



# III. International Exercise and Sport Psychology Congress

**ΨTANBUL**  
23-25 October 2015



**CONGRESS PROCEEDINGS**

## PROCEEDINGS

### 3<sup>rd</sup> International Exercise and Sport Psychology Congress

Exercise and Sport Psychology for Excellence in Life and Sports

23-25 October 2015, İstanbul, Turkey



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## **IMPRESSUM**

### **3<sup>rd</sup> International Exercise and Sport Psychology Congress**

Marmara University, School of Physical Education and Sports  
The Exercise and Sport Psychology Association (Turkey)

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## **KEYNOTE SPEECH ABSTRACTS**

**Sport Psychology in Turkey: From Past to Present**

Şefik TIRYAKI, PhD

Sport psychology is a recent discipline in Turkey. The first information on sport psychology was provided in a translated book on sports physiopathology, published in 1943.

In Turkey, Professor Süleyman Çetin Özoğlu, PhD, from Ege University is the first person to initiate academic studies on sport psychology in 1979. The first person to submit his master's thesis on sport psychology was Şevki Koç in 1981. Ege University is the first university to conduct a PhD program on sport psychology in the academic year of fall 1981–Spring 1982 and also Şevki Koç was the first person to submit his PhD thesis on sport psychology.

Although Mersin University has a specific graduate program on sport psychology (despite being officially called as Physical Education and Sports) since 1996, Marmara University is the first university to have an official graduate program called "Exercise and Sport Psychology".

The first international symposium on sport psychology was held at Mersin University in 1997, while the second was held at Ege University in 2001. We are conducting the third of its kind at Marmara University, in 2015. Apart from the aforementioned international symposia, academic studies on sport psychology were included in sports science congresses as a sub-category of sports sciences.

On 29 January 2011, the first association on exercise and sport psychology was established in Turkey. Although the Association for the Advancement of Applied Sport and Exercise Psychology was established in 2010, it was dissolved soon afterwards.

Sports science congresses were held since 1990 in Turkey. From 1990 to 2014, 180 oral presentations were undertaken on sport psychology. There are 69 academic works published in three periodical journals, *i.e.*, journals being published for at least 5 years. It is clear that these numbers are insufficient. The main reason behind the lack of presentations and publications is the Turkish Council of Higher Education's decision to require SCI-SCI EXP, SSCI and AHCI articles as criteria to become an associate professor. Accordingly, Turkish universities produced more international publications and Turkish academia attended more international sport psychology congresses, the quality of which is open to discussion. A few researchers publish their articles on journals with a high impact, which is an undisputed fact. Professor Hülya Aşçı, PhD, is the leading researcher in sport psychology from Turkey, who has the highest number of international publications and acts as an editor and editorial member of the board of two prestigious international sport psychology journals. Given these facts, it would not be an overstatement to call Professor Hülya Aşçı, PhD, as a legend in Turkish sport psychology circles.

Although the number of published books on sport psychology exceeds 30, there is no specific handbook published on sport psychology.

The backgrounds of people researching on sport psychology in Turkey come from two different disciplines: sports science and psychology. Although the researchers from both backgrounds are aware of the adequacy criteria for sport psychology, researchers did not or

fail to fulfil these criteria. Furthermore, sport psychologist, who are willing to acts as consultants still run into certification problems.

In short, sport psychology is an autonomous science discipline which is still in its development phase. In order for this discipline to develop properly and complete its infant phase, we propose the following solutions: the aforementioned problems should be promptly resolved, specific graduate programs focusing on sport psychology should be established, Turkish sport psychology researchers should publish articles on prestigious journals, organic relations should be formed between both Turkish and international colleagues, information and experience should be shared between the colleagues through these organic relations and these colleagues should co-author articles on sport psychology.

**Emotions and Athletic Performance**

Juri HANIN, PhD

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**Keywords:** Psychobiosocial feeling states, emotion-centered, action-centered coping, IZOF model, athletic performance, stress tolerance.

**Abstract.**

This presentation will examine emotional and non-emotional experiences related to individually successful and unsuccessful performances within the framework of the Individual Zones of Optimal Functioning (IZOF) model [1, 2]. In elite sport as a high achievement setting, positive and negative emotions should not be limited to the traditional characterization of well-being and ill-being. Both positive and negative emotions describe also well-functioning (P+ & N+) and mal-functioning (N- & P-). In other words, unpleasant emotions are not always functionally harmful and pleasant emotions are not always functionally helpful (beneficial) for athletic performance. Thus in high achievement setting, there is a clear need to focus on both well-functioning and well-being. Stress tolerance is one of the key factors in understanding helpful and harmful effect of emotions. Specifically, some expert performers are aware of the unavoidable effects of typically harmful emotions. They accept and are able to tolerate these effects by deliberately practicing and using specific coping strategies. At the same time other athletes may be unaware of helpful and harmful impact of emotions and fail to accept them as unavoidable experiences that need to be coped with. Among new promising directions of research on optimization of athletic performance is the analysis of the *psychobiosocial* (PBS) feeling states and emotion- and action-centered coping strategies. The notion of variability as applied to action process can be used in the analysis of a wide range of subjective experiences. Another useful notion is that emotion and action variability suggests the existence of several optimal states (the zone principle extended) rather than a single state. Apparently, more research is needed to examine if approaches tested empirically in sport may be beneficial also in other high achievement settings such as business, management, education, and healing settings.

**Introduction**

Consistent excellence is a priority in any high-achievement setting including professional and top level sport. Competitive stress and situational anxiety have been a popular research topic and area of applied work for decades. Predominantly nomothetic (*group-oriented*) approaches were favored until quite recently, although the renewed interest in idiographic (*individual-oriented*) approaches has also been witnessed [2, 3, 7]. Another limitation coming from the healing and partly educational settings is the overemphasis on the notion that positive (pleasant) experiences by definition are positive and thus are almost always beneficial for all participants. On the other hand, unpleasant (negative) experiences are almost always detrimental for the performers. Research was focused until quite recently on negativity and coping with weaknesses rather than on enhancing individual strengths. In the sections that follow, I will examine the findings within the framework of the *IZOF model* as an individualized approach to understanding performance related experiences.



### **The Individual Zones of Optimal Functioning (IZOF) Model**

This paper examines emotional and non-emotional experiences related to individually successful and unsuccessful performances within the framework of the Individual Zones of Optimal Functioning (IZOF) model [3, 4]. The IZOF model was developed in high achievement setting and focused on enhancing strengths rather than on healing weaknesses. Specifically, there is strong empirical support for the notion that positive and negative emotions should not be limited to traditional characterization of well-being and ill-being. In high achievement setting, both positive and negative emotions can describe both well-functioning (P+ & N+) and mal-functioning (N- & P-). In other words, unpleasant emotions are not always functionally harmful and pleasant emotions are not always functionally helpful (beneficial). Thus in high achievement setting, there is a clear need to focus on both well-being and well-functioning.

### **Competitive Anxiety & Anger**

To understand coping and to evaluate its effectiveness, we need to know what the person is coping with [3, 5] and how does the target of coping affect the process of coping. This presentation takes the perspective of the IZOF model which was initially proposed to examine pre-competition anxiety and later elaborated for research of emotion-performance relationships in sport. Briefly described, the findings suggest that anxiety and other negatively tuned stress-related emotions as anger can be beneficial for some athletes. Emotional experience (state-like, trait-like and meta-experience) is a component of *psychobiosocial* state which can be described along five basic dimensions: form, content, intensity, context and time. Individually optimal intensity of anxiety and performance level are used as criteria to evaluate if the current and anticipated anxiety should be reduced, increased, or maintained at a level that is optimal for the particular individual. Guidelines for *anxiety-centered* coping are proposed with the emphasis on emotion- and action-centered strategies that affect situational emotional experiences accompanying performance.

High inter-individual variability of optimal anxiety suggests that individual-oriented assessments and coping are preferable to group-oriented approaches. Research shows that about 65 % of athletes perform well if their anxiety level is either high or low [3]. The “in-out of zone” notion describes anxiety-performance relationships at the individual level and suggests that optimal intensity of anxiety (high, moderate, or low) produces beneficial effect on individual performance [6, 7]. Athletes perform up to their potential if their actual anxiety is within the earlier established optimal zones of intensity. If an athlete’s actual anxiety state is out of her optimal zone, she is likely to perform below her potential.

### **Functionally Optimal Emotional experiences**

There is a relative consensus that effective coping requires individual-oriented idiographic approach and the process perspective [7, 14]. Research findings show that negatively-toned emotions are not always detrimental for athletic performance and positively-toned emotions (such as self-confident or being pleased) are not always beneficial for expert performers. Emotion-performance relationships are usually bi-directional: pre-event emotions have either beneficial or detrimental impact on individual’s performance and on-going performance process affects mid-event and post-event emotional experiences. Accordingly, two groups of coping strategies are: *emotion-centered* coping aims to manage (master, reduce, or tolerate –

[7, p.152] discrete emotions or global affect; whereas in *action-centered* coping, the athlete's focus is on the optimization of task execution process [8]. From the intervention perspective, it is important to consider the fact that the athlete can effectively cope with a single emotion (such as anxiety, anger, or complacency) but the separate control of multiple emotions and the actions is still problematic. Reduction of degrees of freedom seems as one possible effective strategy to enhance emotion control.

