



Examination Of The Ability Of Boys in The Last Childhood To Say No According To Their Participation in Recreational Activities

Özlem YALÇIN KİŞİ^{1A}, Furkan MİNVER^{1B}, Ezgi ERTÜZÜN^{1C}

¹ Selcuk University, Sport Science Faculty, Department of Recreation, Konya, TÜRKİYE

Address Correspondence to Özlem YALÇIN KİŞİ: e-mail: ozlem.yalcin@selcuk.edu.tr

Conflicts of Interest: The author(s) has no conflict of interest to declare.

Copyright & License: Authors publishing with the journal retain the copyright to their work licensed under the CC BY-NC 4.0.

Ethical Statement: It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.

(Date Of Received): 26/06/2023 (Date of Acceptance): 29.06.2023 (Date of Publication): 31.12.2023

A: Orcid ID: 0000-0002-6488-9860 B: Orcid ID: 0009-0001-4717-5380 C: Orcid ID: 0000-0002-6986-0143

Abstract

Being able to say no is a very important coping skill for the last childhood period, as it is for every period of life. Participating in recreational activities improves children's ability to say no and increases their sense of curiosity. In this study, the ability of saying no to children who participated in recreational football activities in their last childhood and those who did not participate in any recreational activity was compared. The study group of the research consists of 211 boys in the last childhood period, 105 of whom participated in recreational activities between the ages of 9-11 in Ankara and 106 of whom did not participate in any recreational activities. In the study, Yılmaz and Sözer's (2018) Ability to Say No Scale and Personal Information Form were used. Descriptive statistics were used in the analysis of the data. There was no significant difference between children who participated in recreational fuubol activities and those who did not. In further analysis, it was determined that the children of university graduate fathers had higher ability to say no than the children of high school graduate fathers.

Keywords: Recreation, Ability to Say No, Late Childhood, Football

Özet

Son Çocukluk Dönemindeki Erkek Çocuklarının Hayır Diyebilme Becerilerinin Rekreatyonele Etkinliklere Katılım Durumlarına Göre İncelenmesi

Hayır diyebilme hayatın her döneminde olduğu gibi son çocukluk dönemi için de çok önemli bir baş etme becerisidir. Rekreatyon etkinliklerine katılmak çocukların hayır diyebilme becerisini geliştirmektedir ve merak duygusunu arttırmaktadır. Bu çalışmada son çocukluk döneminde rekreatyonele olarak futbol etkinliğine katılan çocuklar ve herhangi bir rekreatyon etkinliğine katılmayan çocukların hayır diyebilme becerileri karşılaştırılmıştır. Araştırmanın çalışma grubunu Ankara ilinde 9-11 yaş arası rekreatif etkinliklere katılan 105 ve herhangi bir rekreatif etkinliğe katılmayan 106 olmak üzere son çocukluk döneminde yer alan 211 erkek çocuk oluşturmaktadır.

Çalışmada Yılmaz ve Sözer (2018)'in Hayır Diyebilme Becerisi Ölçeği ve Kişisel Bilgi Formu kullanılmıştır. Verilerin analizinde tanımlayıcı istatistiklerden yararlanılmıştır. Rekreatif olarak futbol etkinliklerine katılan ve katılmayan çocuklar arasında anlamlı bir farklılık tespit edilmemiştir. İleri analizlerde ise, üniversite mezunu babaların çocuklarının lise mezunu babaların çocuklarına göre hayır diyebilme becerilerinin daha yüksek olduğu belirlenmiştir.

