

INVESTIGATION OF MENTAL ADJUSTMENT LEVELS OF CHILDREN BETWEEN 7-11 YEARS OLD DOING GYMNASTIC EXERCISES AND THEIR FELLOWS NOT DOING EXERCISES IN KAYSERI CITY

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Abstract: In this study, the mental adjustment levels of children between 7 and 11 years old were determined and compared who are doing gymnastic exercises with those fellows who are not doing exercises in Kayseri. Totally 100 children were selected between 7 and 11 years old as a research group. 51 of them in this research group are children who have been doing gymnastic exercises at least for one year and 49 of them are not doing exercises. In this research, neurotic problems, behavioural problems and other behavioural problems as sub-headings of psychological adjustment levels of groups were investigated in terms of answers of parents and teachers. In this study, a questionnaire (Hacettepe mental adjustment scale) was used as a scale. In order to analyze the obtained data, SPSS 15 program was used. For the evaluation of general information about children and their parents, frequency (f), average (X) and standard deviation (Sd) values were calculated. When neurotic problem levels of children in research group were taken into consideration in terms of the opinions of their parents, the average grade of neurotic problems for children doing gymnastic exercises was 21.5098 ± 3.74365 , while that of children who are not doing exercises was found as 21.5306 ± 3.37331 . When average grades of groups were compared, a significant difference was not found between groups according to independent t-test results. When neurotic problem levels of children in the research group were considered in terms of opinions of teachers, average grade of neurotic problems for children doing gymnastic exercises was 21.9020 ± 3.91538 and that of children who are not doing exercises was found as 21.4694 ± 3.21521 . When average grades of groups were compared, a significant difference was not found between groups according to independent t-test results. When behavioural problem levels of children in research group were taken into consideration in terms of the opinions of their parents, average grade of behavioural problems for children doing gymnastic exercises was 22.6275 ± 3.51546 and that of children who are not doing exercises was found as 21.8571 ± 4.23773 . When average grades of groups were compared, a significant difference was not found between groups according to independent t-test results. When behavioural problem levels of children in the research group were considered in terms of opinions of teachers, average grade of neurotic problems for children doing gymnastic exercises was 22.7059 ± 3.62929 and that of children who are not doing exercises was found as 22.1224 ± 3.97195 . When average grades of groups were compared, a significant difference was not found between groups according to independent t-test results. "Average of Neurotic Problem Grades" of children doing gymnastic exercises according to parents was 21.5098 ± 3.74365 and according to teachers it was 21.9020 ± 3.91538 and it was also observed that a significant difference was not found between opinions. "Average of Behavioural Problem Grades" of children doing gymnastic exercises according to parents was 22.6275 ± 3.51546 and it was 22.7059 ± 3.62929 according to teachers and it was also observed that a significant difference was not found between opinions. "Average of Neurotic Problem Grades" of children not doing exercises according to parents was 21.50306 ± 3.37331 and it was 21.4694 ± 3.21521 according to teachers and it was also observed that a significant difference was not found between opinions. "Average of Behavioural Problem Grades" of children not doing exercises according to parents was 21.8571 ± 4.23773 and it was 22.1224 ± 3.97195 according to teachers and it was also observed that a significant difference was not found between opinions.

"Average of Neurotic Problem Grades" of children doing gymnastic exercises according to mothers was 2.366 ± 1.633 , it was 2.211 ± 0.967 according to teachers and it was also observed that a significant difference was not found between opinions ($t=2.115$, $p>0.05$). "Average of Behavioural Problem Grades" of children doing gymnastic exercises according to mothers was 3.718 ± 0.725 , it was 3.408 ± 0.833 according to teachers and it was also observed that a significant difference was not found between opinions ($t=1.806$, $p>0.05$). "Average of Neurotic Problem Grades" of children not doing exercises according to mothers was 3.202 ± 0.893 , it was 2.798 ± 0.791 according to teachers and it was also observed that a significant difference was not found between opinions ($t=2.651$, $p>0.05$). "Average of Behavioural Problem Grades" of children not doing exercises according to mothers was 4.138 ± 0.912 , it was 3.851 ± 1.028 according to teachers and it was also observed that a significant difference was not found between opinions ($t=2.447$, $p>0.05$).

As a consequence, it was determined that the children between 9-11 years old doing gymnastic exercises has less mental adjustment problems than their fellows who are not doing exercises.