#### **Pleasant and Unpleasant Emotions & Feeling States**

Both positively-tuned and negatively-tuned emotions can affect performance (action process and action outcomes) differently. However, it is recommended to consider the combined impact of these functionally optimal and dysfunctional experiences on performance. In individualized emotion profiling, the athletes often generate idiosyncratic labels (descriptors) that emotion theorists would not categorize as emotions. Similar problem is encountered in the examination of the items in several standardized emotion scales such as POMS, PANAS, and CSAI-2. Strictly speaking the items are not emotions but they are important experiences related to successful and unsuccessful performances. Dropping these “non-emotion” items would be missing important information about performance related experiences [2, 5]. Therefore, using these labels and to categorize them according to available form dimension categories may be an effective option in the individualized assessments [6, 11]. The IZOF model proposes eight such modalities that can accommodate these different experiences (see below).

#### **Multidimensionality of Emotional Experiences**

Emotional experiences (affective modality) are of course related to several other components of psychobiosocial state. These component labels with selected descriptors include *cognitive* (alert, focused, confused, distracted), *affective* (worried, nervous, happy, angry, joyful, fearful), *motivational* (motivated, willing, desirous, interested), *volitional* (determined, brave, daring, persistent), *bodily* (tired, jittery, restless, sweaty, painless, breathless), *motor-behavioral* (sluggish, relaxed, sharp), *operational* (smooth, effortless, easy, clumsy actions), and *communicative* (connected, related, in touch) modalities. The validity of these assumptions regarding multimodal description of PBS states were tested empirically in different sports [9, 11,12]. From this perspective, any experience can be categorized by its predominant form and the relations with other modalities and is termed as a *feeling state*. In reality performance related experiences are multimodal and include several components. The main intervention task here is to identify the core modality and core labels within this modality through which it would be potentially possible to control performance related experiences and actions. Apparently, research could benefit from the idiosyncratic description of different emotion content by compiling researcher-generated labels from existing emotion scales and athlete-generated markers. In anxiety-centered coping, for instance, the assessment of emotions other than anxiety is also recommended to capture the impact of different anticipatory and outcome-related emotions.

#### **“Feeling States”**

In high achievement sport, the individual-oriented approach is especially relevant and the content of emotional experiences is categorized within the framework of two related factors: functioning (success-failure) and feeling (good-bad). The four derived categories include

*success-related* functionally *optimal* pleasant (P+) and unpleasant (N+) emotions and *failure-related* dysfunctional unpleasant (N-) and pleasant (P-) emotions. These four categories help to identify the idiosyncratic labels of emotional experiences relevant for performance and reflecting the readiness to perform from an athlete's perspective [1, 12, 13].

This emotion content categorization concurs well with suggestion to group 15 discrete emotions into four appraisal categories [7]. Anticipatory category includes *threat* emotions (worried, fearful, and anxious) and *challenge* emotions (confident, hopeful, and eager); whereas outcome category includes *harm* emotions (angry, sad, disappointed, guilty, and disgusted) and *benefit* emotions (exhilarated, pleased, happy, and relieved). Apparently, pre-competitive anxiety falls mainly into anticipatory (threat emotion) category. The mid-event and post-event experiences include intermediate or final outcome emotion (harm or benefit emotions) category.

At different stages of performance process (preparation, task execution, evaluation) a constellation of different emotions is experienced. The anticipatory category (P+ challenge emotions and N+ threat emotions) is functionally optimal prior to and during performance. In contrast, the outcome-related category (N- harm emotions and P- benefit emotions), is apparently optimal in post-performance situations, but is dysfunctional (distracting attentional resources) prior to or during performance. In other words, functionally, emotional and non-emotional experiences reflect the dynamics of athletic performance triggered by task, environmental and individual (organismic) constraints [14].

#### **Stress Tolerance in Emotions**

Considering the fact that competitive stress is unavoidable stress tolerance is an important coping skill for any expert performer. It is well known that stress tolerant athletes are usually aware of, accept, and deliberately use their knowledge and practical experience of dealing with helpful and harmful effects of both positively-tuned and negatively-tuned emotions [2, 9, 10]. Excessively sensitive athlete with low level of tolerance is often unaware about harmful and helpful effects of positive and negative emotions [6, 8, 10, 11]. He or she does not accept the situation as unavoidable and requiring positive action. Finally, such an athlete is too much concerned about potential harmful impact of emotions on performance and therefore underestimates the potential benefits of the situation.

#### **Conclusion**

This paper focused on two major myths that still exist in high achievement setting of elite sport. Individualized and idiographic approach to research provides sufficient empirical evidence that negatively-toned emotions can be situationally helpful for performance. Less obvious still is the notion that positively-toned emotions can be detrimental for consistent excellence if the success situations are not handled with care. Additional research is needed to examine the situational well-being, well-functioning, and their interrelationships. In high achievement setting, there is also a clear need to combine an individualized and nomothetic approaches.

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**Coaching: Is it really that stressful?**

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The quest to understand stress experiences in a range of occupational performance domains involving high levels of human interaction has been a main focus of research attention in recent years. With literature suggesting stress experiences to exist in wide-ranging professions, one environment that warrants inclusion is that of sport, where, until recently, the role of a coach has received little attention despite their role predisposing them to experiencing stress. For many individuals, a natural career progression from their playing career is a move into coaching; this is despite them knowing that sport is a volatile domain characterized by personnel and organizational issues driven by the sustained demand for success. For many coaches, stress results from the ongoing challenge of being required to perform many duties within their role. Further to this, whilst the profession may seem attractive to observers on the outside, for many individuals in such roles, it can become a solitary and unforgiving profession. Using recent literature as a guide, the lecture will start by exploring the wide-ranging stressors experienced by coaches, the likely stress responses, and the varying factors that influence stress perceptions to establish whether coaching can really be considered a stressful occupation. Evidence to how coaches may wish to manage and overcome stressors will also be considered prior to further discussion surrounding the coach-athlete relationship and the degree to which coach stress can be seen to influence athletes. Having reviewed relevant literature, the lecture will conclude with a summary of key research priorities to provide a more thorough systematic insight to the coach stress experience in addition to suggestions for coach education and well-being.

**Personality Research in Sports**

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Personality includes features that makes each individual is unique. Majority of the numerous of articles have been published on personality and sport during 1960s and 1970s (Vealey, 1989, 2002). The research done in this field has shown that, both researchers and practitioners give importance to personality in relation to the exercise and sport.

Personality has made up of three separate layers different from each other. These are psychological core, typical responses and role related behaviors (Hollander, 1967; Martens, 1975). The psychological core is the center of personality. The typical responses are the ways of each individual's learning to adapt him/herself to the environment or expresses the reaction to the world been learned. Role related behavior is known as behavior exhibited by perceived social status.

Personality in sports and exercise area is examining with five different approach; psychodynamic personal characteristic (trait), the situation, transactional and phenomenological approach. Most researchers in the field of sports psychology adopts the phenomenological and interactional approach that assumed equally decisive of personal and situational factors on behavior (Vealey,2002).

When the sport and exercise studies examined to understand the relationship between behavior and personality; It has been found that the exercise helps to strengthen the individual's self-concept specially the physical self-concept of the individual. Having a good "a type behavior" has been shown as an important personality factor affecting people's well-being. The researches, done with athletes and non-athletes, showed that the most consistent results obtained from the successful athletes in comparison with less successful athletes. Studies that compares the cognitive strategies associated with successful sporting achievements of athletes, have shown that successful athletes have show more psychological skills when compared with non-successful athletes. For example; goal setting, concentration etc (Weinberg,2015).

The personality test are not the " magical tools" allows to generalize the performance, they are the useful tools help us to understand and monitor the those who exercise.

Despite general personality scales provides useful information on personality traits and conditions, state-specific measurements (for example, sports-specific scales) provide more reliably information about the behaviors in sport. So that, using a scale of sport-specific is preferred rather than a general scale. In addition to this, to estimate the sportive success, using only the personality tests are not is not sufficient. When it used they should be used in an ethical manner.

