THE COMPARE OF THE CHILDS WHO PROVIDE THEIR FAMILY FOR ECONOMICAL CONTRIBITION AND THE CHILDS LEVEL OF SELF ESTEEM WHO CANT MAKE SPORT

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Abstract

Objective. In this research was obtained to sport self objective reveal of the impact on the respect for the support and comparison of the children's self esteem levels do sport the children who can't do sport because of economical problems that they have to work various jobs for street. Example of this work, constitues 192 students from 15 secondary school randomly, studying Ankara-Altındağ in the 2013-2014 academic year. "Personal information from" and "Coopersmith's self-esteem inventory" is used as data collecting via.

Methods. The test of Tukey HSD, Independent Sample t Test and Mann-Whitney U test was used fort o show the difference of groups and the one-way analysis of (ANOVA) and Kruskal-Wallis test is used to test the differences between students who can do sports and who can't do sport because of jobs socio-demographic charasteristic in terms of self-esteem levels. Acording to the central limit theorem applied to the sample size in the non-parametric test, the Z distribution stastics was used for the test of Mann-Whitney U, and for the test of Kruskal-Wallis chi-square distribution statistics was used. Sample size of their test statistics method is based on the small test statistical analysis was performed with SPSS 21 for Windows software.

Results. As a result of this research, the self-esteem of the children who can do sport and who can't do sport because of their job, no have difference the situation like, participate in extracurricular activity at school benefit to school guidance service, and the aim of the study at university, but the childrens who work and make sport [t(190)=-20.319; p=.000<.05], sex [Z=-2.329; p=.040<.05], room of their own home [t(97)=2.012; p=.047<.05], grade levels, parents' education [Ki-Kare=11.360; p=.023<0.05 - Ki-Kare=11.308; p=.023<0.05] and income levels [$\bar{X}$ = 52.72, $\bar{X}$=87.71] significant differences were determined according to the situation and sports self-esteem of students who were found to be high scores.

Key Words: Children,Sports,Street Children.

Introductıon

The street children who work and live in streets has emerged as a serious sociological problem in Turkey as all over the world as a result of social changes. Those children arecompelled towork in the streets to support their families as a result of violence or the economic problems of the family.For these children the medium to carry out their daily activities are the streets where they spend and earn their lives.

"The street children are in the broadest sense those settled in streets without any adult protection, control or orientation" (Black, 1993). Another description of the street children are those children who had no natural needs such as playing games or goingtoschool , spending their time in a family medium satisfied ,living in street ,a medium open to all sorts of dangers and having a potential of being criminal in the future (Polat, 2002). It is not possible to distinguish theme whether they are the ones who were deserted and have no place to go or those work at nights to support the family budges at the first sight. In a widely accepted classification is the children at the streets of the cities of the undeveloped countries can be classified into three groups according to the family supportthey possess; The ones whogenerally stay with their families and go tostreets for working for the contribution of the family budget, the ones who has partial family support and the ones who had no family supportwhatsoever in other words street children (Blanc, 1992).

The street children are those who have to work in thestreet due to aggravating violence in the family and decreased family support. According to the report of the International Working Federation the number of working children with the age of 5-14 is 250 million in developing countries. (Şişman, 2006). When we compare them with those in North Africa or any other country the cultural differences appear. The street children lives in abject conditions and subjected to all sorts of diseases, crime and sexual assaults. These children are exploited the by the dominating social classes of the community (Aptekar, 1991).

Method

The relation survey model was employed in the study

.the presence, and the levels of the relation between the dependent and independent groups were elucidated. Also the differences between the groups were evaluated.

Coppersmith self esteem inventory was applied to 1200 students with different socio economic status studying 15 schools randomly chosen among 32 schools located in Altındağ region in Ankara province. There were 708 surveys completed and returned back. The study was limited 99 children who work in streets and do involved any form of sports and 93 students doing sports regularly at club level. The remaining 516 students do not fit either categories y were discarded from the study.

The data related to the socio- economic conditions of the children were collected by "individual information form" prepared by taking the opinions he experts. This form contains the question related to the age, gender, the educational levelofthe parents of the childrenparticipated in the study.

There was also a shortened form of the school survey which covers first 25 questions of the original form. The positive items of this form were the item 1., 4., 5., 8., 9., 14., 19. ve 20. And the negative items were the items 2., 3., 6., 7., 10.- 13., 15.- 18., 21.-25. The highest and the lowest points obtainable from this survey were 100 and 0 (Baydemir, 2012).

