

An Analysis of Primary School Students' Perceptions of Sport and Sports Brands by Their Drawings

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ABSTRACT This paper was conducted to analyze the sport and sports brand perceptions of 4th grade primary school students. The drawings that drawn by children who participated in this research have been analyzed semantically and content analysis method was used for this purpose. Findings of the data analysis and students' perceptions of sport and sports brands and the meanings attributed to these concepts by the students were assessed by associating them with each other based on the variables of gender and socio-economic class. In conclusion, it was found that a large proportion of male students of both two groups thematised 'competition in sport' on their drawings and male students of the school with lower socio-economic class tended to use the theme of 'competition in sport' rather than the male students of the school with upper socio-economic class. Significant differences were seen on themes of male and female students of both two groups. The sports brands that female and male students of both two groups have drawn on their drawings were Nike and Adidas. It was found that the sports brand awareness of the student group with lower socio-economic class is lower than the other group.

INTRODUCTION

The concept of sport in today's world, as many other areas, has undergone a rapid change and has also changed the areas dependent to it. It is a known fact that sport has a strong and secret relationship with society within the historical process (Pitts and Stotlar 2002). As art, science, philosophies are required for the gentrification, so sport has also an important place for the purpose (Unal 2013). The high number of people who follow sports has made compulsory the broadcasters not to be deaf to sports events and allocate an important part of time for sports.

Sport industry is a market in which it is offered products such as sport fitness, recreation, associated with relaxation and pleasure, as well as all forms of human activity, goods, services, places and ideas related to sports (Kowalski 2014).

The mass media to allocate more time to sports events and professional and semi-professional sports branches to become people's cen-

ter of social relevance have lead to concentration of interest in these branches. Everyday wear has been replaced by sportswear especially among young people. Educational institutions have embraced the sport as an effective tool of education. Politicians have made a point of appearing in sports organizations and awards ceremonies in order to create a positive image in the public. Governments have begun to attach importance to sports and to invest in sports facilities and organizations in order to prevent social disintegration and to avoid people turning into anarchy and terror (Florzak 2004).

That sport attracts interest of people in every part of society and that people's expectations differ from one another, lead to creation and formation of various market segments. The formation of different market segments such as the elderly, the disabled, women and children has increased the sports trade in these segments in the course of time (Pitts and Stotlar 2002). Each demographic group has different psychographic and behavioral characteristics in the increasing population. Also children are among the groups with these differences (Aktas et al. 2011). Kids not only play sports in great numbers, they watch sports, and consume sports products too (Messner and Must 2014). Kids have direct or indirect influence over family buying decisions. Influence of children varies by product, product

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sub-decision, stage of the decision making process, nature of socialization of children, families' gender role orientation, demographic features such as age and gender, and also by respondent selected for investigation of relative influence (Jain and Kaul 2014). Products and services known, loved and purchased by children can also be preferred and favored by the parents. Brands preferred by children who are important members of their families can prolong this process. That children learn factors affecting their behaviors towards product/service, ads, prices, brands and stores is very important for brands (Aktas et al. 2011). Brands use the ways which provide effective communication with consumers in order to learn about these factors. Credibility, attractiveness and power are required for an effective communication. These three features of the source lead to changes in behaviors of buyers. These three features affect the behaviors of buyers as a result of three different features of buyer psychology. Credibility is explained by assimilation and attractiveness by identification and power by compliance. Another factor affecting the credibility of source is the knowledge and experience of the source about the product or service advertised. There must be a real bond between the person who gives the message and the product or the service advertised for the message to be credible (Mullin et al. 1993; Altunbas 2007; Unal 2013).

The high number of people who are interested in sport has resulted in the people to give more importance to sports-related ads (SunXia 2005). Ads that are one of the most remarkable cultural elements of visual world and economic order take action starting from the childhood with the ability of shaping the minds of individuals. It is seen that children who want to exhibit their skills in sport in a competitive environment feel themselves strong with these activities. Children, who exhibit their skills, also exhibit an attitude of being popular by doing sports. At this point, ads aimed to attract the interests of children use sports activities in order to attract their interests and direct them to buying behavior by using the elements of "belonging", "power" and "fun" (Colakoglu 2000).