1. INTRODUCTION

Sports have vital importance in raise a healthy society. It is a welknown fact that sports and physical activities have positive effects on health as well as mental health (1).

The future of nations depends on physical and mental maturity of grown and oncoming youth. Civilization is based on importance on individual and on education given depending on this importance. The expected thing from education is to reveal potential and talents of individuals and help their development at top level. Raising individuals as a whole in terms of physical, intellectual, emotional and social points of view is one of the fundamental principles of education. Performing the aim of education in accordance with modern insight is possible physical education as well as intellectual education of individual (2).

Children become skilful at new points when they get at each development period. Every new skill that the child acquired brings about a problem together that should be solved. The problems faced in development periods are usual and temporary, however, if the child is exposed to wrong attitudes of adults in the environment in these periods, or if the child is faced with preventions while solving problems, the solutions of these periodical (usual) problems are delayed to new development periods and the child's elder ages. The problems emerging under these situations are called as mental adjustment and mental maladjustment (3).

Yavuzer (1999) defined mental adjustment as establishing a balanced relationship between the characteristics of the individual by him/herself and the environment he/she is in as well as sustaining this relationship. A well-adjusted child is the one who can perform physical, kinetic, intellectual, sexual, emotional and social behaviours which are required by his/her age and his/her own characteristics. Every age and period necessitate different development requirements. When the child successfully acquires the developmental duties starting from impregnation, he/she both orientates his/herself as expected from his/her age and he/she grows in maturity necessary for the development of next period (4).

Maladjustment emerges as a result of transferring inner conflicts to his/her behaviour depending on various mental and physical reasons. In other words, the relationships of these children are always nervous and fricative. Indications such as permanent obstinacy, nervousness, fractiousness, pugnaciousness, truantry, stealing, arson, permanent opposition and violation of rules are collected in this cluster (5).

When theories describing the childhood are considered, the first philosopher who investigated this period profoundly is Rousseau. Hall presented a comprehensive observation about development and mental structure of an adolescent by affecting from the opinions of Rousseau and Darwin. According to Darwin, if primitive cave man passed through certain periods and formed today's people by developing, the child as a semi-primitive, semi-barbaric creature will be a modern person after application. According to Hall, the personality of a person starts to gain his/her exact structure in puberty, and however, he/she reborns as a new member of human race in adolescence period (6).

On the other hand, based on the theory of Watson, although Locke did not ignore the role of inborn factors on the development of the child, he attached great importance to environmental factors. According to Watson, environmental and socio-cultural conditions have the most important place on the personality development of the child. In the following years, the properties in early childhood and the role of parents on the development of the child were concentrated on with the effect of these opinions (6).

Childhood period was started to be perceived as a different and private part of life since 18th century. In the 19th century, the educators presented that if the children are given an opportunity to express themselves, they will have healthy growth and they defended that development of children and their behaviours should be oriented. This trend which might be qualified as sentimentalizing of children made 20th century a real child century. Sports concept in childhood period was also developed in this century (7).

In final childhood period (6–11), the child finds him/herself in the classroom, and in the circle of friend and play. The child heads towards participating in all activities of his/her group of with same gender and communicating with the friends (8).

Today, it's well known that sports positively affect the lives of children in terms of physical and mental point of view. In this respect, various sports activities are started at early ages and continued until elder ages. Certainly, it can be observed that the children doing exercises have more positive differences in terms of physical, mental, social and moral points of view that those not doing exercises. In children who started doing exercises in early ages, it is considered that various differences might be observed in their mental adjustment levels depending on their sports branches.

The aim of this study was to determine what kind of differences will emerge in mental adjustment levels of children between 7-11 years old who are doing and not doing exercises.

2. METHOD

2.1. Model of the Research

This research is a descriptive study in which Hacettepe Mental Adjustment Scale was used for the purpose of "Investigating Mental Adjustment Levels of 7-11 years old Children Who are Doing and Not Doing Gymnastic Exercises". This study was performed by taking the opinions of parents and teachers of those children who are doing and not doing gymnastic exercises.

2.2. Population Sample

The population of this research was constituted of 51 children between 7-11 years old doing gymnastic exercises in Kayseri Gymnastic Club (at least one year gymnastic experience) 49 children not doing gymnastic exercises in Kayseri. The sample included 32 females and 19 males between 7-11 years old having at least one year experience in Kayseri Gymnastic Club in Kayseri city as well as 27 females and 22 males in Kayseri city not doing exercises.