The total self esteem grades were computed from the answers given by the students and the analyses were carried according to these points. As a statistical method, the frequency, percentage distribution and mean values belonging to the sub dimension of the survey were computed. The variables were subjected to normality and homogeneity of the variances. According to the results obtained the variables which satisfy the normality assumption were subjected to the parametric and the ones which do not satisfy this assumption were treated with non parametric methods. ANOVA ,Kruskal-Wallis test was employed to test difference of the self esteem levels of the students who doing sportsandworking at nights as regards to her socio economic conditions.The difference in the groups was determined by Tukey HSD, Independent Sample t test and Mann-Whitney U tests. In the non parametric test applied the Z statistics for Mann-Whitney U test were used accordingto central limit law in tests which has large sampling radius and chi-square distribution statistics were employed in Kruskal-Wallis test. In samples with small sample radius the own statistic of the were employed. The confidence level of the statistical test was taken as $\alpha=.05$ and the hypothesis were tested in the same confidence limit. All the statistical analyses were carried out with the use of SPSS 21 for Windows software.

Results. This section deals with the evaluation of the data obtained v from the inventory mentioned above.

Table 1. The t-test results showing the difference in the self esteem levels o f the students who are working at nights and those have no chance of doing sports and those doing regular sports at club level.

		N	$\bar{x}$	S	sd	t	p
The total self esteem point scored	Working	99	44.64	9.27	190	-20.319	.000*
	Exercising	93	73.65	10.49			

According to Table 1 the total self-esteem points of the students show a significant difference depending upon whether the child is doing regular sportor not [t(190)=-20.319; p=.000<.05].

Table 2. Mann-Whitney U test data of the participants according to gender

	Gender	N	Line number average	Z	p
The self esteem grades of the students working at night	Male	71	53.70	-2.057	.040*
	Female	28	40.63		

The esteem grades of the working children show a statistically significant difference according to gender [Z=-2.329; p=.040<.05].

Table3. Mann-Whitney U test data of the participants according to " the participation in outclass activities"

	The participation in outclass activities	N	Line number average	Z	p
The self-esteem scores of the students working at streets	Yes	12	47.67	-.303	.762
	No	87	50.32		
The self-esteem scores of the students doing regular sports	Yes	28	56.04	-2.132	.033*
	No	65	43.11		

Table 3 reveals that the self esteem values of the participants do not show a significant change according to their participation into out class activities [Z=-.303; p=.762>.05]. There is a statisticallysignificant difference between the

self esteem grades of the ones who are doing regular sports atclub leveland the participation into the out class activities [Z=-2.132; p=.033<.05].

Table 4. T-test data of the self esteem grades of the students according to the variable of having an own room in the house "

	Having an own room	N	$\overline{x}$	S	sd	t	p
The self-esteem scores of the students working at streets	Yes	50	46.48	8.03	97	2.012	.047*
	No	49	42.77	10.13			
The self-esteem scores of the students doing regular sports	Yes	49	75.02	9.88	91	1.329	.187
	No	44	72.13	11.05			

It is obviousfrom the Table 4 that the self-esteem grades of the students working in the streetsshow a statistically significant difference according to the variable of having anown room in the house. [t(97)=2.012; p=.047<.05]. There is no statistically significant difference accordingto thesame criterion forthe oneswhore doing sorts on club level [t(91)= 1.329; p=.187>.05].

Table 5. The ANOVA data of the self-esteem values of the students according to the "class level"

	Class Level	N	$\overline{x}$	S	F	p	Different Classes
The self-esteem scores of the students working at streets	5	18	41.77	7.02	3.365	.022*	-
	6	26	41.23	9.38			
	7	33	47.27	8.09			
	8	22	47.09	10.89			
The self-esteem scores of the students doing regular sports	5	16	70.00	9.12	3.325	.023*	5-8 7-8
	6	24	74.08	9.68			
	7	32	71.50	10.64			
	8	21	79.23	10.47			

The 7th year students working in the streets were found to have the highest average self-esteem levels. On the other hand the self-esteem values of the 8th year students was found to have the highest value for the children doing regular sports [$\overline{x}$ = 47.27, $\overline{x}$=79.23]. The self esteem value of the students working in the streets displays a statistically significant changes according to the level of the class of the students F(3-95)=3.365; p=.022<.05]. Same situation is valid for the students doing regular sportsat classlevel of F(3-95)=3.325; p=.023<.05]. The Tukey test resultsshowed no statistical difference in the average self-esteemvalues of the children working in the streets according to the level of the class studied. However in the case of the children doing sports on regular basis there are statistically significant differences in the self esteem values of 5-8 and 7-8 classes.

Table 6. Kruskal- Wallis data of the children according to the education level of the mother

	Education Level of The Mother	N	Average Row Number	x^2	p
The self-esteem scores of the students working at streets	Illiterate	15	38.73	4.261	.372
	Primary	41	52.63		
	Elementary	32	53.45		
	High school	8	40.75		
	University	3	58.17		
The self-esteem scores of the students doing regular sports	Illiterate	13	35.15	11.360	.023*
	Primary	38	45.36		
	Elementary	28	47.21		
	High school	10	52.65		
	University	4	85.50		

Self esteem grades of the children working in the streets do not show a significant difference according" to the educational level of the mother [Chi square=4.261; p=.372>0.05]. However there is a statistically significant difference in the case of the children doing sports on regular basis [Chi square=11.360; p=.023<0.05].

