

The Effects of a Summer Camp on Social Anthropological Improvement of the Kids in Turkey

Korkmaz Yigiter

Duzce University, School of Physical Education and Sports, Duzce, Turkey

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ABSTRACT The purpose of the present study is to investigate the effects of a summer camp of the university on social anthropological skills improvement of kids in Turkey. 25 volunteer kids ($M_{age}=7.64\pm.48$) participated in tennis and swimming training programs along with some other courses such as English training, drama, experimental chemistry, drawing and art, and music. In this summer camp designed by the experts, sport training was conducted in four sessions, each lasted one hour a week. As data collection tool, a survey including 12 items was completed before and after summer camp period. In conclusion, there was a statistically significant difference between study group's \bar{X} social anthropological skills pre-test score 34.40 ± 8.69 and \bar{X} social anthropological skills post-test score 41.80 ± 5.75 ($p<0.05$). It was determined that the kids in the present study showed social anthropological improvement at the end of the summer camp.

INTRODUCTION

In an ever-changing world, social anthropological skills of the kids are very important factors for them to solve social problems encountered in daily lives. Social problem-solving involves identifying a goal, such as obtaining a desired object or initiating a conversation, and figuring some steps out to achieve that goal through in a variety social strategies including verbal assertion, asking for help, commanding, hitting or crying (Gauvain 2001). Many kids experience some of the social problems in a variety ways and at different times. As the age of the kids increases, problems mentioned above increase too. In addition, social anthropological development starts before birth and continues until death while it becomes apparent during early childhood (Mary et al. 2010). Children, who adopt the values at an early age, have self-confidence, can make their own decisions, solve their problems well, and so this condition improves their happiness levels. If the individual fails to comply with the society's values, this may cause failure, exclusion from society and unhappiness (Alpoge 2011; Dereli-iman 2014). Besides, social anthropological skills should be developed at an

early age. Positive early experiences gained during early childhood serve as a basis, which is required for healthy development of following behavior and idea processes in the future life (Gunnar and Barr 1998; Dereli-iman 2014).

Psycho-social development is the process of improvement of the individual's awareness to social stimulants and norms and obligations of group life. In this process, individuals learn values, behaviors and beliefs which ensure that they will be members of a group through their lifetime (Dereli-iman 2014; Gander and Gardiner 2007). Besides, social skills are important learned behaviors for starting and maintaining interactions with others (Westwood 2007). One of the best interaction ways with others is sport participation. Considering the relevant literature, it can be seen that sports participation has great benefits for interaction with others in the social life, for instance, even a simple recreational physical activity can teach people social skills, anger management, fine and gross motor skills, while building self-esteem, group cohesion, rapport and providing leisure education, covering a wide variety of issues and addressing a large number of goals at the same time (Santiago and Coyle 2004). In addition, sport activities that provide social environment and social interaction through interpersonal communication are among the important factors in the development of personality and the formation of identity (Dokmen 2013; Fortinash and Holoday-Worret 2012; Kukulcu 2006; Terakye 1998). In present time, people need to learn how to understand and communi-

Address for correspondence:

Dr. Korkmaz Yigiter
Duzce University
School of Physical Education and Sports
Duzce, Turkey 81620
Telephone: +90 (380) 5421215
Fax: +90 (380) 5421365
E-mail: korkmazyigiter@gmail.com

cate with others fluently in the social life. This is because understanding feelings and thoughts of others can solve the communication problems regarding any aspect of the lives such as job, school etc. (Yigiter 2013). The present study in terms of education system in the world is intended to be helpful by developing a pilot study for early childhood all over the world. Various activities were included in the present study because children's resilience for social anthropological skills may be improved by the interaction of various variables (Jennings et al. 1991) such as sport activities, positive sciences, music etc. In the light of the comments above, social anthropological skills of the kids can be improved by getting them to interact with others. One of the best ways to get them to interact with others is ensuring sport participation. To this end, it was thought that the kids in the present study will improve their social anthropological skills by participating in a summer camp designed by the experts.

MATERIAL AND METHODS

Participants

Participants chosen from a summer camp designed by the experts at Duzce University were volunteer kids with parents' consent. In this way, 25 volunteer kids in the summer camp participated in the study for 3 weeks. In this summer camp, along with English training, drama, experimental chemistry, drawing and art, and music, the kids participated in tennis and swimming training programs which were conducted in four sessions, each lasting one hour a week. The tennis and swimming training programs were performed in the tennis court and the swimming pool of the university respectively. The attendance of the participants was regularly taken by the tennis and swimming instructors.