**Living up to expectations: The challenge for coaches**

Richard THELWELL, PhD

*University of Portsmouth*

It is a well-known saying that ‘first impressions count’ and none more so than in the sporting domain. Within the coach-athlete relationship much of the initial literature examining initial impressions has focused on coach expectations of athletes. More recently, we have seen an emergence of literature examining the key components associated with expectations that athletes have of coaches. In fact, the idea that athletes form opinions of their coach on more than just their coaching skill is not new, and it is commonly understood that a range of attributes including reputation, behaviour, and appearance can influence them. The question for coaches is to what they do if they do not have the favourable attributes, and to how they live up to athlete expectations of them. The symposium will critique relevant to establish the attributes deemed necessary for favourable expectations to be formed of coaches by athletes. Having established the key attributes, we will then examine how the expectations influence athlete cognitions, emotions and behaviours. The symposium will conclude by challenging the degree to which positive expectations can be problematic, examining what coaches can do should the initial impression of them be less favourable, and summarising some of the key research priorities to better understand this component of the coach-athlete relationship.

## Moral Development in Sports

Maria KAVUSSANU, PhD

*University of Birmingham*

Prosocial behaviours such as helping an opponent off the floor and encouraging a teammate and antisocial acts such as trying to injure an opponent and verbally abusing a teammate are common in sport. In our research, we have used the term moral behaviour to collectively refer to these acts, and we have studied them using observational, self-report, and experimental methods. In this presentation, I will discuss personal and social variables as antecedents of moral behaviour; mechanisms that explain some of the relationships we have found; context differences in moral behaviour; and consequences of teammate behaviour.

Prosocial and antisocial behaviours have different antecedents. Task orientation, which is the tendency to use self-referenced criteria to evaluate success, and mastery motivational climate, which refers to athletes' perceptions that the coach creates an environment that encourages personal improvement and rewards effort, positively predict prosocial behaviour. In contrast, ego orientation, or the tendency to use other-referenced criteria to evaluate competence, and performance climate, evidenced in the coach creating an environment that rewards normative success positively predict antisocial behaviour.

An important variable that we have identified in our research as consistent predictor of antisocial behaviour is moral disengagement. This refers to the cognitive mechanisms or justifications people use to minimize the negative affect they should typically experience when behaving antisocially toward others. For example, a player could downplay the consequences of his behaviour for others or displace responsibility for his actions to the coach or teammates. In one study, we found that moral disengagement mediated the effect of ego orientation on antisocial behaviour.

Another variable associated with antisocial behaviour is moral identity, which is the importance people place on being a moral person. Moral identity was negatively related to antisocial behavior in several studies, and this relationship was mediated by anticipated feelings of guilt. Finally, empathy, or the ability to take the perspective of others has been negatively associated with antisocial behaviour.

We have also examined prosocial and antisocial behavior toward teammates and opponents in sport and toward other students at university and what variables might explain potential differences. Participants reported higher prosocial behavior toward teammates and higher antisocial behavior toward opponents in sport than toward other students at university. The effects of context on antisocial behavior were partially mediated by moral disengagement and ego orientation.

Our research has also shown that prosocial and antisocial behaviours have important consequences for the recipient within the team. In a recent study, we asked football and basketball players to complete questionnaires right after a game. We found that players, who perceived that their teammates displayed prosocial behaviours toward them during the game, were more likely to enjoy the game they had just played, try hard, and perceive better performance; they also reported higher commitment to the team. In contrast, players who perceived that their teammates had displayed antisocial behavior toward them, reported more anger and lower effort and performance.

In sum, we have identified several factors that are associated with prosocial and antisocial behaviours in sport. Our research has also revealed that these behaviours have important consequences for others.



**Motivational Strategies for Enhancing Exercise Adherence**

Emine ÇAĞLAR, PhD

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Adherence in the exercise settings reflects people's decision to maintain participation in an exercise program that they selected on their own volition. In other words, exercise adherence is the ability to maintain an exercise program for an extended time period. It is meant the longevity of exercise involvement. Respectable numbers of those who enter exercise programs drop out shortly thereafter. Approximately half of those who begin exercise programs quit within the first six months. Commonly cited reasons include lack of time, lack of energy, inconvenience, excessive cost, physical discomfort, embarrassment, poor instruction, insufficient programs, lack of social support, and loss of interest. These are called "exercise barriers". Understanding of these barriers is essential to develop motivational strategies for enhancing exercise adherence.

How can you increase the likelihood that you will continue exercising? Many strategies are used to increase exercise adherence. These strategies can be categorized as (a) behavior modification (e.g. prompts, contracting, charting attendance and participation, rewarding attendance and participation, providing feedback on progress), (b) cognitive-behavioral (e.g. goal setting), (c) decision-making (e.g. decision balance sheet), (d) social support (support of spouses, family members, close friends, fitness leader), and (e) intrinsic approaches (e.g. focus on the experience itself, focus on the process). Dishman and Buckworth (1996) examined the efficacy of that kind of interventions for increasing physical activity and found that interventions increased adherence from the typical rate of 50 % to approximately 85 %. The important thing is to find the best strategy for the particular setting and people in that setting (Berger, Pargman, Weinberg, 2002).

**Exercise and Wellness**

Cengiz KARAGÖZOĞLU, PhD

*Marmara University, School of Physical Education and Sports*

Athletes are not considered as a member of normal population. After their long developmental journey, it is expected to reach superior performance during a long time period. Peak performance can only be achieved when athletes do things on their development way by deliberate practice. Understanding how to realise personal development in all possible aspects is essential. Wellness methodology can help to athletes for a better development, a meaningful life and a better career. Mainly wellness is related with health and being in an optimal condition in all possible aspects. World Health Organization (WHO) defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. Health is described as a balance between illness and wellness continuum. There are several wellness models, and proposed components of wellness are slightly different across various models. Roscoe reports 9 different wellness models and 8 related wellness dimensions which are social, emotional, physical, intellectual, spiritual, psychological, occupational, and environmental. All wellness dimensions are representing one of the mind, body, or spiritual being’s tripartite structure. Several wellness instruments exist and have been developed based on individual wellness theories. Wellness approach proposes a self-developmental orientation and frequently used for personal growth efforts such as counseling interactions and public projects. For instance, The Wheel of Wellness model proposes 5 life tasks and 12 complementary tasks. Almost all wellness models aim to help athletes to reach a better life style and performance in their lives.

Wellness way of thinking can help athletes to reach superior performance by learning mind, body and spiritual balance. Lots of training help to develop muscular strength, agility, flexibility and other pyhsical capabilities. When athletes give importance to mental, social, spiritual, intellectual, emotional components of wellness by a philosophical approach on their lives, many things possibly change through positive side.

**How to Publish in International Journal: Meeting with Editor**

Maria KAVUSSANU, PhD

*University of Birmingham*

I published my first scientific article in 1995, in the *Journal of Sport & Exercise Psychology*. Thus, this year marks my 20<sup>th</sup> anniversary of publishing in international scientific journals. During the past twenty years, I have published extensively in a variety of international journals, reviewed numerous articles, and served as Associate Editor of the *International Journal of Sport & Exercise Psychology* and the *Journal of Applied Sport Psychology*. Presently, I am the Editor-Elect of *Sport, Exercise and Performance Psychology*. In this presentation, I will discuss what I have learned through these experiences; what points you need to consider when submitting an article for publication.

Publishing in international scientific journals is a long process that starts with a good research question. You need to ask a question that is interesting and has not been answered before. Your article needs to say something new and make a contribution to the literature. A prerequisite to coming up with such a question is to have a good understanding of the literature that is relevant to your topic of interest.

Once a good research question has been identified, you need to design a study to answer the question. The methodology you will choose to answer your research question is crucial to the success of the study, and needs to be thought out carefully. Choose your variables and the instruments you will use to measure them, carefully. This part is important because once you have collected your data, you cannot change the method. Articles are often rejected because of methodological weaknesses that can no longer be rectified. Be sure to acquire a very good understanding of statistics, so that you can analyse your data using appropriate statistical methods. A good understanding of statistics will help you fully explore your data and potentially answer different, more interesting, research questions. Hopefully, this process has led to some significant findings that you can now start writing up.

Once you are happy with the data analysis, you need to communicate your research. This needs to be done in a concise and coherent manner. Communicate information clearly, and ensure you use language correctly. Present a good rationale for your study and state clearly your study purpose and hypotheses. Be sure to proof read your manuscript several times, before you submit it for publication. The devil is in the detail, and paying attention to detail will predispose the reviewers and the editor positively toward your article. A clear and concise communication of your research will give it its best chance for publication.

Very few articles are accepted for publication after the first submission. If you receive a decision letter that asks you to revise and resubmit your article, you should be very happy! This is the most important hurdle to pass, and you will pass it by paying attention to the above points. The second hurdle is to get through the first revision. To do this, be sure to address *all* the points the reviewers make, as well as you can. Explain in a separate letter how you have done this. Be polite and take every comment seriously. However, you don't need to make every single change the reviewers ask. If you have a good argument to defend your choices,

you could persuade the reviewers and the editor. It is important to construct your arguments carefully, concisely, and cite supporting evidence. Be prepared to revise your article at least twice, before it is accepted for publication.

In sum, publishing in international scientific journals is a long process that starts with identifying a good research question. To complete this process successfully, it is important that you enjoy it. Therefore, you need to identify a topic that interests you. Although the first article is difficult to publish, the process becomes easier and faster as you gain more experience. It is also a very rewarding feeling to see your name in a published article and to communicate with authors around the world with your research. Good luck!