We have been living and learning in a world full of visual stimuli. Visual ability provides a fundamental learning channel and constitutes the important ways of obtaining information about social world. Perceptual development is related

to both maturation and learning. As children grow older, their ability to comprehend similarities and realize difference is developed better. According to Getman, vision is considered equivalent to intelligence. For him, children only know and assess what they see and understand (Sayin 1990; Yuksel and Kilicgun 2012). Individuals begin to make up new meanings by their unique perspectives, when they combine the images they have been keeping in their mind since they were born with their cultural codes (Turkkan 2008). The field providing the environmental interaction, ensuring the outer world perception by helping to acquire and use information and enabling to keep, comment, restructure, assess and use the information is called cognitive enhancement (Atesoglu and Turkkahraman 2009). The first and the best way for a baby to learn that exercising is a lifelong order is to imitate his mother and father (Small 2002). In this period, it's important for babies to see around running, walking and exercising people. Children have the ability to comprehend, to develop the past and future mental images and to explain the behaviors of others based on their knowledge and experiences at their pleasure (Daglioglu and Cakir 2007). Social and environmental factors affecting children also have a directly proportional impact on their physical and mental development (Bertan et al. 2009). In children aged 7-11 (analytic period), big changes are observed in cognitive and social terms. Crucial developments for consuming knowledge and skills are included in this period. Piaget stated that perceptual thinking of children in this period is transformed much more into a symbolic thinking. That children in this period transit from perceptual thinking to symbolic thinking and their ability to information processing is increased enable them to understand the ads and brands in a better way. Using visual research methods is a functional example of adapting the investigation tools to the specificity of children. They stimulate children to communicate their thoughts and emotions and offer children the opportunity to do something out of the experience (Nedelcu 2013).

Drawing methodology was used in several research disciplines, such as psychology, education, science and arts. In those researches drawing was used as a tool to gain insight about individuals' perceptions, beliefs, knowledge, emotions and thoughts. Drawing methodology was used in several research disciplines, such as psy-

chology, education, science and arts. In those researches drawing was used as a tool to gain insight about individuals' perceptions, beliefs, knowledge, emotions and thoughts (Ulker et al. 2013). Children organize and interpret their unique environmental perceptions and observations by their drawings and, thus, they present their perceptions of outer world (Belet and Turkkan 2007). They reflect the environmental characteristics they live in and the meanings created by them within this environment (Hague 2001; Ring 2006; Ersoy and Turkkan 2009). For children, drawing is an expression and communication instrument stronger and simpler than some previously-learned words and expression ways (Artut 2007). Drawing is a process that requires colors, forms and lines to be selected and organized and combines several components for transferring thoughts, emotions, events or observations (Malchiodi 2005). Drawings also reflect the emotional world of children (Golomb 2004). This is usually an entertaining and enjoyable way of expressing their own opinions and experiences for children (Malet et al. 2010; Yalcin and Erginer 2014). Drawing results in emergence of behavior of children towards the subject in an appropriate way. That majority of children like to draw, facilitates the use of this technique (Yavuzer 2003).

Children like sport and sports activities as they like to draw. That being able to learn the interests of children in sports and how they perceive this concept is being considered to shed light on future studies that will be conducted on them. Their interests in sports can be identified and their negative thoughts can be revealed.

METHODOLOGY

This paper was conducted to analyze the sport and sports brand perceptions of 4th grade female and male primary school students who study in two different schools each with different socio-economic structure in the province of *Mugla* by the drawings which had been drawn by them.

For this purpose, the following questions were tried to be answered:

How do the students perceive the term "sport"?

Which sports branches were figured in students' drawings?

Which sports branches were thematised in sport drawings?

Do the themes and the sports brands differ in terms of socio-economic level?

Research Group

The paper was carried out with the participation of 9 male and 11 female 4th grade students from *TOKI S.J. Alim Yilmaz* Primary School located in the province of *Mugla* and 8 male and 12 female 4th grade students from *Yerkesik* Primary School located 17 kilometers from the province of *Mugla* in the 2014 academic year, so it was conducted with a total of 40 students from two primary schools with two different socio-economic classes.

