X} \pm SD$	n	$\bar{X} \pm SD$	p
SEES-1	20	108.9±13.9	45	111.8±13	.337
SEES-2	20	119.9±12.1	45	120.6±10.5	.977
RAIS-1	20	111.8±13.6	45	115.6±14.9	.255
RAIS-2	20	125±11.3	45	124±11.7	.153

SEES: Social Efficacy Expectation Score

RAIS: Rathus Assertiveness Inventory Score

No significant differences were found between pretest and posttest social efficacy expectation and assertiveness scores of the experimental groups subjects' of individual and team sports according to their gender.

Table 5. The comparison of pretest and posttest SEE and RAI scores of individual and team sports subjects at experimental groups with Mann Whitney U test.

(Tablo 5. Deney gruplarındaki ön test ve son test SYB ve RAE puanlarının bireysel ve takım sporlarına göre Mann Whitney U testi ile karşılaştırılması)

	INDIVIDUAL		TEAM		p
	n	$\bar{X} \pm SD$	n	$\bar{X} \pm SD$	
SEES-1	60	113.7±14.2	65	110.3±13.3	.306
SEES-2	60	123±13.5	65	120.2±11	.190
RAIS-1	60	115.5±14.7	65	113.7±14.5	.801
RAIS-2	60	127.3±31.5	65	124.5±11.5	.830

SEES: Social Efficacy Expectation Score

RAIS: Rathus Assertiveness Inventory Score

There is no significant differences were found between pretest and posttest social efficacy expectation and assertiveness scores of the experimental groups subjects' according to individual and team sports.

(Table 6. The determination of the relation between SEE and RAI scores at the experimental groups subjects with Pearson Correlation Coefficient test

Tablo 6. Deney gruplarındaki deneklerin SYB puanlarıyla RAE puanları arasındaki ilişkinin Pearson Korelasyon Kat Sayısı ile tespiti)

n:125	r	p
SEES 1-RAIS 1	0.261	0.001
SEES 2-RAIS 2	0.522	0.001

SEES: Social Efficacy Expectation Score

RAIS: Rathus Assertiveness Inventory Score



It was found that there is a significant and positive relation between SEE and RAI scores of the subjects in the experimental groups ($p < 0.001$).

5. DISCUSSIONS (TARTIŞMALAR)

In this study, the findings on the effects of team sports and individual sports on 14-16 age group teenagers' social efficacy expectations and assertiveness are found to be supporting the experimental results, and the related comments are given below.

While there was no significant difference for the control groups in terms of the comparisons between the SEES's and RAIS's about individual and team sports recorded before and after the study; a statistically significant difference was explored in the experiment groups in terms of the SEES's and RAIS's in the posttest ($p < 0.001$) (Table 1) (Table 3).

Comparing the SEES's and RAIS's of the experiment and control groups in individual sports and team sports, no significant difference could be detected between the pretest SEES's and RAIS's, while some statistically significant differences were found between the posttest SEES's and RAIS's in favor of the experiment groups ($p < 0.001$) (Tablo-2). Hoffstetter CR. et al. reported that regular exercise, social learning and sports activities are all related to social efficacy expectation [9]. Zülkadiroğlu found that fundamental gymnastics done by 11-13 age group pupils is a deciding factor in increasing their social efficacy expectations [10]. Spence JC and Blanchard C. underlined the fact that physical activities exert positive effects on social efficacy expectation [11]. Buckner EB reported that long-lived training camps are an important factor in heightening adolescents' physical perceptions and social efficacy expectations [12]. Öztürk et al. determined significant differences between men and women's pretest and posttest SEES and RAISs [13]. İçten et al. had the result that exercising for a period of 6 weeks brings about improvement in children's self-esteem and self-perception [14]. These results support the ones obtained in our study.

In their study called "assertiveness training for teacher candidates and its results", Kısaç and Yeşilyaprak found that at the end of the 10-week assertiveness training program, the assertiveness scores of the experiment group students increased significantly when compared to the scores of those in the control group [15]. Tekin et al. found that participating in physical exercises in free times has some positive effects on depression and assertiveness levels for male and female students both [16], and they determined in another study that the students doing sports had some significant differences in terms of assertiveness [17]. These studies ascertain the fact that sports and training improve self-confidence and heighten assertiveness levels.

In the present study, no significant difference was found in the statistical gender-based comparison of the SEES and RAIS's of the experiment groups in individual and team sports (Table 4). Zülkadiroğlu did not find a significant difference in his gender-based comparison of the experiment group students' social efficacy scores [10]. Story et al. reported that social efficacy expectation does not differ much due to gender [18]. In their two related studies, Öztürk et al. did not encounter any statistically significant differences in their gender-based comparison of SEES and RAIS results [13 and 19]. In Örs et al.'s study on "Determination of the Relationship between Self-efficacy and Anxiety in Team Sports and Gender", no difference could be found in self-efficacy levels [20]. It is thought that there are not any significant gender-based differences in social efficacy



expectation and assertiveness scores as sports activities make positive contributions to girls and boys both. İşmen and Yıldız did not determine a difference between men and women's attitudes towards assertiveness [21]. Becet did not find any relationship between assertiveness levels and gender [22]. Uğurluoğlu found that assertiveness levels do not differ significantly as based on gender [23].

In our study, no significant differences were determined when comparing the experiment group participants' pretest and posttest SEES and RAIS's according to individual and team sports (Tablo-5). That is most probably because both individual sports and team sports include the processes of working hard, devoting efforts to make progress, enjoying it and feeling relaxed in the end.

Onursal et al. found that the average self-sufficiency scale scores of the children doing team sports were higher in a statistically significant way than those of the children doing individual sports [24].

Taşğın determined that doing an individual sport or a team sport does not cause any significant differences in students' average assertiveness scores [25].

In the present study, a positively significant relationship was detected between the SEES's and RAIS's of the participants in the experiment groups ($p < 0.001$) (Tablo 6).

In their study about the effects of sports on being active and practical, Yaman et al. found that doing sports produces some positive changes to acquire such personality traits [26].

6. CONCLUSION AND SUGGESTIONS (SONUÇ VE ÖNERİLER)

It could be asserted here that sports makes positive contributions to people to socialize, express oneself more clearly, be more self-confident and assertive and build strong interpersonal relationships. For that reason, it would bring about quite favorable effects if all young people were encouraged by their parents and teachers to play sports; and not considering the differences between genders and kinds of sports in any way, all pupils and young people should be given the possibilities to take their parts in sports activities.

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