## **ORAL PRESENTATIONS**

**O01 Lives on the Edge: Phenomenological Analysis of “Being a Woman Football Player”**

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**Purpose:** Football has been considered as a masculine domain for a long time. Although number of woman football players and clubs are increasing, women are still marginalized in the football field as a player due to the cultural significance of football in defining the particularly masculinity and femininity in Turkey. This raises various questions about what it means to be a woman football player in a traditionally male-dominated environment. Therefore, this study aims to explore how women’s football, as an important social phenomenon, is experienced by women in terms of “being a (woman) football player” as well as that is meaning of that experience.

**Method:** Study is conducted by a feminist phenomenological approach, a qualitative research design following the semi-structured interview schedule, and data is analysed with Interpretative Phenomenological Analysis (IPA). IPA research has tended to focus on the exploration of participants’ experience, understandings, perceptions and views. Four women football players of Umutspor in Turkey Women’s 1. League, were interviewed. All the women were undergraduate and aged between 19 and 22. Interview took approximately two hours for each woman, were audio-recorded, then transcribed word-by-word into text and analysed. Following the analysis of each case individually, analysis was integrated for producing a final table of themes. Emerging themes were presented and discussed in light of the sport feminism literature.

**Findings:** The overarching theme of “lives on the edge” was discussed under two themes: (1) flux athletics (footballer) in and out of pitch and (2) being a footballer in a men’s world. First theme includes the experiences of women who were torn between femininity and being footballer and meaning of those experiences. This theme explored the women’s experiences by means of play like a “man” on the football pitch and act like a “lady” out of the pitch. Second theme focus on the women’s paradoxical experiences and feelings regarding the being a woman footballer in the men’s world. From the experience of football in itself, the sub-themes of being-different, love and happiness, settling for less, invisibility and loneliness emerged. The themes and sub-themes addressed that the women footballer have the experience of “lives on the edge.”

**Conclusion:** The women’s subjective experiences and understandings of football and being a football player allowed a more complex picture due to traditional views on women and gender which influence the women’s football. Hegemony of men and masculinity in football require women to attribute different meanings to football, in order to have an existence within the field. Consequently, the combination woman and football is still adhered to certain incredulity.

**O02 The Importance of the Quality of Coach–Athlete Relationship for Athletes’  
Motivation**

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**Purpose:** Over the past two decades studies have identified the social psychological factors associated with athletes’ motivation (Jõesaar et al., 2012). It is stated that although many factors may impact athletes’ intrinsic and self-determined extrinsic motivation, the coach–athlete relationship is one of the most important influences on athletes’ motivation and subsequent performance (Mageau and Vallerand, 2003). Therefore, the aim of this research was to reveal whether the coach-athlete relationship is a determinant of athletes’ motivation.

**Method:** 312 (63.5%) males and 179 (36.5%) females as a total of 491 athletes from team and individual sports voluntarily participated to the research. Mean age of the participants’ was found to be  $19.11 \pm 2.70$ . The Coach–Athlete Relationship Questionnaire (CART-Q) and Sports Motivation Scale (SMS) were used as the data collection tools. For the data analyses; descriptive statistics, Pearson’s correlation and multiple regression analyses (enter method) were used. Level of significance was determined to be .05.

**Results:** The results showed that intrinsic motivation was significantly correlated with closeness ( $r = .235$ ), commitment ( $r = .240$ ) and complementary ( $r = .153$ ). Also, extrinsic motivation was significantly correlated with closeness ( $r = .346$ ), commitment ( $r = .307$ ) and complementary ( $r = .270$ ). The results of the regression analysis revealed that closeness ( $\beta = .197$ ,  $p = .009$ ) and commitment ( $\beta = .197$ ,  $p = .006$ ) were the significant predictors of intrinsic motivation [ $F(3, 487) = 12.539$ ,  $p = .000$ ,  $R^2 = .07$ ] and that extrinsic motivation was significantly predicted by closeness ( $\beta = .283$ ,  $p = .000$ ), [ $F(3, 487) = 23.296$ ,  $p = .000$ ,  $R^2 = .13$ ].

**Conclusion:** As a conclusion, the results of this research indicate that some aspects of the quality of coach- athlete relationship could contribute to athletes’ motivation.

**O03 Evaluating and Examining the Relationship between Mental Skill, Emotional Intelligence and Competition Anxiety Among Young and Adult in Alpine Skiers' Super League**

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This current study tends to represent the finding of the analyses of correlation relationship between mental skills, competitive anxiety and emotional intelligence of young and adult active skiers have any influence on their sport performance. Alpine skiers' age group is 14 to 34 years old including, 71 young and 47 adult consists a total number of 118 athletes who do not have any health problem. K-S (Kolmogorov-Smirnov) test was run to analyze the collected data while the difference between the variables was evaluated by using Pearson Correlation coefficient. In addition, Multiple Regression test method was employed to predict the mental skill (of the competitive anxiety and Emotional Intelligence). Moreover, independent T and Mann-Whitney (U) tests were utilized to determine the difference of a variable between three different groups. The findings showed that there was significantly negative relationship between Mental skills and Competitive anxiety components ( $r=-0.334$ ,  $p=0.001$ ), while no significant negative relationship was found between Mental skills and confidence ( $r=0.053$ ,  $p=0.0572$ ). In addition the multiple regression analysis represented that only cognitive anxiety and self-confidence could predict the skiers' mental skills. This study not only showed that there was no significant difference between mental skills ( $t=0.658$ ,  $p=0.512$ ) and competitive Anxiety ( $t=-0.075$ ,  $p=0.94$ ) in male and female athletes, but also there was a significant difference between competitive anxiety means ( $t=-5.47$ ,  $p=0.001$ ) among young and adult athletes. Furthermore, in the study of mental skills and Competitive anxiety of athletes there was found no significant difference between groups based on their level of education. According to findings of this study seem mental Skill, Emotional Intelligence can be one of the factors for success Ski players.



**O04 The Role of Athletic Identity in Prediction of Athletes' Mental Toughness**

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**Purpose:** The purpose of this study was to investigate the role of athletic identity as a predictor of mental toughness in male and female athletes.

**Method:** Eighty six female (Mage= 25.33 ± 4.35) and 105 male (Mage= 24.66 ± 3.66), totally 191 athletes (Mage= 24.96 ± 3.99) voluntarily participated in this study. The Athletic Identity Questionnaire (AIQ) and The Sports Mental Toughness Questionnaire were administered to all participants. Data were analyzed by using descriptive statistics and Stepwise Multiple Regression Analysis.

**Results:** Stepwise Multiple Regression Analysis revealed that competence and encouragement by friends (R=0.51; R<sup>2</sup>=0.26; p<.05) subscales of athletic identity are significant predictors of mental toughness of athletes. Analysis also indicated that importance and appearance (R=0.51; R<sup>2</sup>=0.26; p<.05) subscales of athletic identity is predictor of mental toughness of female athletes. Beside this, competence and encouragement by friends (R=0.54; R<sup>2</sup>=0.29; p<.01) subscales of athletic identity is predictor of mental toughness of male athletes.

**Conclusion:** It can be concluded that, female and male athletes' athletic identities plays a significant role in their mental toughness. In other words, spending effort for being a team, increasing the quality of training and physical appearance are important for female athletes to overcome challenges. On the other hand, male athletes give more attention to motor capacity, athletic competence and friends' encouragement to get over the difficulties.

**O05 The Evaluation of Mental Abilities of Athletes in Different Branches**

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**Aim:** This paper aims to evaluate the levels of mental ability of licensed athletes who actively engaged in sports at branch level in Turkey.

**Methodology :** A total of 340 athletes, including 116 women and 224 men, from various regions of Turkey who are actively engaged in sports at elite level in different branches voluntarily participated in the survey which evaluates their levels and techniques of mental training. It was considered important that athletes participated in the survey should be licensed and importance of the study was emphasized to them. Survey method is used in this study. Current information related to research problem was systematically given by scanning of relevant literature, so a theoretical framework on the subject was created. First of all, a twelve-question personal information form developed by researcher was applied. Ottawa Mental Skills Assessment tool (OMSAT-3) which is developed by Durand-Bush, Salmela and Green-Demers (2001) and adapted to Turkish language by Erhan, Güler, Ağduman, Gerek was applied to evaluate the levels of athletes' mental ability. In the adaptation phase, the scale was applied to 220 athletes and internal consistency value was found to be 0.94. The scale consists of 48 items and 12 subscales and these subscales are evenly divided into four items. The scale consists of a total of 48 items and constructed on a 7-point Likert-type. The scoring was formed from 1 to 7 according to the statements, "Strongly disagree", "Disagree", "Slightly disagree", "Neither agree nor disagree", "Agree", "Slightly agree" and "Strongly agree". Frequency Analysis was applied to determine the demographic characteristics of participants and Shapiro-Wilk Test was applied in order to decide whether the questionnaires were suitable to normal divisions and Mann-Whitney U test was applied in order to determine the dimensions according to variables such as gender, marital status, type of sports, contact level and sports level. Kruskal-Wallis H test was applied for analysis of the dimensions in terms of age, sports age and educational level. Finally, the analysis of Spearman correlation was used in order to determine the relations between lower-dimensions of total satisfaction score. The significance level ( $p < 0.05$ ) was accepted in analysis.