2.3. Data Collecting Tool

In the research, Hacettepe Mental Adjustment Scale together with general information form were used for data collecting tool. Hacettepe Mental Adjustment Scale is a scale developed within Hacettepe University Faculty of Medicine Child and Adolescent Psychiatry Department by selecting questions among various scales applied for the purpose of evaluating mental adjustment that will be valid in our country and validity as well as reliability studies of which were performed. It was developed by Prof. Dr. Bahar Gokler and Prof. Dr. Psk. Ferhunde Oktem in 1985. The scale constitutes of 24 items including the mental indications that might be in every child. For each item, answers such as "Absent", "A little", "Very" are present; the grading was carried out by summing up 0, 1, 2 points for each of this corresponding choice. Odd-number items indicate neurotic problems whereas even-number items indicate behavioural problems. When 13 or more grade is taken, it is said that "presence of a mental problem is mentioned".

In order to determine mental adjustment levels of children, Mental Adjustment Scale is used which consists of the following:

As a neurotic property: In 12 questions, properties such as shyness, timidity and unreliability, cowardliness and fearfulness, selfishness and not sharing, not going something alone, noctiphobia and not sleeping alone, being anxious and neurotic, friendlessness and playing alone, going to school unwillingly, being sluggish and introvert, being joyless and unhappy, carelessness are present.

As a behavioural disorder: In 12 questions, properties such as mobility and jactitation, nervousness and petulance, jealousy, obstinacy and not obeying, lying, taking without consent of the owner, not managing with fellows, not affecting from punishing and not settling down, being aggressive and offensive, being unkind and harmful, irresponsibility and not beating one's own game, being prissy are present.

Cronbach Alpha reliability coefficient belonging to the scale-wide was $r=0.86$. In the analysis, Guttman Split-half reliability coefficient was 0.85, Spearman-Brown reliability coefficient was 0.87. First half-alpha value was 0.78, second half-alpha value was 0.69 and correlation between two halves was found as 0.77. Total substance correlation was above 0.20 and was found sufficiently at high level. Two halves consisting of odd and even numbered items coincided with each other and their reliabilities were found high one by one. The reliability coefficient belonging to scale-wide was also found sufficiently at high level. For reliability analysis of *neurotic sub-dimension*, Cronbach Alpha reliability coefficient was 0.79, Guttman Split-half reliability coefficient was 0.76, Spearman-Brown reliability coefficient was 0.80, first half-alpha value was 0.74, second half-alpha value was 0.52 and correlation between two halves was found as 0.66. Total substance correlation was above 0.20 and was found sufficiently at high level. For *behavioural sub-dimension*, Cronbach Alpha reliability coefficient was 0.82, Guttman Split-half reliability coefficient was 0.82, Spearman-Brown reliability coefficient was 0.83, first half-alpha value was 0.72, second half-alpha value was 0.67 and correlation between two halves was found as 0.71. Total substance correlation was above 0.20 and was found sufficiently at high level. Since internal consistency coefficients of the scale were quite high, it gives an idea about using it confidently.

2.4. Collection of the Data

In order to collect the data of the research, the parents of children between 7-11 years old having at least one year history in gymnastics in the gym were interviewed after taking necessary permissions. The purpose of the research was indicated and data collecting tool was introduced. Required data were collected by voluntary

basis. Necessary permissions were taken in order to use these data in the research. Data collecting tools were presented for both parents and teachers of children doing and not doing exercises. The parents of children doing exercises were desired to reach at least one or possible two child/children not doing exercises. By this means, the opinions of teachers and parents of 53 children doing gymnastic exercises as well as those of 52 children not doing exercises were obtained in a healthy way in 15 days. The data collecting tools of three children doing gymnastic exercises and those of two children not doing exercises were cancelled.

2.5. Analysis of the Data

Within the framework of the general purpose of the research, the data collected towards sub-problems the answers of which were searched were recorded to the computer and SPSS 15.0 (Statistical Packet for the Social Science) program was used for statistical solutions. For the evaluation of general information about children and their parents, frequency (f) and percentage (%), average (X) and standard deviation (Sd) values were calculated. Problem levels based on sub-parameters for mental adjustment levels of children who are doing gymnastic exercises and not doing exercises as well as $p < 0.05$ and $p < 0.05$ significance levels with independent t-test were investigated statistically and the data were reported as graphs and tables

3. FINDINGS

Table 5.1. Gender Properties of Children Doing Gymnastic Exercises and Not Doing Exercises:

Table 5.1.