Anahtar Kelimeler: Rekreatif, Hayır Diyebilme Becerisi, Son Çocukluk, Futbol

INTRODUCTION

Individuals generally tend to want to say yes in order not to disappoint themselves or others throughout their lives. Saying no can be extremely difficult at times. However, gaining the habit of saying no provides important benefits for individuals to draw boundaries with others and set behavioral standards for their own mental health. Being able to say no stands out as an important coping skill in late childhood, as in every period of life (Nery et al., 2023). Ability to say no; It is defined as the rejection of situations, offers, risky behaviors that take place in a process and in which the individual, through his own will and choices, occur against his will or resist such situations. The decision-making, rejection and resistance steps of the ability to say no are included in this process. In the rejection dimension, the word "no" indicates rejecting an offer. In the resistance dimension, the situation of continuing the decision made with the word "no" is described (Aslan and Özcebe, 2008). It is thought that actively participating in leisure time activities in their last childhood years will be important in developing the skills of saying no, which is essential for boys who grew up in the Middle East culture to interpret the rules and norms correctly. It is seen that the ability to say "No" is easily acquired in the first years of life, that is, in infancy. Babies can easily express their emotions through behaviors in such situations (Yılmaz and Sözer's, 2018). When it comes to childhood, children acquire speaking skills, and language development is provided. This allows them to easily say "No" (Nery et al., 2023). With the effect of the culture in which the individual grew up on gender roles, we begin to become a member of society in the last childhood period, and social norms are increasingly taking place in our lives. As a result, some changes begin to take place in our language of communication, and many situations that we did not care about before appear as a source of anxiety. An individual's active participation in the socio-cultural environment and his ability to interpret that environment's values, rules, and norm systems are essential factors affecting his personality (Rose et al., 2009). Leisure time activities allow the individual to be aware of the options presented to him and to use also the elimination option in the stage of making the right choices by evaluating these options in every aspect.

The individual uses the "Skill of Saying No" when choosing the best, the worst and the most beneficial for himself. In fact, the individual not only directs his own life, but also contributes to the democratic functioning of the society he lives in, in the process of determining the goals he has set in his own life and realizing these goals. This makes a very important contribution to both the individual's own personality development and the progress of the society (McCarville & Mackay, 2013). For this reason, the ability of growing up boys in Middle Eastern culture to ability say no in their last childhood season, which will also be reflected in their adulthood, arouses curiosity. It is known that individuals' ability to express themselves and their creativity skills develop with leisure time activities. In addition, thanks to these activities, many features such as helping individuals, sharing, teamwork, determination, responsibility, problem-solving, establishing cause-effect relationships and developing motor skills emerge (Pala & Kolayış, 2012).

It is thought that participation in leisure activities will affect the ability to say no, including the abilities of asking, making requests, expressing positive and negative emotions, initiating, maintaining and ending a behavior (Lazaruz, 1973). However a limited number of studies have been found in the literature and the aim of this study is to examine the ability of boys who participate in leisure time football activities to say no according to some sociodemographic conditions and to compare with children not participate in any leisure time activities.

Although it is seen that the ability to say no has different reflections in children, adolescents, adults and the elderly, it is seen that this skill develops suddenly in some individuals and emerges depending on various environmental conditions in others. No matter what type this skill develops; It is very important that other individuals do not violate their rights and accordingly they can freely realize their own ideas and behaviors

(Durualp and Aral, 2010). Warnings and norms, including condemnations and prohibitions applied by parents to children who continue to grow and develop, lead to a decrease in children's ability to say "No" over time. Children are taught that saying no is a wrong, problematic and disrespectful way of expression and as a result, it is seen that children remain silent and accept the situation in the face of many situations they do not want in order not to be referred to with negative qualifications (Yılmaz, 2017). It is known that in cultures where sociability and normativeism are at the forefront, being able to say "No" is not welcomed, and in these cultures such behavior hinders reconciliation and is perceived as rude. The essence of this negative situation is that submission in society and family comes before personal needs and desires. However, in societies and cultures where individuals are valued for being an individual, saying "No" is not a blessing, but an ordinary and valid human behavior (Bozkurt, 2020). Based on all this; Starting from childhood, including adulthood and even old age, a society that cannot say "No", does not see the authority to refuse when it wants, and is far from being an individual, is emerging. To summarize in general; we can list the factors of not being able to say "No" as follows; Fear and uneasiness of hurting the other person's feelings, fear of being left, not accepted or abandoned, tendency to be dependent on a situation or another person, fear of feeling embarrassment, fear of punishment, fear of being seen as a selfish or bad person by the society, not being morally healthy, there are many factors such as the fear of being conscientiously uneasy, and the anxiety of succumbing to the feeling of guilt (Townsend and Cloud, 2002).