**Findings and Result:** As a result, there is a significant difference in mental ability dimensions of active athletes in different branches according to their mental ability levels and variables such as age, type of sports, sports level and sports age. Therefore, it is observed that mental ability levels of athletes in different branches vary according to these variables.

**O06 The Effect of Imagery Interventions on Motivation, Goal Orientation and Motivational Climate in Elite Athletes**

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Mersin University

**Purpose:** The purpose of this study was to examine effects of imagery intervention on motivation, goal orientation, and motivational climate of elite track and field athletes.

**Method:** This study was designed as pre-, mid- and post-tests. Forty athletes (18 men, 22 women) at the national level participated to this study. They were divided in 2 groups [Experimental Group (n= 20) (Age: 24.40±4.50years; Sport age: 10.15±4.27years)] and Control Group (n= 20) (Age: 22.30±3.26years; Sport age: 9.55±2.94years)]. Participation in the study was voluntary and voluntary participation form was signed to athletes that they have agreed to participate in the study. Imagery intervention program was prepared by utilizing from Suinn's (1976) Visuomotor Behavior Preparation, which was widely used in sports. The program was applied to experimental group 3 times a week, 30-45 minutes a day for 12 weeks. Athletes were performed relaxation exercises and then imagery exercises (intrinsic motivation, task orientations and mastery climate). Both experimental and control groups were applied Sport Motivation Scale, Task and Ego Orientation in Sport Questionnaire and Perceived Motivational Climate in the pre-, mid- and post-intervention program. The results of pre-, mid- and post-tests were compared with Split Plot ANOVA.

**Results:** The analyses indicated that intervention programs increased intrinsic motivation [F(2, 76)= 6.982, p= 0.000], task orientation [F(2, 76)= 12.527, p= 0.001], and mastery climate [F(2, 76)= 9.020, p= 0.001] and decreased extrinsic motivation [F(2, 76)= 7.577, p= 0.008], ego orientation [F(2, 76)= 10.751, p= 0.002], and performance climate [F(2, 76)= 46.959, p= 0.000] in experimental group.

**Conclusion:** These results showed that intervention programs effect on these psychological variables. It seems that imagery program organized for helping athletes' personal development can be effective.

**O07 The Effect of Cognitive-Behavioral Model-Based Exercise Practices on the Quality of Life in Alcohol-Use Disorders**

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**Purpose:** Alcohol-use disorder is an important health problem that affects quality of life of individuals. Available treatments have a limited impact on the alcohol-use disorders. However, clinical researches show that, as an adjuvant therapy, exercise has a significant and positive impact on alcohol-use disorders. This study aims to investigate the effects of exercise practices on the quality of life of patients with alcohol-use disorder.

**Methods:** The study was conducted with 37 individuals (n=18 experimental, n=19 control), between 18 and 65 years of age, who were diagnosed with alcohol-use disorder and attending meetings of the Association of Alcoholics Anonymous (AA) located in the Province of Ankara, Turkey, on a voluntary basis. The study was designed based on the cognitive-behavioral model. Low-moderate aerobic exercise (exercise intensity was calculated according to the Karvonen Heart Rate Reserve formula for each individual) and the flexibility and strength training of 45-60 minutes was provided to the experimental group based on recommendations of ACSM (American College of Sports Medicine) for 3 days a week. Furthermore, 8 sessions of psychoeducation was provided to the experimental group weekly for 45-60 minutes per session. The topics addressed in the psychoeducation sessions were sustaining adherence and compliance to exercise, coping with high-risk situations, achieving a change in behavior in everyday life, and increasing the overall motivation. In addition, before starting the study, each individual in the experimental group was awarded with the incentive prize consisting track suit, t-shirt, socks, and Pilates band and mat in order to ensure participation and continuity to the exercises. The health-related quality of life levels of individuals were assessed by using Quality of Life Inventory (SF-36) at the beginning and at the end of 6 weeks of application. The percentage distributions, averages, Pearson Chi-square, Mann-Whitney U-test and Wilcoxon Signed Rank .

**Results:** Looking at the pre- and post-test values of the individuals in the experimental group, a statistically significant difference was found between the physical function, emotional role difficulties, energy, social functioning and general health perception sub-scales of the quality of life scale ( $p<0.05$ ). And, a significant difference was found between the physical function, mental health and overall health perception sub-scales in favor of the experimental group in the comparison of post-tests of the experimental and control groups ( $p<0.05$ ).

**Conclusion:** The findings of this quantitative study revealed that exercise has a significant and positive effect on the quality of life of individuals with alcohol-use disorders. In addition, the qualitative observations made throughout the study and the feedback given by the individuals participated in the exercises and psychoeducation during the implementation phase of the study support the quantitative data intrinsically. The results of this study indicate that exercise and psychoeducation can be used as a significant adjuvant therapy when applied together.

**O08 Effects of Psychodrama Practices on Team Cohesion**

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**Purpose:** The purpose of this study was to investigate the effects of psychodrama practices on team cohesion.

**Method:** Six females (Mage=19.50±0.54), 8 males (Mage=21.25±2.96) totally 14 athletes (Mage=20.50±2.38) voluntarily participated in this study. Group Environment Questionnaire-GEQ was used to assess participants' team cohesion. It has four subscales that individual attraction to group social, individual attraction to group task, group integration-social and group integration-task. Psychodrama practices consist of doubling, encounter, mirror, role playing, imagination techniques, sculpture, social atom and sociometric selection. Duration of psychodrama practices was 15 weeks. Before and after psychodrama practices all assessment was repeated. Wilcoxon test was used for the statistical analyses of comparing team cohesion before and after psychodrama practices.

**Results:** There wasn't a statistically significant difference found in all group environment subscales ( $p>0.05$ ). In addition, there was an increase in individual attraction to group social and group integration-task.

**Conclusion:** Psychodrama practices were shown to be not effective application on participants' team cohesion. Further studies are needed to design with larger sample sizes and a longer period of time. It could contribute the literature.

**O09 The Effects of Positive and Negative Feedback on Maximal Voluntary Contraction Level of the Biceps Brachii Muscle: Moderating Role of Gender and Conscientiousness**

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**Purpose:** We aimed to examine the effect of positive and negative feedback on Isometric Maximal Voluntary Contraction Level (iMVC) of biceps brachii muscle. The secondary purpose was to test whether the effect of feedback on iMVC varies as result of gender and conscientiousness.

**Method:** 46 student athletes were invited to take part in the what was described as a muscular strength study. However, they were unaware of the real purpose of the study. Participants, first, completed a psychometric device measuring conscientiousness. Afterwards, iMVCs of the biceps brachii were measured via electromyography (EMG) in positive, negative and no - feedback conditions whilst the participants performed elbow flexion at their maximal effort. In negative and positive feedback conditions participants were asked to try to increase the contraction level 5 %. Participants were told that "you will receive the phrase "good job keep going" if you are able to increase your contraction level 5 % or "not good, try harder" if you are not able to increase your contraction level 5 %". The experimenter set the feedback threshold at a point which is impossible to attain in negative feedback condition. Contrary, the experimenter set a lower contraction threshold which is easy to attain in positive feedback condition so that the experimenter receive positive feedback. In each condition, participants performed 2 experimental trial for 6 seconds. Three minutes rest periods were included between MVC trials. In this study we normalized the EMG signals in relation to a reference value. Thus, peak EMG from no-feedback condition was used as normalization reference value and defined as 100 % MVC (no-feedback MVC). Then, peak EMG values of both from the positive and negative feedback conditions were divided by this normalization reference value and multiplied by 100. Thus, the peak EMG values were expressed as a percentage of the reference value. Consequently, these values during positive and negative feedback conditions were used to examine whether there was a significant difference between high and low conscientiousness as well as males and females.

**Results:** To test whether percentage changes of MVC during positive and negative feedback conditions differed as a result of gender and conscientiousness a two way MANOVA was carried out. The dependent variables were the percentage changes in MVC during positive and negative feedback conditions and independent variables were gender (male - female) and conscientiousness (high - low). MANOVA revealed significant main effect only for gender [ $V = 0.236$ ,  $F(2, 41) = 6.32$ ,  $P = .004$ ] but not conscientiousness [ $V = 0.22$ ,  $F(2, 44) = 0.467$ ,  $P = .630$ ]. Gender x conscientiousness interaction was significant [ $V = 0.145$ ,  $F(2, 41) = 3.49$ ,  $P = .040$ ].