Instrument and Procedure

A 12-item survey created by evaluating similar surveys was developed by the researcher to use in the present study. Each item was arranged to evaluate the social anthropological skills of the kids in the summer camp of the university. The 12-item survey score was calculated by coding the low worded items: 1, 2, 3, 4, coding the middle worded items: 5, 6, 7, 8, coding the high

worded items: 9, 10, 11, 12, and then summing all the items 1 - 12 to obtain a total score. The 12-items survey score ranges from 0 to 60 with higher scores indicating higher social skills. Scores between 20 and 40 are within normal range; scores below 20 suggested low social skills and scores above 40 suggested high social skills. Each item in the 12-item survey is answered as "yes" or "no". 5 points are given for "yes" answers while 0 point is given for "no" answers. The survey used in the present study was completed by the researcher by observing students. Items such as being a friend, being patient, helping others, following directions, staying on task, active listening, sharing, cooperation, careful record-keeping, attention to details on the subjects, criticism, analysis, problem-solving, analytical reading skills, clear thinking on the subjects etc. were included in the survey. Consent form was taken from the parents of the kids for the research. Besides, parents of the kids in the summer camp were asked to bring a medical report with respect to swimming and tennis training.

Data Analysis

Data were analyzed using SPSS 16.0 Package Program. Along with descriptive statistic, Wilcoxon signed-rank test was used to analyze the data. Level of significance was determined to be 0.05.

RESULTS

Descriptive statistics for age and social anthropological skills scores of the kids as can be seen in Table 1, minimum score of social anthropological skills was found to be 25 for pre-test and 30 for post-test in the study group. Maximum score of social anthropological skills was found to be 55 for pre-test and 50 for post-test in the study group (Table 1).

Table 1: Descriptive statistics for age and social anthropological skills scores of the kids

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
Age	25	7	8	7.64	.48
Pre-test	25	25	55	34.40	8.69
Post-test	25	30	50	41.80	5.75

Differences between pre-test scores and post-test scores of social anthropological skills

as can be seen in Table 2, there was a statistically significant difference between study group's \bar{X} social anthropological skills pre-test scores 34.420 ± 8.69 and \bar{X} social anthropological skills post-test scores 41.80 ± 5.75 ($p < 0.05$).

DISCUSSION

The purpose of the present study was to investigate the effects of a summer camp on social anthropological skills of the kids in Turkey. To this end, it was thought that the kids in the study group will improve their social anthropological skills. The results of the present study supported that the participants in the study group improved their social anthropological skills in summer camp period.

According to findings, there was a statistically significant difference between study group's \bar{X} social skills pre-test score 34.40 ± 8.69 and \bar{X} social skills post-test score 41.80 ± 5.75 ($p < 0.05$). As for the relevant literature, it can be seen that camps or programs designed by the experts, including games, sport, cooperative learning or other scientific lessons such as sociology, psychology, mathematics, science, physics, and chemistry can contribute to the development of social communication skills in kids (Licciardello et al. 2008; Walsh et al. 2006; Gorker 2001). Pivec (2007) proposed that game-based learning programs should be developed to provide a suitable setting thereby kids can be encouraged to improve their social and communication skills. In the light of the literature, it can be said that the programs created to develop the social skills of the kids can improve the social anthropological skills of the kids in positive direction. In addition, some studies stated that social, life and psychological skills can be improved by participating in sport activities (Marques 2013; Hammenmeister et al. 2012; Zurc 2012). It is important to note that there are some limitations of the present study. Firstly, the present study was conducted in a short-term

period in the form of a summer camp designed by the experts. It was just representative for a small sample of kids in Turkey. Again, quasi-experimental design was used in the present study. In this design, a new 12-item survey created by evaluating similar surveys was used by the researcher. Therefore, reliability and validity of the survey were not tested or checked. Besides, it was stated by the university ethical committee that because the present study was a part of summer camp project of the university and the parameters of the research were beyond the parameters of the ethical committee, an ethical committee report was not necessary for it. Further, the researchers in the future should try to investigate the social anthropological skills with a greater number of students. Further, some other surveys which tested and checked in terms of the reliability and validity should be administered to the kids aged 7-8. To obtain more trustable data with respect to kids' social anthropological skills, new studies can be performed in different ways. For instance, a larger sample size should be included to increase generalizability and reliability of the outcomes. In this way, similar studies can bring forth more trustable conclusions for the literature of social science.

CONCLUSION

The present study aimed to investigate the effects of a summer camp of a university on social anthropological skills improvement of the kids in Turkey. Results in the present study showed that along with the English training, drama, experimental chemistry, drawing and art and music, tennis and swimming training have positive effects on improving the social anthropological skills of the kids.

RECOMMEDATIONS

As a result, it can be recommended that summer camps should be expanded, and also differ-

Table 2: Differences between pre-test scores and post-test scores of social anthropological skills

Study Group	N	Social anthropological skills of the kids					
		Pre-test		Post-test		Z	P
		Mean	SD	Mean	SD		
	25	34.40	8.69	41.80	5.75	-3.684	0.000

$p < 0.05$

ent sport trainings should be incorporated into the process of education system to improve the social anthropological skills of the kids. In future, the researchers need to conduct further investigations to test the effects of sport training designed by the experts in a variety branch on social anthropological skills improvement of the kids by recruiting more kids to reach more authentic data with respect to social anthropological skills at different ages and stages.

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