Being able to say no is a very important coping skill for the last childhood period, as it is for every period of life. Participating in recreational activities can improve children's ability to say no. However, a limited number of studies on this subject have been found in the literature. The purpose of this study; The aim of this study is to examine the saying no skills of late childhood boys who participate in recreational activities according to some socio-demographic conditions and to compare them with the saying no skills of late childhood boys who do not participate in any recreational activities.

METHOD

Research Group

The study group consists of 211 boys in their last childhood, 105 of whom regularly participate in recreational activities and 106 who do not participate in any recreational activities, living in the province of Ankara, between the ages of 9-11. "Purposeful sampling method", which is one of the nonprobabilistic sampling methods, was used in the study.

Data Collection Tools

In the study, the Personal Information Form and the Ability to Say No Scale were used to reveal the demographic characteristics of the participants. In the 'Personal Information Form' developed by the researchers, questions were asked about age, gender, mother's education level, father's education level and family economic status.

The Ability to Say No Scale: The Ability to Say No Scale (AS), which was developed by Yılmaz (2017) and whose validity and reliability studies were conducted by Yılmaz and Sözer (2018), was used after obtaining necessary permissions. PE is a self-reported scale consisting of 12 items to measure students' ability to say "no". This scale consists of rejection and resistance dimensions with six items each. The rejection dimension includes items that measure whether students can say "no" to requests and behaviors that they do not like or find reliable. In the dimension of resistance, there are statements to determine whether students take a step back in the face of manipulation efforts that they may encounter with the emotions they experience after saying "no". Students are asked to rate each statement in the items on a 5-point Likert scale as "Never", "Rarely", "Sometimes", "Often" and "Always". The reliability analysis of this study was determined as Cronbach's Alpha 0.77.

Data Collection

The permission of the University Human Research Ethics Committee was obtained from Selçuk University Faculty of Sport Sciences and then the data were collected face-to-face by the researcher from primary and secondary schools. The participants were explained about the purpose of the study and were informed about the completion of the data collection tools, and their voluntary participation in the study was ensured. After

the data were collected, incomplete or incorrectly completed forms were deleted from the data set by the researcher.

Data Analysis

In this study, descriptive statistical analyses (frequency, arithmetic mean, standard deviation, minimum-maximum values) were performed after testing whether the data were normally distributed (testing the assumptions) and homogeneity of variances, and then t-test and analysis of variance (ANOVA) were performed to show the difference between variables to answer the research question. Cronbach Alpha reliability coefficient was calculated for the whole scale and its sub-dimensions. All analyses were performed using IBM SPSS Statistic 22.0 statistical package program.

FINDINGS

In this section, the findings collected from the research are presented. Findings regarding the descriptive statistics of the demographic characteristics of all participants, descriptive statistics of the participants' ability to say no scale, t-test analysis of the participants' ability to say no scale according to their participation in recreational activities, and ANOVA test analysis of the participants' ability to say no scale according to their father's education level are included.

Table 1. Characteristics of Participating Boys

Variables	n	%	
Age	9	46	%21.8
	10	50	%23.7
	11	115	%54.5
Mother Education	Primary school	39	%18.5
	High school	80	%37.9
	University	77	%36.5
	Postgraduate	15	%7.1
Father Education	Primary school	23	%10.9
	High school	80	%37.9
	University	84	%39.8
	Postgraduate	24	%11.4
Participation of Recreation Activities	Yes	105	%49.8
	No	106	%50.2
Total	211	%100	

Descriptive statistics of the demographic characteristics of the total participants are given in Table 1. According to the participation status in recreational activities, the number of those who said yes is 105, while the number of those who said no is 106 and there are a total of 211 participants. This table includes participant age groups, parental education levels, and the numbers and percentages of being able to say yes or no.