**Conclusion:** Study provided evidence that the effect of feedback on MVC level may vary as a result of gender. Thus, positive feedback led to a dramatic (12%) decrease only in male athletes' MVC level. Our results provided support for the argument by Deci (1971) which suggests that males and females may develop different responses to positive and negative feedback situations.

**O10 Investigate the Effect of Orienteering Training on Attention and Memory in Child**

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The purpose of this research was to investigate the effects on the level of attention and memory of the children that were given the orienteering training.

Methods: The mean age of the study sample consisted of 20 students who were  $12,47 \pm 1,36$  years. The average age of the subject group was  $12,31 \pm 1,74$  years ( $n=5$  female,  $n=5$  male) and the average age of the control group was  $12,97 \pm 0,79$  years ( $n=7$  male,  $n=3$  female). Orienteering training was given including a total of 8 weeks, 2 hours per day and 3 days per week, on the subject group. All the students were applied d2 attention test and serial digit learning (sdl test) pre, post and during the training. SPSS 16.0 statistical software package was used in the evaluation of data. Shapiro Wilk analysis test was used to analyze the homogeneity of the distribution. Mann-Whitney U test was used to evaluate the difference between two groups and in more than two intra-group repeated measures ANOVA (Repeated Measures) test was used.

Findings: According to the statistical analysis from the 3rd d2 attention test results, there was a statistically significant difference ( $p < 0,05$ ) between these two groups. When the SDLT test results were compared between these two groups, there was statistically significant difference ( $p < 0,05$ ) was found both from the 2nd measurement results ( $19,30 \pm 4,19; 10,70 \pm 8,65$ ) and from the 3rd measurement results ( $18,80 \pm 3,94; 10,10 \pm 4,98$ ). To assess the difference between these two groups upon investigating the statistical results of the d2 tests there was significant difference on the time-dependent changes on the subject group ( $F(2,17)=8,75; p=0,00$ ). There was significant difference on the group-time interaction on the subject group ( $F(2,17)=1,46; p=0,26$ ). There was statistically significant difference on the group-time interaction on the subject group ( $(F(2,83,1); p=0,00), (p < 0,05)$ ). Also the SDLT results show that there was significant difference between groups x time varying ( $F(2,17)=5,22 p=0,02$ ). There was significant difference on the group interaction between the two groups as well ( $F(121,1) p=0,00$ ) ( $p < 0,05$ ).

As a result it can be concluded that orienteering training has a positive affect on the children's memory and level of attention.

**O11 Examining the Relationship between Agility Performance and Attention Parameters in Women Volleyball Players**

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**Aim:** The purpose of this study is to analyze the relationship between agility performances and attention characteristics of elite female volleyball players.

In recent years, volleyball has become one of the most popular sports in the world. Volleyball, which has survived until today after many changes, is a field that requires basic motor skills and cognitive organization in which ball moves very fast and the players have to be extremely active (Vurat 2000). In order to achieve a conscious game for volleyball, it is necessary that factors like sensation, anticipation and decision making etc. that determine the level of a high quality game should be directed in trainings along with skills related to condition (Çelenk 2013).

While agility is a characteristic required in most of the sports activities, it has different definitions in literature. Some of them are like the following: Hazar (2005) defined agility as the practice of a skill in a speedy manner. Agility is defined as the competence of control and coordination that enables the body and joints to be in the right position in space during the period of changing directions for a series of movements (Twist and Benicky 1995; Hazır 2010). Along with these definitions, Sheppard et al. (2006) stated that the classical definition of agility as the skill of changing directions in a speedy manner did not fully cover the meaning of agility performance. They listed general agility components under two titles; one is the speed of changing directions and the other is the factors of sensation and decision making (cognitive factors like visual scanning, knowledge of state, model recognition, guessing).

**Material and Method:** A total of 14 female volleyball players from Manisa Büyükşehir Belediye and Manisa Alaşehir Belediye teams participated voluntarily in the study. Mean age of the participants is 22,07±3,09 (year), mean height is 178,43±0,08 (cm) and mean body weight is 68,85±7,62 (kg). Agility performances of the participants were tested by Newtest Powertimer 300 and Attention Test time (AT time) , velocity and distance estimation (VDE) were tested with Vienna Psychotechnic test system. Spearman correlation statistics was not applied as the number of the participants was below 30.

**Results:** Agility performances of female volleyball players were found to be as the following: total time- right 3,14 sec, total time -left 3,10 sec., AT time as a part of attention parameters 0,73 (sec.), VDE 48,71. Regarding the results obtained, it was observed that there was a relationship between agility performances of female volleyball players and attention parameters with values of total time right and AT time (sec) ( $r = -,751, p<0,1$ ) and VDE ( $r = -,833, p<0,1$ ). It was also observed that there was a relationship between the values of total time- left (sec) and AT time (sec) ( $r = -,791, p<0,1$ ), and values of VDE ( $r = -,873, p<0,1$ ).

As a result; Agility performances of female volleyball players and their attention values were found to be statistically related at the end of this study. So, visual stimulus, reaction and attention exercises should be included in trainings in order to develop agility.



**O12 Effects of Attention Training on Skilled Performance or Influence of Aerobic or Anaerobic Exercises on Attention**

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Attention can be described as “The process whereby a person concentrates on some features of the environment to the (relative) exclusion of others”. It is known that, attention can regulate the processing of stimulus inputs simultaneously. When an athlete perform a motor skill, all useless information comes to his/her have been ignored by attention. Researchers have excited the effects of selective attention on speed and accuracy of information processing system. Especially visual attention is most important for athletes performing a task associated with hand eye coordination and gaze control. In an effort to perform successfully, an athlete needs to be able to attend selectively to cues and to continue attention during activity. For example, a tennis player may attend the ball but at the same time concentrate on the opponent or both. Some investigators have tried to develop mental skills training programs. Attention control training has a complex process.

According to the result of a study conducted on effect of visual skills training program on visual search performance. Researchers find that 8-week long perceptual training may effect (45 minutes x 3 times per week) of visual detecting time. In accordance with results of another study on effects of stroboscopic visual training on visual attention, motion perception and catching performance, investigators determined that perceptual-cognitive and catching performance of subjects were significantly changed by stroboscopic visual training. According to a further study was conducted with another perspective, effects of acute moderate continuous aerobic exercise on short-term memory and selective attention. Researchers indicated that selective attention measured by Stroop “Color Word” test may be affected by acute moderate exercise.

Consequently, attention training can improve sportive performance especially in sports that require attention as archery, fencing or dart etc. Furthermore, some researchers indicated that aerobic or anaerobic exercises may have influenced of attention.

**O13 Courage Profile of Adolescent Soccer Players in Relation To their Selected Individual Variables**

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**Purpose:** The exact nature of the relationship between courage and a number of variables such as age, body mass index, family income, injury, yellow and red card punishments, captaincy, national team selection, perception of introvert-extrovert, playing position, being substitute and non-substitute are still unknown. More research is needed regarding how soccer courage is involved in performance and success including various physical, emotional, cognitive and social variables. Therefore, purpose of this study was to research courage profile of adolescent soccer players in relation to their selected individual variables which indicated above.

**Method:** Data were collected from 413 male adolescent soccer players aged 13 to 17 ( $M=15.22 \pm 1.27$  years). Club soccer players were administered the Sport Courage Scale-31 (SCS-31) which has a relatively good psychometrics and the personal information form for selected individual variables. SCS-31 was built measuring five factors of courage consisting of Mastery-MT, Determination-DT, Assertiveness-AT, Venturesome-VS, and Self-Sacrificial Behavior-SB (Konter and Ng, 2012) and this scale was recently applied in different levels of soccer. Collected data was analyzed by Normality Tests, One-Way Anova, Kruskal-Wallis, Mann-Whitney U and t-tests.

**Results:** Data revealed a number of significant ( $p<.05$ ) differences between courage score of adolescent soccer players and their body mass index (players with normal weight have significantly higher points of MT than players with underweight and obesity risk), family income (players with higher family income have significantly higher MT than players with lower family income), injury (injured players have significantly higher points of DT, AT, VS and Total Courage than non-injured players), yellow and red card punishments (red carded and yellow carded players have significantly higher points of DT, AT, VS and Total Courage than non-red carded and non-yellow carded players), captaincy (captains have significantly higher points of AT than non-captains), national team selection (selected national players have significantly higher AT than non-selected nationals), perception of introvert-extrovert (Extrovert players have significantly higher points of MT, DT, AT and Total Courage than Introvert players), playing position (stoppers and central forward players have significantly higher points of MT, DT, AT and Total Courage than other positions including goal keeper) and being substitute and non-substitute (Non-substitutes have significantly higher points of MT, DT, AT and Total Courage than substitutes). However, result of the courage related to age was not significant ( $p>.05$ ).

**Conclusion:** Initial results of the courage profile of adolescent soccer players according to their selected individual variables seem to be promising for future research. Obviously, more research is needed to have more conclusive results.