		Children doing gymnastic exercises n=51	Children not doing exercises n=49
		F	f
GENDER	FEMALE	32	27
	MALE	19	22
	TOTAL	51	49

51 of 100 children in research group constituted the children group doing gymnastic exercises and 49 of them constituted children group not doing exercises. 32 of children doing gymnastic exercises were females and 19 of them were males. 27 of the children not doing exercises were females and 22 of them were males.

Table 5.2. Properties of mothers-fathers in Application and Control groups:

PROPERTIES		Children doing gymnastic exercises n=51	Children not doing exercises n=49
		F	f
Mother Father	Together	51	47
	Estranged	0	2
Mother	Alive	51	49
	Dead	0	0
Father	Alive	51	49
	Dead	0	0
Education of mother	Illiterate	0	8
	Primary S.	8	36
	Secondary S.	6	4
	High S.	14	1
	University	22	0
	Postgraduate	1	0
Education of father	Illiterate	0	3
	Primary S.	5	30
	Secondary S.	3	13
	High S.	5	3
	University	33	0
	Postgraduate	5	0

It was observed that mothers and fathers of all children (51) doing gymnastic exercises in research group were together. It was determined for children not doing exercises that mothers and fathers of 47 children were together while those of two children were estranged.

It was observed that mothers of all children (51) doing gymnastic exercises in research group were alive. Similarly, it was also observed that mothers of all children (49) not doing exercises in research group were alive.

It was observed that fathers of all children (51) doing gymnastic exercises in research group were alive. Similarly, it was also observed that fathers of all children (49) not doing exercises in research group were alive.

When educations of mothers of children doing gymnastic exercises in research group were considered, it was observed that the number of illiterates was zero (0), 8 (eight) of them were graduated from primary school, 6 (six) of them were graduated from secondary school, 14 (fourteen) of them were graduated from high school, 22 (twenty-two) of them were graduated from university and 1 (one) of them had a master's degree. When educations of mothers of children not doing exercises in research group were considered, it was observed that the number of illiterates was 8 (eight), 36 (thirty-six) of them were graduated from primary school, 4 (four) of them were graduated from secondary school, 1 (one) of them was graduated from high school, none (0) of them was graduated from university and none (0) of them had a master's degree.

When educations of fathers of children doing gymnastic exercises in research group were considered, it was observed that the number of illiterates was zero (0), 5 (five) of them were graduated from primary school, 3 (three) of them were graduated from secondary school, 5 (five) of them were graduated from high school, 33 (thirty-three) of them were graduated from university and 5 (five) of them had a master's degree. When educations of fathers of children not doing exercises in research group were considered, it was observed that the number of illiterates was 3 (three), 30 (thirty) of them were graduated from primary school, 13 (thirteen) of them were graduated from secondary school, 3 (three) of them were graduated from high school, none (0) of them was graduated from university and none (0) of them had a master's degree.

Table 5.3.

Group	N	\bar{X}	Ss	t	P
Children doing gymnastic exercises	51	21.5098	3.74365	-.029	0.977
Children not doing exercises	49	21.5306	3.37331		

When neurotic problem levels of children in the research group were considered in terms of opinions of their parents, neurotic problem average grade of children doing gymnastic exercises was 21.5098 ± 3.74365 and that of children not doing exercises was found as 21.5306 ± 3.37331 . According to independent t-test results by which average grades of groups were compared, a significant difference was not found between groups ($P > 0.05$).

Table 5.4. Comparison of Average Grades of Neurotic Problem Levels Belonging to Children Doing Gymnastic Exercises and Their Fellows not Doing Exercises in terms of the Opinions of Teachers:

Group	N	\bar{X}	Ss	t	P
Children doing gymnastic exercises	51	21.9020	3.91538	0.602	0.548
Children not doing exercises	49	21.4694	3.21521		

($P > 0.05$).

When neurotic problem levels of children in the research group were considered in terms of opinions of their teachers, neurotic problem average grade of children doing gymnastic exercises was 21.9020 ± 3.91538 and that of children not doing exercises was found as 21.4694 ± 3.21521 . According to independent t-test results by which average grades of groups were compared, a significant difference was not found between groups ($P > 0.05$).