Table 2. Responses of the Scale of Participants' Ability to Say No

	N	Min.	Max.	X̄	SS
Rejection	211	1.00	5.00	4.10	.731
Resistance	211	1.00	5.00	3.91	.892
Total Point	211	26.00	60.00	48.07	7.385

If we evaluate the "Scale of Saying No" for children over the total score, the minimum score to be taken from the scale is 26, and the maximum score is 60. The mean total value for these data was calculated as '48.07'.

Table 3. Responses of Participants' Ability to Say No According to Their Participation in Recreational Activities

		N	X̄	SS	t	p
Rejection	Participating	105	4.06	.759	-.617	.538
	Unparticipating	106	4.13	.706		
Resistance	Participating	105	3.93	.779	.313	.725
	Unparticipating	106	3.88	.994		
Total Point	Participating	105	48.01	7.02	-.111	.912
	Unparticipating	106	48.13	7.75		

p>0.01

In Table 3, according to the t-test analysis results of the participants' ability to say no scale and their participation in recreational activities; No significant difference was detected between those who participated in the activities and those who did not.

Table 4. Responses of Participants' Ability to Say No According to Father's Educational Status

Subscales	Elementary (n=23)	Collage (n=80)	Bachelor (n=84)	Masterdegree (n=24)	F	P
Rejection	4.01±0.62	3.98±0.79	4.32±0.59	3.79±0.86	4.94	.002
Resistance	3.82±0.70	3.93± 0.79	3.86±1.06	4.09±0.69	0.47	.699
Total Mean	3.92±0.55	3.95±0.58	4.09 ±0.63	3.94±0.68	0.95	.417
Total Point	47.04±06.65	47.50±07.04	49.11±07.65	47.33±08.19	0.95	.417

Whether the variances were homogeneous or not was evaluated according to the Levene test result, and since the variances were homogeneous, the analysis was continued with the Tukey test, which is one of the Post-hoc tests. According to the Tukey test results; It has been determined that the children of university graduate fathers have higher ability to say no than the children of high school graduate fathers.

DISCUSSION AND CONCLUSION

According to the findings of the study, when the ability to say no according to the educational status of the fathers of the children who play soccer recreationally is examined, it is seen that the ability to say no of the children of university graduate fathers is higher. In this section, the findings collected from the research are presented. Findings regarding the descriptive statistics of the demographic characteristics of all participants, descriptive statistics of the participants' ability to say no scale, t-test analysis of the participants' ability to say no scale according to their participation in recreational activities, and ANOVA test analysis of the participants' ability to say no scale according to their father's education level are included. As a result of further analyses, it is seen that there is a significant difference in the ability to say no between the children of high school graduates and the children of university graduates, and that the children of university graduates have higher ability to say no than the children of high school graduates. It is known that the level of parental education has an effect on the child's ability to say no in parental attitudes (Karahana, 2009). In their study, Özyürek and Tezel (2005) found that parents with low levels of education generally exhibited overprotective attitudes, had more limited democratic views compared to other parents, and exhibited a rather harsh attitude in their disciplinary behaviors. Studies have shown that such parents adhere too much to traditional norms. Over time, such attitudes establish a rigid authoritarian structure over the child and hinder the development of their ability to say no (Haddou, 2013).

Similar results were obtained and it was explained that parental education level had a positive effect on children's ability to say no. When similar studies in the literature are examined, there are not many studies within the conceptual framework of the ability to say no. The studies have mostly focused on the dimensions of "assertiveness and the ability to say no to sexual abuse". Leclerc et al. (2011) concluded in their study that one of the most effective strategies is to protect children against sexual abuse by exhibiting the ability to say no instead of protecting themselves by others. Hinton et. al (2020), in their study on the ability to say "no" in adults, stated that many students and early career scientists often accept new tasks and small jobs when they

cannot say "no" and have to overwork at the end of the job. Therefore, they emphasized that learning how and when to say "no" becomes an important part of career development from an early age.