The reason for choosing 4th grade students is the assumption that students at this age can use their drawings as an official language in terms of pictorial development stages and they are accepted to be in schematic period. The average age of students was found 9.6. The children of this period feel the need of expressing their thoughts and opinions on their studies. Child's increasing interest on issues such as social awareness, society and world responsibilities, environmental pollution, social institutions, functions of human body, family relationships, wars, pharmaceuticals and diseases etc., is among the characteristics of children of this period (Linderman 1997). The children of this period want their drawings to reflect the actual image or to be the same with the reality such as the same like a photograph (Isbell and Raines 2003; Yurtal and Artut 2008).

Data Collection

After getting the necessary permissions, managements of the schools, where the research would be carried out, were talked to and informed about the purpose and method of the research. Then, the time to conduct the research was planned. Students who voluntarily wanted to participate in this research were selected. Before the application, families of the students who would participate in the research were asked for permission. Both the researcher and the painting teachers of the two schools were present at the data collection process. First of all, all participated students were gathered in a classroom and informed about how the application process would take place. Then, they were seated to the desks individually for not being affected by each

other while drawing. They were told they had 40 minutes (one class period) to complete their drawings. Each student was given a pastel set and a 30 x 40 drawing paper. They were asked to write their names and ages on the back of the paper. They were also informed about that their drawings would be used only for a scientific research and that their surnames and credentials wouldn't be used. All students were asked to draw the first thing that comes to their mind when talking about sport and to include the sports brands they know in their drawings. They were also told to explain their drawings and to write where they saw or heard the brands in their drawings on the back of the paper. After the drawing time ended, students' drawings were collected and analyzed.

Data Analysis

The drawings that drawn by children who participated in our research have been analyzed semantically and content analysis method was used for this purpose. The entire data has been underwent the coding process and these codes have been separated into categories after being grouped. It was approached to the subject with a social phenomenon and realistic understanding while examining the drawings and only the reflections of sport and sports brand perceptions of children were evaluated beyond the aesthetic considerations. Two sports scientists and two drawing specialists supported the paper during the assessment phase. Drawings were reviewed one by one and it was seen that some drawing papers have themes about the concepts of sport and sports brand more than one.

A child uses a paper in three sections according to Ozdogan (1997) and sometimes in rows and may increase the number of rows. Each theme on the drawings with different sports themes have been examined separately. Each theme was numerated and themes dealt on the drawing papers have been assessed and discussed respectively. Accordingly, a total of 48 themes on 40 drawing papers have been reviewed, discussed and examined.

Findings obtained from the data analysis, students' sport and sports brand perception and the meanings ascribed to these concepts by them were also evaluated by associating with different socio-economic classes.

Validity in qualitative researches means that researcher explores the phenomenon in its natu-

ral form and makes a neutral observation (Yildirim and Simsek 2005; Yildirim 2010; Turkcan 2013). Separate coding lists were made for each case in the analysis of qualitative data and coding were made. A specialist co-researcher who is expert in the qualitative analysis and the subject of the research provided help to the study for to ensure the reliability and consistency of raters. An additional research should be conducted concerning the reliability of coding in cases which more than one researchers work together to analyze data. In this case, researchers find a coding percentage by comparing the same data sets, codes and code similarities and differences numerically. It is required to reach a reliability level of minimum 70 percent for this kind of studies (Yildirim and Simsek 2008). The consistency of data encoded by the co-researcher (coder reliability) for this paper is calculated by using the formula "Number of agreements/(Total number of agreements + disagreements) x 100" (Miles and Huberman 1994; Cakir 2013). As a result of this calculation, a consistency rate of eighty eight point six percent was found between the analysis results of researchers.

FINDINGS AND DISCUSSION

Students' Perceptions of the Term Sport

Kids are major consumers of sports media, and they hint at what these kids are seeing and hearing as they watch (Messner and Must 2014). The sun in the sky, light-colored clouds, birds and flowers are some of the figures expressing the happiness for children (Keskin 2003). Some students associated parks, the sun, birds, seaside and blue sky figures with sports activity in their drawings (Fig. 1). That sports activity, entertainment and happiness concepts are all together in students' perceptions is gladsome. Sixty-five percent of the students from the school with upper socio-economic class and 35 percent of the students from the school with lower socio-economic class drew people doing sports with happy smiling faces. It's likely to say that this group perceives sport in a more positive way than the other group. Students from neither group thematised violence in their sports drawings.