Table 5.5. Comparison of Average Grades of Behavioural Problem Levels Belonging to Children Doing Gymnastic Exercises and Their Fellows not Doing Exercises in terms of the Opinions of Their Parents:

Group	N	\bar{X}	Ss	t	P
Children doing gymnastic exercises	51	22.6275	3.51546	0.991	0.324
Children not doing exercises	49	21.8571	4.23773		

($P>0.05$).

When behavioural problem levels of children in the research group were considered in terms of opinions of their parents, behavioural problem average grade of children doing gymnastic exercises was 22.6275 ± 3.51546 and that of children not doing exercises was found as 21.8571 ± 4.23773 . According to independent t-test results by which average grades of groups were compared, a significant difference was not found between groups ($P>0.05$).

Table 5.6. Comparison of Average Grades of Behavioural Problem Levels Belonging to Children Doing Gymnastic Exercises and Their Fellows not Doing Exercises in terms of the Opinions of Teachers:

Group	N	\bar{X}	Ss	t	P
Children doing gymnastic exercises	51	22.7059	3.62929	0.767	0.445
Children not doing exercises	49	22.1224	3.97195		

($P>0.05$).

When behavioural problem levels of children in the research group were considered in terms of opinions of their teachers, behavioural problem average grade of children doing gymnastic exercises was 22.7059 ± 3.62929 and that of children not doing exercises was found as 22.1224 ± 3.97195 . According to independent t-test results by which average grades of groups were compared, a significant difference was not found between groups ($P>0.05$).

Table 5.7. Comparison of Average Grades of Opinions Belonging to Parents and Teachers in terms of Groups:

			n	\bar{X}	Ss	t	P
CHILDREN DOING GYMNASTIC EXERCISES	Neurotic Problems	Parents	51	21.5098	3.74365	-170	0.866
		Teachers	51	21.9020	3.91538		
	Behavioural Problems	Parents	51	22.6275	3.51546	-559	0.579
		Teachers	51	22.7059	3.62929		
CHILDREN NOT DOING EXERCISES	Neurotic Problems	Parents	49	21.50306	3.37331	-1.168	0.98
		Teachers	49	21.4694	3.21521		
	Behavioural Problems	Parents	49	21.8571	4.23773	-0.428	0.671
		Teachers	49	22.1224	3.97195		

When Figure 5.6. and Table 5.7. were investigated, "Neurotic Problem Average Grades" of children doing gymnastic exercises was 21.5098 ± 3.74365 in terms of parents and was 21.9020 ± 3.91538 in terms of teachers and it was observed that there wasn't a significant difference between opinions. "Behavioural Problem Average Grades" of children doing gymnastic exercises was 22.6275 ± 3.51546 in terms of parents and was 22.7059 ± 3.62929 in terms of teachers and it was observed that there wasn't a significant difference between opinions.

"*Neurotic Problem Average Grades*" of children not doing exercises was 21.50306 ± 3.37331 in terms of parents and was 21.4694 ± 3.21521 in terms of teachers and it was observed that there wasn't a significant difference between opinions. "*Behavioural Problem Average Grades*" of children not doing exercises was 21.8571 ± 4.23773 in terms of parents and was 22.1224 ± 3.97195 in terms of teachers and it was observed that there wasn't a significant difference between opinions.

4. DISCUSSION AND RESULTS

The research was carried out in order to determine and compare mental adjustment levels of children between 7-11 years old doing gymnastic exercises with those of their fellows not doing exercises. 100 children (51 of them doing gymnastic exercises and 49 of them not doing exercises) participated constitute the research group. In our research, the children doing gymnastic exercises should be required as doing gymnastic exercises for at least one year as a qualification. The comparison group including children between 7-11 years old was searched for not being related with sports.

When *Table 5.2.* is investigated, big differences were observed between educational backgrounds of mothers and fathers of children doing gymnastic exercises and not doing exercises. The education level in the parents of children doing gymnastic exercises was; no mother (0) and no father (0) being illiterate, 8 mothers and 5 fathers graduated from primary school, 6 mothers and 3 fathers graduated from secondary school, 14 mothers and 5 fathers graduated from high school, 22 mothers and 33 fathers graduated from university, 1 mother and 5 fathers had master's degree, while the situation for education level in the parents of children not doing exercises was as follows; 8 mothers and 3 fathers were illiterate, 36 mothers and 30 fathers graduated from primary school, 4 mothers and 13 fathers graduated from secondary school, 1 mother and 3 fathers graduated from high school, no mothers and no fathers graduated from university, no mothers and no fathers had master's degree. According to this table, there is an observable difference between education levels of parents of children doing gymnastic exercises and those not doing exercises. In the light of these numerical values, it can be mentioned that as education levels of parents increase, there is a direct proportion for them to motivate their children towards sports.