Bozkurt (2020) found a moderate positive relationship between assertiveness and saying no in the resistance dimension, while a good positive relationship was found in the rejection sub-dimension. Depending on age, it is seen that the ability to say no acquired in the early period is beneficial in terms of exhibiting this behavior more easily in the following years (Belgrave et al., 2004). In his study, Yüce (2002) obtained different results according to the grade level depending on the rejection behavior among the sub-dimensions of the ability to say no.

In a study, it was determined that the ability to say no was lower in children whose fathers had never attended school compared to children whose fathers had education (primary school, secondary school, high school) (Özyürek & Tezel Şahin, 2005). This finding supports the results of this study. Father's education is an important chance for a child. The experiences of educated people at school will give them a different perspective (Özyürek & Tezel Şahin, 2005).

This situation will also spread to their children. Each individual bears deep similarities passed down from their parents, and the attitudes and behaviors of parents while raising individuals are reflected in the whole life of children (Karahan, 2009). The father is an important role model. The study consists of male students and it can be said that the father's educational status is reflected in the children's ability to say no due to the fact that boys take their fathers as role models. Bandura (1997), in his study with children between the ages of 5-11, emphasized that the last childhood period is among the critical periods and stated that the learning that takes place in this period is through observation and modeling rather than direct learning (Gürel, 2014). In addition, there are some studies indicating that the educational status of the parents has no effect on the child in terms of the ability to say no (Pamuk, 2016). The reason why there was no significant difference between the participants and non-participants in the study according to other socio-demographic characteristics or between the participants and non-participants in recreational soccer activities can be explained by the lack of sufficient sample size. In addition, this situation also shows the limitation of the study. The research group is limited to boys aged 9-11 who live in Ankara and are in their last childhood. The research is limited to "Purposive sampling method", which is one of the non-probability sampling methods.

Conclusion

In the results of the study, it was observed that there was a difference in the rejection sub-dimension of the father's education level variable ($p < 0.01$) and the analysis continued with the Tukey test and the results of the Tukey test showed that the children of university graduate fathers had higher ability to say no than the children of high school graduate fathers. In other words, we can say that the higher the fathers' level of education, the higher the children's rejection skills. The results were supported by similar studies. The fact that there was no difference in some variables in the sub-dimensions of rejection and resistance in our study may be due to the low sample group. In line with the results obtained from the study, it is recommended to plan screening and correlational studies with larger sample groups and to support increasing the ability to say no through experimental studies. Additionally, suggestions are needed for studies to be conducted with sample groups including both genders and different types of sports activities.

REFERENCES

1. Aslan, D. ve Özcebe, H. (2008). Eğitim kurumlarında sigarasızlık politikaları. Ankara: Klasmat.
2. Bandura, A. (1997). Self-Efficacy: Toward a Unifying Theory of Behavior Change, *Psychological Review*, 84, pp. 191-215.
3. Belgrave, F. Z., Reed, M. C., Plybon, L. E., & Corneille, M. (2004). The Impact of a Culturally Enhanced Drug Prevention Program on Drug and Alcohol Refusal Efficacy among Urban African American Girls. *Journal of Drug Education*, 34(3), 267-279. <https://doi.org/10.2190/H40Y-D098-GCFA-EL74>
4. Bozkurt, S. (2020). Son çocukluk çağındaki (9-11 yaş) çocuklarda hayır diyebilme ve atılganlık beceri sıklığı ve kullanılan ölçeklerin tanımlama yeterliliği. Yüksek Lisans Tezi. Sosyal Bilimler Enstitüsü.
5. Durualp, E. & Aral, N. (2010). A study on the effects of play-based social skills training on social skills of six-year-old children. *Hacettepe University Journal of Education*, 39(39), 160-172.