**O14 The Role of Big Five Personality Traits and Perfectionism in Determining Dispositional Flow in Elite Athletes**

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**Purpose:** The aim of this study was to investigate the role of personality traits and perfectionism in determining dispositional flow of elite athletes. The secondary purpose of the study was to examine whether these psychological factors differ with regard to sex and year of sport experience.

**Method:** One hundred nineteen female (Mage=22.15 ±4.92) and 114 male (Mage=23.94 ±4.85), totally 236 (Mage=23.13 ±4.95) athletes voluntarily participated in this study. “Personal Information Form”, Dispositional Flow Scale-2”, “The Big Five Inventory” and “Multidimensional Perfectionism Scale” were administered to athletes. **Results:** The stepwise regression analysis results showed that for both males and females openness and conscientiousness personality traits significantly predicted flow state. Beside these two personality traits, extroversion was also significant predictor of flow experiences of male athletes ( $p<0.05$ ). Analysis also revealed that self-oriented perfectionism was significant predictor of flow experiences in both males and females. Furthermore other oriented perfectionism also predicted flow experiences of female athletes ( $p<0.05$ ). There was no significant difference in personality traits, perfectionism dimensions and flow experiences of athletes with regard to sex ( $p>0.05$ ). There were also significant differences in in perfectionism and flow experiences of athletes ( $p<0.05$ ) in terms of sport experiences, but not in personality traits ( $p>0.05$ ).

**Conclusion:** As a result; personality traits and perfectionism dimensions of athletes play significant role in determining flow experiences.

**O15 Successful Intelligence and Coaching Efficacy among Soccer Coaches in Turkey**

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The purpose of this study was to investigate successful intelligence coaching self-efficacy among soccer coaches in Turkey. Participants of the study were 220 males (Mage = 35.72 ± 9.49) from various coaching degree, C level (n = 109: 49.05%), B level (n = 57: 25.65%), and A level (n = 32: 14.40%) and not given (n = 22; 10.90%). Successful Intelligence Questionnaire and Coaching Efficacy Scale were administered to the participants. Canonical correlation analysis was used to investigate the relationships between two sets of variables. Successful intelligence in three dimensions – analytical, creative and practical– was related to coaching efficacy in four domains – motivation, game strategy, technique and character building. Canonical correlation analysis results revealed that the analytical and practical abilities were the most contributed predictor of coaching efficacy in motivation and character building domains. In conclusion, the coaches who have analytical and practical abilities are more pronounced in terms of game strategy and technique efficacy.

**O16 Contribution of the Coach-Athlete Relationship and Team Cohesion to Empathic Tendency of Athletes**

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**Purpose:** The coach–athlete relationship, like any other type of relationship, has great psychological significance for the development and stability or change of the individuals involved (Jowett and Clark-Carter, 2006). Also, relevant literature suggests many psychological benefits of team cohesion (Prapavessis and Carron, 1996). Thus, the aim of this research was to investigate the effect of the coach-athlete relationship and team cohesion on empathic tendency of team sport athletes. Because, empathy has been researched in the relevant literature in relation with many other aspects and it is suggested that empathy is shaped through social relationships (Wölfer et al., 2012).

**Method:** Team sport athletes (N = 939, mean age = 18.54±2.90) from basketball, football, volleyball and handball voluntarily participated to the research. The participant consisted of 561 (59.7%) males and 378 (40.3%) females. Each athlete completed Coach–Athlete Relationship Questionnaire (CART-Q), Group Environment Questionnaire-GEQ and Empathic Tendency Scale. The data was analysed in SPSS 17 for Windows by descriptive statistics, Pearson’s correlation analysis and multiple regression analysis (enter method). The level of significance was determined to be .05.

**Results:** The results showed that empathic tendency was significantly correlated with closeness ( $r = .336$ ), commitment ( $r = .382$ ), complementary ( $r = .295$ ), individual attraction to the group-task ( $r = .297$ ), individual attraction to the group–social ( $r = .489$ ), group integration-task ( $r = .501$ ) and group integration–social ( $r = .610$ ). The results of multiple regression analysis showed that group integration-task ( $\beta = .236$ ), group integration–social ( $\beta = .406$ ), individual attraction to the group–social ( $\beta = .120$ ), closeness ( $\beta = .134$ ) and commitment ( $\beta = .165$ ) significantly contributed to empathic tendency. The total variance explained by the model was 51.7%, [ $F(7, 931) = 142.143, p = .000$ ].

**Conclusion:** The results partly indicated that the coach-athlete relationship and team cohesion are the correlates of athletes’ empathic tendency and could contribute to it.

**O17 The Role of Dispositional Flow, Motivation Level and Goal Orientation in  
Determining Mental Toughness of Athletes**

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**Purpose:** The aim of this study was to determine the role of dispositional flow, motivation level, goal orientation in mental toughness.

**Method:** One hundred forty five females (Mage=20.41±2.84), 150 males (Mage=22.53±4.40) totally 295 athletes (Mage=21.49±3.86) voluntarily participated in this study. SMTQ-14, Dispositional Flow Scale, Sports Motivation Scale, and Task and Ego Orientation in Sport were used to participants. Path Analysis was used to test the relationships among mental toughness, motivation, goal orientation and dispositional flow.

**Results:** According to path analysis results, regression coefficient were 0.50 for task orientation and extrinsic motivation, 0.57 for intrinsic motivation ( $p<0.01$ ); 0.20 for ego orientation and extrinsic motivation ( $p<0.01$ ), 0.14 for intrinsic motivation. The other regression coefficient between extrinsic motivation and flow state were 0.04, for intrinsic motivation 0.24 ( $p<0.01$ ). Finally, regression coefficient between flow state and confidence, control, constancy were 0.65, 0.19, 0.46, respectively ( $p<0.01$ ).

**Conclusion:** In conclusion, there was a significant positive relationships among mental toughness, intrinsic-external motivation, task orientation and dispositional flow.

**O18 Determination of the Effects of Leisure Boredom to the Quality of Life and the Marital Satisfaction**

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**Objective:** The purpose of this study was to investigate the role of leisure boredom of married individuals in predicting the quality of life and the marital satisfaction in terms of sports club family membership.

**Material and Methods:** Married individuals who are living in Ankara and having or not having family memberships at private and/or public sports clubs selected according to the quantitative criteria-sampling model. A total of 724 (Mage =37,04± 9.48) married individuals, consisting of 354 women (Mage= 35.98 ± 9.24) and 370 men (Mage= 38.05 ± 9.61) voluntarily participated in this study. “Leisure Boredom Scale”, “Short Form of Quality of Life Scale”, “Marital Satisfaction Scale” and “Personal Information Form” that is developed by the researcher were administered to participants. Hierarchical Multiple Regression Analysis procedure was used to examine how the leisure boredom and sport club family membership were predicting quality of life and the marital satisfaction. The independent variables were: each subscale of leisure boredom (step 1), sports club family membership (step 2) and duration of marriage (step 3). Each subscale of quality of life and marital satisfaction were the dependent variables. **Results:** In addition to this, it is found out that a positively and significantly related to sports club family membership and motivation subscale of leisure boredom; negatively and significantly related to sports club family membership and boredom subscale of leisure boredom. The findings showed that the boredom subscales of leisure boredom, sports centre membership and duration of marriage are predictors of physical health, psychological health, social relationships, environment which measure the following broad domains of quality of life and perceived quality of the interaction between couples. Leisure may play a more positive role in the relationship when spouses can easily identify leisure activities that they both enjoy. This finding fit well within the tenets of exchange theory.

**Conclusion:** In summary, it is determined that sports centre membership has significant effects on quality of life and marital satisfaction and it is determined that leisure boredom positively contributes to cope with the boredom perception, quality of life and marital satisfaction. The more time a couple can spend in leisure activities that are mutually rewarding, the less time either partner has to spend in an activity that may be viewed as costly. On the other hand, it may be that respondents who are more satisfied with their relationship with their spouse are naturally going to report that they are more satisfied with the leisure activities they do with their partner.

**O19 Attitudes and Self-Efficacy Perceptions of Middle School Students toward  
Physical Education Course**

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**Purpose:** The dependence on family gradually has begun to decrease in puberty which includes middle school period. It is known that the level of interests and participation in physical activity started to reduce in individuals who have undergone physiologically quite a few changes. The purpose of this study was to examine middle school students' attitudes and self-efficacy perceptions towards physical education course according to some demographic variables, and to determine the relationship between attitude and self-efficacy perception.

**Method:** The sample consisted of 1657 (820 girls and 837 boys) middle school students (aged 12-14) from three state schools in Trabzon, Turkey. These students completed "The Physical Education Predisposition Scale-PEPS" was originally developed by Hilland, Stratton, Vinson and Fairclough (2009) and adapted into Turkish by Öncü, Gürbüz, Küçük Kılıç and Keskin (2015). The PEPS consisted of 11 items and 2 subscales (Perceived PE Worth-6 items and Perceived PE Ability-5 items). All items were measured and sorted using a five-point Likert scale. Descriptive statistical methods, t-test, ANOVA, Tukey's post-hoc test, Pearson Correlation and regression tests were used in the data analysis.