When neurotic problem levels of children in the research group were considered in terms of opinions of their parents, neurotic problem average grade of children doing gymnastic exercises was 21.5098 ± 3.74365 and that of children not doing exercises was found as 21.5306 ± 3.37331 . According to independent t-test results by which average grades of groups were compared, a significant difference was not found between groups ($P > 0.05$).

In the study of M.T. Geylan (2010) titled with "Investigation of Mental Adjustment Levels of Children Between 9-11 Years old Doing Gymnastic Exercises and Their Fellows not Doing Exercises", there was a significant difference between groups according to independent t-test results by which average grades of groups were compared when neurotic problem levels of children in the research group were considered in terms of opinions of their mothers.

When neurotic problem levels of children in the research group were considered in terms of opinions of their teachers, neurotic problem average grade of children doing gymnastic exercises was 21.9020 ± 3.91538 and that of children not doing exercises was found as 21.4694 ± 3.21521 . According to independent t-test results by which average grades of groups were compared, a significant difference was not found between groups ($P > 0.05$).

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independent t-test results by which average grades of groups were compared, a significant difference was not found between groups ($P>0.05$).

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"*Neurotic Problem Average Grades*" of children doing gymnastic exercises was 21.5098 ± 3.74365 in terms of parents and was 21.9020 ± 3.91538 in terms of teachers and it was observed that there wasn't a significant difference between opinions. "*Behavioural Problem Average Grades*" of children doing gymnastic exercises was 22.6275 ± 3.51546 in terms of parents and was 22.7059 ± 3.62929 in terms of teachers and it was observed that there wasn't a significant difference between opinions.

"*Neurotic Problem Average Grades*" of children not doing exercises was 21.50306 ± 3.37331 in terms of parents and was 21.4694 ± 3.21521 in terms of teachers and it was observed that there wasn't a significant difference between opinions. "*Behavioural Problem Average Grades*" of children not doing exercises was 21.8571 ± 4.23773 in terms of parents and was 22.1224 ± 3.97195 in terms of teachers and it was observed that there wasn't a significant difference between opinions.

By taking this study into consideration, when the evaluations of parents and teachers for mental adjustment properties of children doing gymnastic exercises and not doing exercises were compared, different evaluations were observed in groups of neurotic problems and behavioural problems, however, a significant difference was not present in terms of statistics.

In the light of this study, the evaluation grades of teachers for neurotic and behavioural problems were lower than those belonging to parents according to the comparison. There may be many reasons for this situation but the first thing come to the mind is that the children might be more careful and balanced about their behaviours at school or teachers might not observe their students adequately because of crowded classrooms.

Smith (2003) obtained a result in his study that social relationships were developed better with physical activities.

According to the findings of the study of Senduran (2008) which was performed on 183 students by using Hacettepe Personality Inventory, it was determined that the students doing exercises regularly were more adjusted with themselves and with their environment, are at peace with themselves and loved by their environment than their fellows not doing sports.

The biggest proportion for the development of communities belongs to people constituting that community. A society including healthy individuals in terms of both mentally and physically is a candidate for taking place in the upper stages of welfare level and development level.

The main way to enhance the mental and physical health of communities passes through doing exercises starting from the early childhood period. As it can be seen in this study, children doing exercises were more easy-going and had less problems than those not doing exercises.

Generally, individuals being healthy in terms of both mentally and physically are awake to orient their children to sports. This goes like a cycle. When parents make their children mentally and physically healthy by orienting them to sports, those children will do the same thing for their children in the future when they become a mother and a father. This is also a first step for the formation of healthy, aware and happy community in the medium and long term.

This research was performed to determine mental adjustment level of children between 7-11 years old doing gymnastic exercises and their fellows not doing exercises. In the light of data collected within this study, it was determined that the children not doing exercises had more mental disorder problems than their fellows doing gymnastic exercises.

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