"In this drawing, I drew two children playing tennis; because tennis is my favorite sport. I drew it as they playing in the beach. The chil-



Fig. 1. Azra's drawing (the school with lower socio-economic class)

dren in my drawing are wearing Nike skirts and shoes."

Making the children do regular sports activities in school age will give an opportunity for them to adopt such activities as a part of life in an earlier age. By these activities, it becomes easier for children to know their environment and to communicate. Positive developments in these areas can also help with emotional development of the children. It's known that the children and youth participate in sports activities to develop their entertainment skills and learn new skills (Gill et al. 1983). The youth shows entertainment and pleasure as the basic reason for participating in sports activities (Gill et al. 1983; Scanlan et al. 1989; Koivula 1999; Sirin et al. 2008). Researches put forth that children participate in sports activities for different purposes. The purposes for participating in sports activities are various and personal. Scanlan et al. (1989) asserted that learning and enjoying the game have an important role in participation to youth sports.

When the two groups were analyzed, it was determined that 77 percent of the male students depicted competition and race themes in their drawings. This rate is 20 percent for the females. Comparing the students from the school with upper and lower socio-economic class, it was seen that the male students from the school with lower socio-economic class depicted competition and race themes much more. While the male students from both groups generally drew team sports, the most of the females drew people doing sports for health purposes and children and families playing in parks and gardens and riding bicycles (Fig. 3). In a paper by Ian and Sarah (2014) females drawings were more likely to contain flowers and animals and males drawings were more likely to represent sports.

Sport means not only a series of physical activities, but also a concept helping individuals to socialize by giving them the feeling of a personal and social identity and group affiliation. In her paper, Theberge (2000) determined that the female got a higher level of socialization through sport than the male. It was found out that in pre-school age, physical activity level differed in terms of gender and the male was more active than the female (McKee et al.2005).

Tabassum et al. (2012) studied a research to explore how children's expressions of gender are represented in their drawings and descriptions of self and play. Researchers summarized that the results of the categorical coding of the drawings across both genders revealed that the majority of girls and boys indicated a preference for drawing pictures of physical types of play. Content analysis of the drawings revealed that 89.7 percent of boys and 82.5 percent of girls drew pictures of physical types of play (such as soccer, baseball, skipping). Researchers could not find statistically significant gender-related difference in terms of drawings of physical or non-physical activities.



Fig. 2. Rabia's drawing (the school with upper socio-economic class)

"I tried to draw the winner, first runner-up and second runner-up on my drawing."

Development of values is a function of interaction between many factors. Broadly we can divide them as personal factors and environmental factors. Personal factors point out that development of values may vary due to age, sex and intelligence (Gill and Jasval 2006). Previous investigations have shown that socio-economic status is key determinant of physical fitness in children (Gaknar and Malik 1999).

It is known that sport plays a major role in development of a child in every aspect as an education tool. Participating to sports games as a member of a team, develops feelings such as

cooperation and helping each other, working together and being respectful to other team members and the game layout for children.

Forty five point five percent of female students of the school with upper socio-economic class depicted people engaged in physical activities for health in parks and open spaces in their themes. This rate was found only 8 percent for the female students of the other group. The rate of depicting health and sports-related themes is very low for male students of both two groups.

Regular physical activity can create major positive differences in increasing the life quality throughout the lifetime, in other words, in healthy growth and development of children and young people, getting rid of unwanted bad habits, socialization, prevention from various chronic diseases for elderly, treatment or supporting treatment of these diseases, elderly to get an active old age period (Baltaci 2008).



Fig. 3. Irem's drawing (the school with upper socio-economic class)

"Sport reminds me of walking and cycling people. I drew running and walking people on my drawing."

According to the World Health Organization (WHO)'s 2002 report, sedentary lifestyle causes death of 1.9 million people per year all around the world (Vural et al. 2010). It is thought that 60 percent of the world population not to have sufficient physical activity and more particularly, lives of adults of developing countries are known to be more sedentary. The childhood and young adulthood periods are the best times for people to adopt physical activity habit and to continue it for their lifetimes. It is difficult to change a sedentary lifestyle and poor eating habits settled at a young age in subsequent periods of life. Adopting a regular physical activity habit, mak-

ing exercise an indispensable part of daily life and increasing at least the amount of daily physical activity for each individual have great importance to protection of our personal health and reducing the health threats that may be encountered in our future life. Learning about the thoughts of children is very important for us to establish a connection between ours and today's children's physical activity and healthy life habits because it is a fact that they will create the future generations.

