

Examination of the Social and Gender Factor among Students Who Participated in Underwater Summer Camp

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ABSTRACT The purpose of the present research is aimed at examining the effect of students' socio-cultural and economic structures and their genders on their opinions about the underwater summer camp in terms of social gender concept using survey method. A total of 40 volunteers among the students participated. In addition, the researchers examined students' reasons for preferring the underwater summer camp, and their opinions about the hotel, the boat and city of Marmaris where the camp was made. In the applied underwater summer camp, students were trained on scuba diving. The researchers examined subjects such as level of qualification between the students who participated in the camp in previous periods and the new participants; and students' interests in sports before they participated in the underwater sports summer camp. In the present study, frequency analysis which is a descriptive statistics method was used to determine distribution in terms of variables; then Mann Whitney-U test (unrelated samples t-test) which is a non-parametric test was used to determine the differences between variables formed by the participants' genders and their opinions about the underwater summer camp. Average difference between variables was tested at a 0.05 significance level. According to these data, there are significant differences between the average number of family members who do other diving sports and gender; and the average of the effect of family members on the students' participation in the applied summer camp and their gender. However, significant difference was detected between gender and other variables. This finding indicates that underwater sports are open for improvement for both genders; especially for female individuals in the society.

INTRODUCTION

Social and gender discrimination against women dates as back as the ancient times. Towards the onset of modernity, the curative role of women as mothers and caregiver shifted from public to private; and this was the beginning of the discrimination. Class structure has been a subject of critical discourse among medieval and new age thinkers. Even feudal structure, scholastic philosophy, and monotheistic religions, medieval age philosophers, capitalism, and enlightenment philosophy have deepened this discrimination. Midwifery, child/elderly care, treatment in sicknesses, healing society roles started to be taken away from women with the emergence of medicine. Especially, healer women were named as sorcerers and witches; and they were slaughtered (Koca 2006)

Renaissance, reforms, industrial revolution, and world wars also were not effective in preventing this discrimination. Awareness on the problem, and first organizational struggle started after 1789 French Revolution by a group of revolutionist, theoretician, and activist women, and they prepared the first written document asserting women rights: "Declaration of the Rights of Women". These women were guillotined for

rebelling against the system and paid for their struggle with their lives. This struggle known as "I. Women Movement" which started in France, spread all around the world, and continued until 1948 United Nations (UN) Universal Declaration of Human Rights, when women legally got their rights. However, after all that time, Women Movement could not complete its mission yet because women could not get their basic political, economic, and legal rights in many countries (Koca 2006).

Social gender relationships in the field of sports is a subject that has been studied in the field of sports sciences especially after 1980s and it has a 30 year-old history in sports sciences studies in Turkey. Previous studies have claimed that explaining the difference between the female and male sporters' experiences only based on biological gender does not provide us with a sound explanation. Therefore, the importance of the concept of social gender in explaining the difference between experiences of sports men and women in both competition sports and recreative sports should be emphasized.

The concept of social gender refers to cultural and psychological differences rather than biological differences between men and women. It also refers to the social roles and responsibil-

ities expected from men and women in the society. In this context, womanhood and manhood refer to the social gender roles assigned to women and men by the society. This is a hierarchical contradiction in which one side is superior and dominant over the other. Contradiction based womanhood and manhood definitions show that womanhood represents emotions, body, motherhood and beauty; whereas manhood represents mind, civilization, and culture (Koca 2006).

Studies on the social gender in sports environments claim that sports reinforces social gender inequality and this way occurs as a cultural practice that reproduces social gender order defined by (Connell 1987).

Social gender order refers to the power relations that were built historically between men and women and provides the privileged status of men over women through the definitions of womanhood and manhood. Ideological process that legitimizes the sports experiences of women within the social gender order starts with the idea of biological difference between women and men; and superiority of men is created by this difference. Biological differences between genders serves to the transformation of idea of social inferiority defined as the "other" for women against the superiority of men. Social reality of women (inferior status) in sports is closely related with the perception and evaluation way of sportive efficiency that maintains the biological difference.