6. Gürel, R. (2014). Sosyal pekiştiricilerin ve model davranışlarının , çocukların ahlaki yargılarının şekillenmesindeki etkisi (Bandura Örneği). Değerler Eğitimi Dergisi. 28(12), 101–119.
7. Haddou, M. (2013). “Hayır” demeyi bilmek: Sağlıklı sosyal ilişkiler için reddetmeyi öğrenmek (M. Selen, Çev.). Ankara: İletişim.
8. Hinton, A. O., Jr, McReynolds, M. R., Martinez, D., Shuler, H. D., & Termini, C. M. (2020). The power of saying no. *EMBO reports*, 21(7), e50918. <https://doi.org/10.15252/embr.202050918>.
9. Karahan, T. F. (2009). Bir iletişim ve çatışma çözme beceri eğitimi programı'nın üniversite öğrencilerinin sosyotropi düzeylerine etkisi. *Kuram ve Uygulamada Eğitim Bilimleri*, 9(2), 769-797
10. McCarville, R. ve MacKay, K. (2013). *Leisure for Canadians*. Pennsylvania: Venture Publishing.
11. Nery, M., Sequeira, I., Neto, C., & Rosado, A. (2023). Movement, Play, and Games—An Essay about Youth Sports and Its Benefits for Human Development. *Healthcare (Basel, Switzerland)*, 11(4), 493. <https://doi.org/10.3390/healthcare11040493>.
12. Lazarus, A.A. (1973). On Assertive Behavior: A Brief Note. *Behavior Therapy*, 4(5): 697-699.
13. Leclerc, B., Wortley, R. ve Smallbone, S. (2011). Getting into the script of adult child sex offenders and mapping out situational prevention measures. *Journal of Research in Crime and Delinquency*, 48(2), 209–237. <https://doi.org/10.1177/0022427810391540>.
14. Özyürek, A., & Tezel Şahin, F. (2005). 5-6 yaş grubunda çocuğu olan ebeveynlerin tutumlarının incelenmesi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 25(2), 19- 34.
15. Pala, A., ve Kolayış, H. (2012). Farklı bölgelere göre 11-15 yaş grubu çocukların rekreatif faaliyetlerinin karşılaştırılması. *Uluslararası İnsan Bilimleri Dergisi*, ISSN, 1303-5134.
16. Pamuk, S. (2016). Farklı anne baba tutumlarının üniversite öğrencilerinin kendini toplama gücüne, problem çözme becerilerine ve karar verme davranışlarına etkisi. *Yayınlanmamış yüksek lisans tezi*. Beykent Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
17. Rose, S. A., Feldman, J. F., & Jankowski, J. J. (2009). A cognitive approach to the development of early language. *Child development*, 80(1), 134–150. <https://doi.org/10.1111/j.1467-8624.2008.01250.x>
18. Townsend, J. & Cloud, J. (2002). *Factor Mamá*. Zondervan Book.
19. Yılmaz, F. (2017). İlkokul 4. Sınıf öğrencilerinin “hayır” diyebilme becerilerinin incelenmesi. *Doktora Tez*, Gazi Üniversitesi, Ankara.
20. Yılmaz, F. & Sözer, MA (2018). Çocuklar İçin Hayır Diyebilme Ölçeği: Geçerlik ve Güvenirlik Analizi. *Eğitim ve Psikolojide Ölçme ve Değerlendirme Dergisi*, 9 (1), 33-48 . DOI: 10.21031/epod.350631
21. Yılmaz, F. ve Sözer, M. A. (2018). Çocuklar için “hayır” diyebilme becerisi ölçeği geçerlilik ve güvenilirlik çalışması. *Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi*, 9(1), 33-48.
22. Yüce, Y. (2002). İlköğretim ikinci kademe öğrencilerinin reddetme becerilerinin bazı değişkenler açısından incelenmesi. *Yüksek Lisans Tezi*, Gazi Üniversitesi, Ankara.