Only female students from both two groups depicted parents and children doing physical activity together (Fig. 3). Family is the first unit that allows a child to see and learn about the social world and sports world. The first and the strongest influence of family on socialization can determine if a child will participate and involve in sport and how a child will do sport. The positive appraisal by families can increase the interest in sport among children.

Sports Branches Drawn in Students' Drawings

Information about sport is placed in media, sections of newspapers, where sport columns are placed at the end. Sport news on radio and TV are placed before weather forecasts. Moreover there are newspaper and television programs that are devoted exclusively to sport (Kowalski 2014). Since football is one of the most common sports branches in the world and has become an attraction center, the most of the male children

Table 1: Sports branches drawn in the themes of students' drawings

Theme	School with upper socio-economic class		School with lower socio-economic class	
	Male	Female	Male	Female
Football	3+1*	-	5	1
Volleyball	2	2	-	4
Swimming	1	-	-	3
Athletics	1+1*	-	1+1*	-
Physical Activity	2+2*	6	1+1*	1
Tennis	-	-	-	1
Badminton	-	-	-	1
Basketball	1*	-	1+1*	1
No Sports Branch	-	3	-	-
Artistic Gymnastics	1*	-	-	-

Figure (*) shows the different themes depicted in more than 1 theme in students' drawings.

are interested in football. Almost every boy plays football when they can find the time and they usually identify themselves with star players. Almost half of the male children in this research depicted football theme in their drawings (Table 1). Besides, the large part of the children who depicted football theme used the colors of the jersey of the football team they supported and drew the brands on these jerseys (Figs. 4-5). The tendency to take famous football players as model may be a natural result of this interest for the youth, especially the young males. Advertisers use famous athletes as if they are commercial products and gain favor of the aforesaid strong relationship between the youth and the athletes (Stone et al. 2003). The football and basketball themes especially in the drawings of the male children is likely to be explained based on this fact.

Several factors motivate children and the youth to participate in sports activities. Genetic factors, namely muscle structure and body structure, can be foreseen to a certain degree. However, there are certain psychological factors having the same importance with the foreseen factors (Sirin et al. 2008). Personality characteristics and environmental factors have an impact on psychological factors. It's known that children and the youth participate in sports activities for entertainment and for developing their skills and learning new skills (Gill et al. 1983). Children show a tendency to participate in or abstain from certain activities. Type of the sports skill and personal and environmental factors play a role on making such decisions. They desire to be interested in any field that would make them feel good and entertain them. The senses of belonging, being appreciated and respected for participating in sports are important.



Fig. 4. Fatmana's drawing (the school with lower socio-economic class)

"I told about football on my drawing. My favorite sport branch is football. I play football very much. I watch football competitions." (The only one who drew football-themed drawing among the female students)



Fig. 5. Esma's drawing (the school with lower socio-economic class)

"I drew basketball on my drawing because I love basketball most among the other sports. I think this game is enjoyable."

Sports Brands Included in Sports-Themed Drawings of Students

The most used brands by the students from the school with upper socio-economic class on their drawings were Nike and Adidas (Figs. 1-2-3-4-5-6-7). Eighty percent of the students from the school with upper socio-economic class included Adidas brand in their drawings and 85 percent included Nike brand, 25 percent included Kinetix brand, 20 percent included Puma brand, 20 percent included Jump brand, 10 percent included Mikasa brand and 5 percent included Salcano and Bianchi brands in their drawings (Table 2). Fifty five percent of the students from the school with lower socio-economic class in-

Table 2: Sports brands which students included in their drawings

<i>Sports brand</i>	<i>School with upper socio-economic class</i>	<i>School with lower socio-economic class</i>
Adidas	16	11
Nike	17	12
Kinetix	5	-
Puma	4	1
Mikasa	2	-
Jump	4	-
Salcano	1	-
Bianchi	1	-

cluded Adidas brand, 60 percent included Nike brand and only 5 percent included Puma brand in their themes. Twenty five percent of the students from the school with lower socio-economic class did not include any sports brand in their drawings and did not make mention and say of any name of sports brands in their explanations. Fifty percent of the students from the school with upper socio-economic class included 4 different brand names in their drawings and explanations, 25 percent included 1 brand name and 20 percent included 2 brand names. There is not any student who uses more than 2 brand names in the other group. Forty five percent of them included 2 brand names (Figs. 2-5) and 30 percent included only 1 brand name on their drawings and explanations (Table 2). It can be argued that the brand awareness of the students from the school with upper socio-economic class is said to be higher than the other group.