Table 7. Kruskal- Wallis data of the children according to the education level of the father

	Education Level of	N	Average Row Number	x^2	p

	The Father				
The self-esteem scores of the students working at streets	Illiterate	8	24.00	11.308	.023*
	Primary	32	48.77		
	Elementary	38	50.83		
	High school	18	63.69		
	University	3	39.83		
The self-esteem scores of the students doing regular sports	Illiterate	3	20.17	14.491	.006*
	Primary	33	40.68		
	Elementary	31	43.10		
	High school	18	63.28		
	University	8	61.63		

Self esteem grades of the children working in the streets do not show a significant difference according to the educational level of the father [Chi square=11.308; p=.023<0.05]. However there is a statistically significant difference in the case of the children doing sports on regular basis [Chi square=14.491; p=.006<0.05].

Table 8. One-way variant analysis of the self-esteem levels of the children according to the income level

	Income Level	**N**	$\overline{x}$	**S**	**F**	**p**	**Different Classes**
The self-esteem scores of the students working at streets	(1)500-750	42	37.33	6.70	30.935	.000*	1-2 1-3 1-4
	(2)751-1500	24	48.00	5.27			
	(3)1501-2000	11	49.09	5.68			
	(4)2001 ve üzeri	22	52.72	8.33			
The self-esteem scores of the students doing regular sports	(1)500-750	33	65.87	7.58	37.332	.000*	1-2 1-3 1-4 2-3 2-4
	(2)751-1500	34	72.47	5.63			
	(3)1501-2000	12	82.00	4.34			
	(4)2001 ve üzeri	14	87.71	10.34			

The highest mean percentage of the family income in both groupwas 2001tl higher income levels of the [$\overline{x}$ = 52.72, $\overline{x}$=87.71].The self-esteem levels of the working children showed a significant difference according to family income [F (3-95)=30.935; p=.000<0.05]. Same goes for the children doing regularsports on club basis [F(3-89)=37.332; p=.000<0.05]. According to Tukey test results applied for the determination of the difference between the self esteem grades of the groups there was a significant difference in the mean values of the self esteem values of the children with family in the children doing regular sports at club level there was a quite big difference between all income levels except the ones with the income levels of 1500-2000 and 2001 and above.

DISCUSSION

The self esteem levels of the children doing regularsport andthechildren who has no chance to get involved with any sports due to the fact that they have to work in order to make a contribution to the family income was observed to vary a statistically significant extent. The results obtained from the study reveals the positive effect of belonging to a group upon the self esteem value and supportthe idea of the benefit of doing sports.

Also Suverenshowedthefactthatdoingsports have a positive effect upon the personality of the children as well as their physical development (Suveren, 1985). On the other hand the factthat the self esteem values of the children n working in the street without any chance of doing sports have muchlower self-esteem values shows that they could not cope with the problems of the street and home . They create a negative self esteem values by developing the pessimistic inferiority complex. The data of Acar were very similar to ours (Acar, 2010). There are significant differences in the self esteem values of thechildrenworking in the streets. Özşekercarried a highly intensive study on 865children (270 of which were doing active sports) at 10-14years of age and proved that selfesteemlevelsofthosedoing sports are higherthan those who work onthestreets and have nochangeofdoingany sports (Özşaker, 2008). The self esteem values of the childrenwere observed to show significantdifferencesaccording to the participation of outclass activities. This result is dependent upon the type of activity and socio cultural level of the region. If the activities are interesting the children directly or indirectly participate it. According to Payton et.al the skillof increasing the self esteem value is the capacity of correct realizationofthe person of his/her weak and

powerfulsidesand cope with the everyday problems in a confident and proper manner (Körler, 2011). When the self teem gradesareinvestigated according to the educational level of the parents the self esteem of the working group it was the highestwhenboth the father and mother were university graduates. And this is the case for the workinggroup where the mother was the university graduate and the father was the high schoolgraduate. According to these results thecae that the highest self esteemwas observed in the group where both parents were university graduates in working children supports the idea that the high educational level has avery positive effect apothem self esteem value of the working children . It can be said that the educational levels of the parents are directly related to the orienting the children to a sport branch .According to Ausubel the higher the educational level of the parents the higher the self esteem levels of the children. The dependence of the self esteem level upon the educational level of the parents was quantitacallyproven(Ausubel, 1950). The second variableinvestigated was the income levelofthe family. The self-esteem levels of the both groups with a family income of 2001 to above have the highestaveragevalue. The fact that the children coming from the low income parents have lower self esteem level can be attributed that they are posed against various risks and their mental state in adversely effected from the poverty they are in.

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