Sportive efficiency, high-level sportive performance, high physical characteristics, talent, present socio-cultural and economic structures of individuals affect the life styles to a large extent and determine the social status of individuals within society (Erkal 1997).

Population is the main body that forms the social structure. It is not possible to talk about a social structure without population. Factors such as absolute quantity of population, distribution and growth speed according to genders, features of being urban or rural, the status according to professional status, distribution according to economic activity branches, distribution according to age groups, educational status, economic status; along with the physical and geographical environment processed and evaluated by the people in this population provide information about the socio-economic structure of a place (Tolan 2005).

Among the courses of school programs, physical education and sports environment is the field

where normalization of the social gender roles by degrading them to the biological differences between women and men is experienced at the largest extent (Flintoff 1990; Hargreaves 1994). In this context, previous studies on the building of the body in the physical education environment have revealed that social gender is an important factor in the formation of the student experiences; and male and female students have different physical experiences accordingly and social gender is reproduced with these experiences (Light 2001; Olafson 2002).

Koca and Bulgu stated in their research that, social gender concept is a social, cultural, and historical concept that should be involved in researches on the social analysis of sports (Koca and Bulgu 2005).

Ozsoy reported in his research that; sports was one of the main fields that took place in the social construction of manhood, and male dominant structure that can be easily spotted in the history of sports is being reproduced today via media (Ozsoy 2008).

Scuba diving that can be defined as an outdoor sports and a tourism activity has been developing since the last 30 years due to both the technological developments and the economic value created by it. The direction of this development is directly related with the socio-cultural and economic levels of the participants in these activities (Deniz 2009).

Besides all these, steps for the social gender equality are not expected to be taken at short notice. Actors may give social and cultural reactions to this kind of cultural incidents, and regulations related to gender equality may take many years (Basol 2013).

MATERIAL AND METHODS

A total of 40 volunteers among the students who participated in Marmara University underwater summer camp participated in this research. The purpose of the present research is aimed at examining the effect of students' socio-cultural and economic structures and their genders on their opinions about the underwater summer camp in terms of social gender concepts. The research examines the effect of students' social gender and socio-cultural and economic structures on the participation in the sports activity via survey method. In addition, the researcher examined students' reasons for preferring the

underwater summer camp, and their opinions about the hotel, the boat and city of Marmaris where the camp was organized. In the applied underwater summer camp, students were trained on scuba diving. The researcher examined subjects, such as level of qualification between the students who participated in the camp in previous periods and the new participants; and students' interests in sports before they participated in the underwater sports summer camp.

Complete inventory was conducted in the present research. Statistical tests were used to reveal the difference between the average value judgments of individuals about the underwater summer camp across genders. First, frequency analysis which is a descriptive statistics method was utilized to determine distribution in terms of variables; then Mann Whitney-U test (unrelated samples T-test) which is a non-parametric test was conducted in order to determine the differences between variables formed by the participants' genders and their opinions about the underwater summer camp. The average difference between variables was tested at a 0.05 significance level.

RESULTS AND DISCUSSION

According to frequency analyses, 87.5% of the participants are single; and 12.5% of them are both married and students. 77.5% of the par-

ticipants both work and study. Most of the participants have started working while they were still students. In addition, 67.5% of the participants think that the income they earned from their most recent job was sufficient. 40% of the participants' fathers are high school graduates; and 42.5% of the fathers are university graduates. 37.5% of the mothers are primary school graduates, 35% of them are high school graduates and 22.5% of them are college graduates. According to these data, educational levels of fathers are higher than mothers. Education levels of parents are much higher than the overall Turkish standards.

Table 1 presents averages of participants' genders and their judgements about their evaluations on the underwater camp; and Table 2 exhibits the statistical analyses of these.

62.5% of the participants were not interested in diving before underwater sports summer camp. 70% of the participants do not have a diving certificate. 92.5% of the participants do not have any family member who does diving. Hence, most of the participants have done scuba diving for the first time in underwater sports applied summer camp.