Today kids have become very strong mode of potential customers for all brands whether directly or indirectly. Media influences their everyday life very deeply and has become a strong influencing factor of modern day kids (Jain and Kaul 2014). Social differences in consumer behavior develop in the first years of the life and on goes without much of a change in later years. Socio-economic status also affects attitudes of children towards brand and store preferences, sales personnel and ads and do affect information sources (Ozgen 1995).

In their research conducted on 200 children aged between 7 and 10 years from different income groups, Hogg et al. (1998) analyzed the children's fashion brand preferences and the role of social effects of fashion and brand on their perception and values. It was reported how sports brands, from Nike to Adidas, strengthened the children's brand loyalty through important social impacts such as ads, peer group and family (Ustun and Cegindir 2009).



Fig. 6. Ezgi's drawing (the school with upper socio-economic class)

"I wanted to draw Nike store and warehouse, and children playing sports."

Ross and Harradine (2004) conducted a research on 105 children aged between 5 and 10 years in a school in the northeast of England and on their families. In their research, the level of children to know the brands and their brand awareness, the effect of branded products on perception and attitudes of different age groups, and their attitudes and preferences concerning brands were determined for the children divided into four different age groups. The findings showed that children who recognize the brands at an earlier age raised higher brand awareness in the coming ages. It was also determined that older age groups consider the appreciated brands which were well accepted among friends as significant. Another determination was that the older the age group was, the greater the number of children who could recognize a brand by only looking at its logo. It was set forth that the children of 91 percent of the families were interested in brand labels. In another research conducted on 663 children in USA, it was determined that social environment, media, family and brand are the main factors affecting children consumption (Dotson and Hyatt 2005; Ustun and Cegindir 2009). In a research by Ian and Sarah (2014) was carried out by designing a questionnaire which was filled by parents, has showed strong impact of media on kids buying behavior so all brands have moved into this direction to reap benefits.

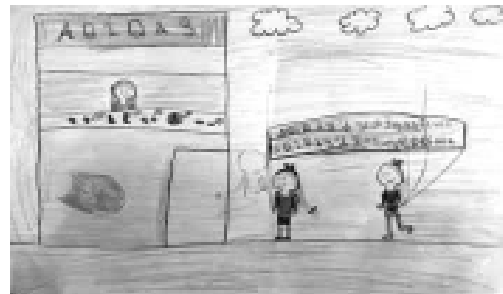


Fig. 7. Duru's drawing (the school with upper socio-economic class)

"I drew an Adidas store in my drawing. There are girls holding posters saying "Welcome to Adidas" in front of the doors."

Individual factors affecting socialization of children as consumers are socio-economic level, age and gender. Socio-economic level is affected by certain factors such as education, income

level, occupation, social status and living place. Since socio-economic level has an impact on all consumption habits in general, it's the main factor affecting socialization of children as consumers. Social differences in consumer behaviors are developed in the first years of life and maintained in the following years without great changes. Socio-economic level also affects the children's brand and store preferences, their attitudes towards sales personnel and ads and their information sources (Ozgen 1995).

It was determined that female students from both schools were attentive to the colors of cloth drawings, used pastel and vivid colors, and placed the brand names and logos carefully (Figs. 3-6-7); while half of the male students used the colors of popular football teams and wrote the brand names on the jerseys. Ninety percent of the human figures were appropriate in terms of ratio and proportion of body parts (Figs. 2-3-5-6-7). The large part of the students who drew the outdoor and people doing exercise used green as the ground color. Although the color green in children drawings generally expresses development and growing, it's also important whether they use light or dark green. In other words, colors can have various meanings in children's drawings depending on how they are used (Malchioldi 2005).

