Düzenli Spor Yapan ve Yapmayan Çocukların Sosyo-Demografik Özelliklerine Göre Saldırganlık Düzeylerinin İncelenmesi
Investigation of the Aggression Levels of Children According to Socio-Demographic Characteristics Participated Regular Exercises and Not Participated
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EXTENDED SUMMARY

Introduction

Aggressiveness is a kind of act, aiming to damage both physically and verbally. According to theoreticians, whether there is an aim to damage or to be provocative and fight, the basic reason of aggressiveness is the psychological and sociological maturity of the individual. Aggressive behaviors can be the reflection of the internal problems and also they can be learned afterwards. The aggressive behaviors have significantly increased among the primary school kids lately. While the sportive atmosphere can create an appropriate environment for an individual to take examples of aggressive behaviors, imitate and learn them, it has also an effect that can decrease aggressiveness. The character of the sports for this is really important. The coaches, working with the kids, must be aware of this situation. The level of aggressiveness can increase negative behaviors. On the other hand, the participation in the social activities can decrease the level of aggressiveness. For this reason, the characteristics of sportive activities are crucially important. The sports are seen as a way of relaxation and release in the society. It has also thought that sports can prevent the behaviors, unaccepted by society. Yet it is known that the performance based on sports have an opposite effect. Therefore, the sportive activities for kids must be based on physical education, not the performance.

The aim of this study is the analysis of the aggressive levels of the kids, who are systematically doing sports and non-systematic sports doers according to socio-demographic features of them.

Material and Method

125 kids, of whom are 63 girls and 62 boys, and systematically participating in the sports activities; and 140 kids, of whom are 70 girls and 70 boys, and non-sportive ones (sedanter), in total 265 students (average age of kids 13.60±0.51), studying in Isparta, have voluntarily participated in this study. The first condition to participate in the systematic sports doers group is to exercise intensively for 20 minutes at least for 3 days in a week, or moderately do 30 minutes for at least 5 days in a week. Secondly, the student must be doing these exercises at least for 6 months. The condition for participating in the non-sportive group is that the students must not join any sports and social activity, which can affect the levels of aggressiveness.

The different data collection tools have been used in this study. The first one is a questionnaire, improved by researchers and interrogating the socio-demographic features of the participant. The second one is "The Scale of Aggressiveness", improved by Şahin (2005) to determine the levels of aggressiveness of the kids. The analysis of the data has been done in SPSS-15 program. The average (X) and Standard deviation (Ss) values have been used in the defining statistics, related to the personal features of the participants. The normal distribution of the data has been determined with Kolmograv Smirrov (K-S) test. In the evaluation of the data, which is discrepant for normal distribution, while Mann-Whitney U test has been used for binary comparisons, Kruskal-Wallis H test has been used for multiple comparisons. The Cronbach’s Alfa value has been found as 0.81 at the end of the confidence analysis of the scale used in the study.

Data and Discussion

When the aggressiveness levels of the participants has been evaluated according to genders of participants, even it has been observed that the boys’ aggressiveness scores are higher than girls, this difference is statistically meaningless (p>0.05). In the other studies, done by the various researchers, there are conflicting evidences. While the studies, claiming that the gender affects the levels of aggressiveness, existences, the studies, claiming the opposite of this. The reason for this, can be considered that results from the gender maturity levels of the kids.
When the levels of aggressiveness of the participants have been evaluated according to the condition of doing sports, even the aggressiveness of the sports doers are a little bit higher, it has been determined that the difference is not statistically meaningful (p>0.05). There are many studies in the literature, supporting this evidence. It has been claimed that the aggressiveness is necessary for the sportive success. Therefore, it is thought that the sports activities, done by the kids, must be physical education based and the winner and loser must not be crucial.

While the academic successes of the participants are increasing, the aggressiveness scores are decreasing. However, this difference is not statistically important (p>0.05). There is not a meaningful difference between the income levels of participants, the education levels of their parents according to the levels of aggressiveness. The evidences, supporting our study and determining the academic success and education levels of parents do not affect the aggressiveness, also exist.

**Conclusion**

In the evaluation of the aggressiveness levels of the students, there is not a meaningful difference according to gender, doing or not doing sports, family income, academic success, and the education levels of parents. We are in the opinion that the results of the studies, done on the later age groups and the higher levels of differences between variables, will be more objective.