Eighty percent of the participants were satisfied with Marmaris as an underwater sports applied camping site. However, only 65% of the participants were satisfied with Marmaris in terms of underwater beauties. The 92.5 percent of the

Table 1: Participants' genders and judgments related to their evaluations about the camp

	<i>N</i>	<i>Ave</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
Whether the participants have done underwater sports before the underwater sports summer camp	40	1.63	0.49	1.00	2.00
How long the participants have been doing diving sports	12	3.33	0.99	1.00	4.00
Diving certificates of the participants that they had before	40	6.00	1.68	2.00	7.00
Average number of diversions of the participants per year	40	2.65	1.53	1.00	5.00
Whether any family members of the participants do diving	40	1.93	0.27	1.00	2.00
The effect of family members on the participation of the participants in the applied summer camp	40	1.88	0.34	1.00	2.00
Season preference of the participants for diving	40	1.95	0.22	1.00	2.00
Diving equipment that the participants have personally	40	4.63	2.95	1.00	7.00
Regions of Turkey where the participants have done diving before	40	2.38	0.49	2.00	3.00
Whether the participants have ever dived abroad	40	1.95	0.22	1.00	2.00
Participants' satisfaction with the hotel they stayed at for the camp	40	1.08	0.27	1.00	2.00
Participants' satisfaction with the boat they dived from	40	1.03	0.16	1.00	2.00
Participants' satisfaction with the camp trainers	40	1.00	0.00	1.00	1.00
Participants' satisfaction with Marmaris as a camping site	40	1.20	0.41	1.00	2.00
Participants' satisfaction with Marmaris in terms of underwater beauties	40	1.65	0.48	1.00	2.00
Participants' satisfaction with the training program in the underwater sports applied summer camp	40	1.00	0.00	1.00	1.00
Whether the expectations from the underwater sports applied summer camp of the participants were met	40	1.00	0.00	1.00	1.00
Genders of the participants	40	1.65	0.48	1.00	2.00

participants were satisfied with the hotel they stayed at for the camp. One hundred percent of the participants were satisfied with their camp trainers. Consequently, most of the participants were satisfied with the underwater summer camp conducted in Marmaris.

According to these data, there are significant differences across genders in terms of the average number of family members who are interested in diving; and the average of the effect of family members on the participation of the participants in the applied summer camp. No significant differences were detected across genders in terms of other variables.

Koca (2006) found in his research that when the primary school students from different social backgrounds were asked to introduce themselves, male students from all social backgrounds introduced themselves with the sports they were interested in, but only female students who had sporting license introduced themselves with their sporting identity. Even though, activity preferences are determined according to social gender value judgements, there is an increase in the number of girls who became active in sports. There is an increase in the women's participation in the sports worldwide, with the creation of new opportunities and new legal arrangements for women, the effects of women movements, and the increase in health and fitness movements (Koca 2006; Meryuz et al. 2014).

However, it is difficult to claim that this increase is at the same level at all societies and cultures, and brings always positive experiences along with it; and the continuity of this increase can be maintained all the time. Culture is neither procedural, nor could be taken by imitation from other nations. Even we can observe an increase in the participation of girls and women in the sports in Turkey, we have to admit the fact that rates for quitting sports are also pretty high.

Kari Fasting and Gertrude Pfister in 1997 made interviews with female supporters to examine the obstacles for the participation of the women in sports; and they found that the reason for the high rate of quitting sports among women is that they get married and then become mothers at a younger age, assume many responsibilities in the house as well as the increase of paternal and husband controls with the increase of women's activities in sports (Fasting and Pfister 1997).

No significant differences were detected across genders in terms of other variables. Similarly, (Ennis 1999) stated that no program in the field of physical education is as effective in the alienation and limitation of girls as in mixed and multi-activity sports classes; and, therefore, some researchers suggest that reforms should be introduced in traditional sports-based physical education programs (Gorely et al. 2003). This finding indicated that underwater sports are open for improvement for both genders; especially for female individuals in terms of social gender.