One of the consumption differences resulted from gender is about physical appearance and clothing. Researches show that female children are more interested in clothing than the male. Certain factors such as considering physical attractiveness important and the need for being accepted by the child's friends cause particularly the female children to attach much more importance to clothing (Ozbek 2002). According to the findings of the research titled "Evaluation of Clothing Preferences in terms of Opinions of the Children and their Mothers," it was set forth that children are highly affected by clothing styles of popular movie heroes or cartoon characters when buying clothes and that clothing style of a child's friends is another important factor affecting the decision-making process (Agac and Harmankaya 2009).

It was determined that female and male students from both schools gave similar answers to the question how they did know the brands. They said they saw the brands they had drew in stores, friends, TV, and football players (Figs. 3-4-5-6-7).

Today most of the advertisers spend more on TV advertisements having children content to attract more children which are going to change the behavior of their parents (Jain and Kaul 2014). In several markets where intense competition conditions existed, companies and brands can use animated characters that stimulate various senses for the purpose of being recognized by consumers and of creating demand for their goods and services. These characters may help positive development of the link between the consumers and the goods and services of companies. It is asserted that companies have strong effects also in gaining a place for their brands in consumers mind from their childhood.

CONCLUSION

In this paper conducted for analyzing the sport and sports brands perceptions of male and female 4th grade primary school students who study in two different schools each with different socio-economic structures in the province of *Mugla* by the drawings which had been drawn by them, it was determined that 77 percent of the male students from both groups depicted competition and race themes in their drawings. This rate is 20 percent for the female students. Comparing the students from the schools with upper and lower socio-economic class, it was seen that the male students from the school with lower socio-economic class depicted competition and race themes much more. While the male students from both groups generally drew team sports; the most of the females drew people doing sports for health purposes and children and families playing in parks and gardens and riding bicycles. Sixty five percent of the students from the school with upper socio-economic class and 35 percent of the students from the school with lower socio-economic class drew people doing sports with happy smiling faces.

Thirty five point five percent of female students of the school with upper socio-economic class depicted people engaged in physical activities for health in parks and open spaces in their themes. This rate was found only 8 percent for the female students of the other group. The rate of depicting health and sports-related themes is very low for male students of both two groups. Only female students from both two groups depicted parents and children doing physical activity together.

Eighty percent of the students from the school with upper socio-economic class included Adidas brand in their drawings and 85 percent included Nike brand, 25 percent included Kinetix brand, 20 percent included Puma brand, 20 percent included Jump brand, 10 percent included Mikasa brand and 5 percent included Salcano and Bianchi brands in their drawings. Fifty five percent of the students from the school with lower socio-economic class included Adidas brand, 60 percent included Nike brand and only 5 percent included Puma brand in their themes. Twenty five percent of the students from the school with lower socio-economic class did not include any sports brand in their drawings and did not make mention and say of any name of sports brands in their explanations. Fifty percent of the students from the school with upper socio-economic class included 4 different brand names in their drawings and explanations, 25 percent included 1 brand name and 20 percent included 2 brand names. There is not any student who uses more than 2 brand names in the other group. Forty five percent of them included 2 brand names and 30 percent included only 1 brand name on their drawings and explanations. It can be argued that the brand awareness of the students from the school with upper socio-economic class is said to be higher than the other group.

It was determined that female students from both schools were attentive to the colors of cloth drawings, used pastel and vivid colors, and placed the brand names and logos carefully; while half of the male students used the colors of popular football teams and wrote the brand names on the jerseys. It was determined that female and male students from both schools gave similar answers to the question how they did know the brands. They said they saw the brands they had drew in stores, friends, TV, and football players.

RECOMMENDATIONS

It is important to learn about lives of children, the bonds that they establish between sports activities and their health, the attitudes of society on this issue and what visual stimuli and educational institutions teach and show them. This bond is considered to be directly associated with their future and health. With the similar studies in the future, much knowledge can be gathered about the behaviors' of new generations.

At the same time, it is important for brands to know the images of brand in the mind of children and to learn about attitudes of them in order to survive. In future studies, the research may be applied to on large population to understand the sports brands effects on children understanding and life.

LIMITATIONS

This paper covers only a part of students from two primary schools with different socio-economic structures located in the province of *Mugla*. It should be noted that the findings of our paper have some limitations in terms of generalization of the results to all of students and students in this age group in other cities and countries.

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