Table 2: Statistical findings

<i>Variable</i>	<i>Z</i>	<i>P</i>
Whether any family member of the participants does diving	-2.423	0.015
The effect of family members on the participation of the participants in the applied summer camp	-2.227	0.026
Whether the participants have done underwater sports before the underwater sports summer camp	-1.521	0.128
How long the participants have been doing diving sports	0.000	1.000
Diving certificates of the participants that they had before	-1.614	0.107
Average number of dives of the participants per year	-1.857	0.063
Season preference of the participants for diving	-1.051	0.293
Diving equipment that the participants have personally	-1.674	0.094
Regions of Turkey where the participants did diving before	-0.507	0.612
Whether the participants have ever dived abroad	-1.473	0.141
Participants' satisfaction with the hotel they stayed at for the camp	-1.305	0.192
Participants' satisfaction with the boat they dived from	-0.734	0.463
Participants' satisfaction with the camp trainers	0.000	1.000
Participants' satisfaction with Marmaris as a camping site	-1.473	0.141
Participants' satisfaction with Marmaris in terms of underwater beauties	-0.069	0.945
Participants' satisfaction with the training program in the underwater sports applied summer camp	0.000	1.000
Whether the expectations from the underwater sports applied summer camp of the participants were met	0.000	1.000

There is a significant difference across genders in terms of the average number of family members who do diving. Male participants have more family members who do diving than female participants. There is also a significant difference across genders in terms of the effect of family members on the participation of the participants in the applied summer camp. Family members of the male participants had more effect than female participants' family members on their participation. Female participants were less affected.

Akkaya and Kaplan (2014) reported in their research that, women are in a disadvantageous situation in sports environment in which their levels and forms of participation are lower and more different than men.

Koca (2006), in his research found that, when the primary school students from different social backgrounds were asked to introduce themselves, male students from all social backgrounds introduced themselves with the sports they were interested in, but only female students who had sporting license introduced themselves with their sporting identity. Even though, activity preferences are determined according to social gender value judgements, there is an increase in the number of girls who became active in sports. There is an increase in the women's participation in the sports worldwide, with the creation of new opportunities, and new legal arrangements for women, effect of women movements, and the increase in health and fitness movements.

However, it is difficult to claim that this increase is at the same level at all societies and cultures, and brings always positive experiences along with it; and the continuity of this increase can be maintained all the time. "Culture is neither procedural, nor could be taken by imitation from other nations". Even if we can observe an increase in the participation of girls and women in the sports in Turkey, we have to admit the fact that rates for quitting sports are also pretty high.

Made interviews with female sportswomen in 1997 to examine the obstacles for the participation of the women in sports; and they found that the reason for the high rate of quitting sports among women is that they get married and then become mothers at a younger age, assume many responsibilities in the house as well as the increase of paternal and husband controls with the increase of women's activities in sports.

No significant differences were detected across genders in terms of other variables. Similarly, stated that no program in the field of physical education is as effective in the alienation and limitation of girls as in mixed and multi-activity sports classes; and therefore some researchers suggest that reforms should be introduced in traditional sports-based physical education programs. In their research on social gender perceptions of students, who study at Mugla Sitki Kocman University, School of Physical Education and Sports, that male students are more egalitarian than female students in terms of social gender perceptions. They found significant correlations between gender roles and educational levels of the parents; and social gender sub-dimensions. They observed that the higher the educational levels of their parents, the more egalitarian the students are in terms of social gender. Especially traditional gender roles are affected by this situation.

CONCLUSION

This finding indicated that underwater sports are open for improvement for both gender; especially for women individuals in terms of social gender. Egalitarian social gender cognitive level is related with social development level. Therefore, for a higher social gender cognitive level, a higher cultural level is required. Development of the culture of a society is related with the experiences and educational policies of that society. Educational system should be utilized in order to increase the cognitive level of the society. There should be courses about social gender at schools for all educational levels, and seminars on social gender should be organized.

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