**Results:** The results of analysis indicated that attitudes of students toward physical education course were above middle level and self-efficacy perceptions of the students toward physical education course were at the high level. Attitudes and self-efficacy perceptions of the students did not differ significantly according to injury/disability experiences. While there were no significant differences between attitudes of the participants toward physical education course and gender, there were significant differences between self-efficacy perceptions and gender. Also it was found that both attitudes and self-efficacy perceptions of students differed significantly according to grade level, socio-economic development situation of the living environment, gender of physical education teachers. Additionally, significant positive correlation was observed between the attitude and self-efficacy perception. According to the regression analysis, 11% of the variance in self-efficacy towards physical education course was predicted from the attitudes of participants.

**Conclusion:** Girl students' self-efficacy levels were found lower than the boys. It is thought that researching the reason of this may contribute to the literature in point of highlighting the importance of self-efficacy in physical education. Decreasing attitude and self-efficacy levels toward physical education course by growing the grade level of the students has affected participation in physical activity throughout life and therefore studies which improve attitudes and self-efficacy levels should be planned. In view of the fact that the results obtained from the study are different from the results in literature in terms of some variables, the necessity of conducting current researches on these issues has been revealed.



**O20 The Effect of Family-Participated Physical Education and Sports Activities on the Awareness Levels of Mothers Having Trainable Children with Intellectual Disabilities towards the Effects of Sports**

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**Aim:** The aim of this study was to determine whether family-participated physical education and sports activities affected on the awareness levels of mothers having trainable children with intellectual disabilities (EZE) towards the effects of sports or not.

**Method:** The research group was constituted of mothers of 24 trainable children with intellectual disabilities who were taking full-time inclusive education at Ankara Keçiören Hacı Sabancı Secondary School. The research was designed as trial model with pre-test and post-test control group. The pre-test results of data collecting tool applied to mothers participating in the research which belonged to "Awareness Scale Towards the Effect of Sports on Individuals Having Intellectual Disability" (ASTESIHID) were evaluated and the groups were formed (application group n=12, control group n=12) with unbiased appointment approach. The EZE children of mothers in application group were applied for 1 hour a day for 3 days a week throughout 16 weeks with a special physical education and sports program including stages of warm-up exercises, traditional children games, funny athleticism, educational games and stretching-cooling exercises. During the program, while the mothers in application group directly participated in physical education and sports activities once a week (n:12) with their children, they observed the performances of their children for 2 days as observers. The data were obtained by "Awareness Scale Towards the Effect of Sports on Individuals Having Intellectual Disability" (İlhan and Esentürk, 2015) which was applied to mothers participating in the research before and after special physical education and sports program. For the statistical evaluation of the data, SPSS 16.0 statistical software program was used and the significance level was considered at the levels of 0.05 and 0.01.

**Findings:** According to the findings of the research, it was determined that the awareness levels of mothers having EZE children in application and control groups were similar ( $U=0.260$ ,  $p>0.05$ ) before family-participated physical education and sports activities whereas significant differences were observed in favor of application group at the end of 16-week program ( $U=2.168$ ,  $p<0.05$ ). In addition to this, it was also indicated that the awareness levels of mothers participated in the research and having EZE children towards the effects of sports on individuals having intellectual disability had significant differences in terms of education status variable ( $\chi^2(3)= 12.741$ ,  $p<0.05$ ).

**Result:** In the light of this information, the result indicating that family-participated physical education and sports activities might have a positive effect on the awareness levels of mothers participated in the research and having EZE children towards the effects of sports on individuals having intellectual disability is a very important result.

**O21 The Impact of Peer Education and Play Activities Aggressive Behavior and Socialization Process of Children's in Preschool**

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In this research, peer education and socialization process of children's aggressive behavior in preschool and aimed to determine the impact of gaming activities.

In this study, was used pretest-posttest control group design of the experimental design. The study sample was created in two steps. In the first stage; have been identified the 5-6 age range by the school counselor, a total of 20 boys showing aggressive behavior of 10 children and including 10 children with normal development in the universe of research constitutes a kindergarten attached to the Ministry of Education Aydin province. In the second stage; as determined by the school guidance counselor, aggressive behavior and showing determined by simple random method by researchers from children with normal development in 10 children (5 children and 5 normally developing children showing aggressive behavior tendency) experimental group to do with the application, the remaining 10 children (aggressive behavior 5 children) and the control group was created showing showing five children and normal development. To make an assessment at the end of the study, the children in the experimental and control groups to their families and teachers "The Child Behavior Rating Scale" beginning of the study pre-test and post-test was administered at the end of the study. The results of this test was performed with SPSS statistical software. The comparison of the mean difference between groups, the Mann-Whitney U non-sequential argument with Nan-Par test, the comparison of the average intra-group differences were analyzed with the Wilcoxon test Nan Par. For type 1 error  $\alpha = 0.05$  and 0.01 level was taken.

Before the peer education program implemented activities and games, "Child Behavior Rating Scale" contains parents' views of the data according to the Mann-Whitney U test analysis results par; A statistically significant difference between the mean for children in the pre-test is not experimental and control groups ( $p > 0.05$ ). After peer education and play activities program implementation, it appears that Mann-Whitney U the par-test analysis between the post-test the mean for children in the experimental and control groups with regard to the results statistically a significant difference ( $p < 0.01$ ). Children in the experimental group, according to the Wilcoxon signed rank test; pre-test and it is seen that statistically significant differences between the mean post-test ( $p < 0.05$ ). The children in the control group, between pre-test and post-test results, not seen a statistically significant difference ( $p > 0.05$ ).

As a result, peer education and participate in play activities that children with aggressive behavior, and socialization to the lack of programs implemented in a reduction in aggressive behavior was found to be effective. Statistical results ( $p < 0.05$ ) and ( $p < 0.01$ ) were significantly in severity.

**O22 Why am I a volunteer in sportive recreational programs/events?**

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**Purpose:** The purpose of the study was to reveal the motives of participants in sportive recreational programs/events to become a volunteer during such programs/events.

**Method:** The method applied in this study was qualitative in nature and the phenomenological approach was used. The data was collected by focus group interviewing. "Purposeful sampling" method and "Criterion sampling" strategy were used. In this study, 22 university student volunteers (3 females, 19 male) who took part in at least two national sportive recreational programs/events organization as a volunteer were selected with identified criteria and 3 focus group interviews with open-ended questions were conducted face-to-face in 2014. "Descriptive analysis" and "content analysis" methods were used to analyze data. In order to ensure reliability and validity four aspects were used: credibility, transferability, dependability and conformability. In these strategies; long term interaction, confirmation of participants and purposive sampling methods were used.

**Results:** As a result, the theme related with "voluntary motives" was encoded in two sub-themes as: before the volunteer task and after the volunteer task. These are:

1. Voluntary motives before the task: a. being given a responsibility, b. reliability, sincerity and warmth of the program leader, c. the desire to meet new people, d. the desire to gain experience, e. Clear and exact explanation of the job, f. working as a team;
2. Voluntary Motives after the task: a. success of the organization/activity, b. completing the task successfully and not feeling embarrassed, c. getting a positive feedback, d. a leader who establishes warm, friendly and positive communication with volunteers, e. feeling being volunteer, f. feedbacks of the participants about enjoying activities and having pleasure, g. acting as a team with participants during the event, h. solidarity between volunteers and the leaders.

**Conclusion:** As a conclusion the motivation of the participants before the task about being a volunteer were revealed as: having the responsibility and feeling the team spirit, success of the program/event and also positive communication of the leader in management and gaining new experiences. According to this conclusion these positive motives could be helpful for managers to consider as encouraging factors for volunteers and therefore could affect volunteering in a positive way. In addition, it was determined that the motivation of the participants after the task were mainly: being successful, building effective communication, receiving positive feedback, solidarity, unity and acting as a team. If these factors would be considered by relevant authorities "volunteerism" could be increased in recreational programs/events and therefore could play an important role in sustainability of volunteering.

**O23 Direct and Indirect Effects of Perfectionism and Body Related Perceptions on Flow in Regular Exercise Participants**

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**Objectives:** The purpose of the present study was to investigate direct and indirect effects of self-oriented and socially-prescribed perfectionism and body related perceptions on regular exercise participants' flow.

**Method:** A total of 446 exercise participants (216 female and 230 male) voluntarily participated in this study. The mean age of the participants was 26.85 (SD = 6.60) for female and 24.40 (SD = 5.93) for male with an age range between 17 and 40. Multidimensional Perfectionism Scale, Physical Self-Description Questionnaire, Social Appearance Anxiety Scale, and Dispositional Flow Scale were used for the data collection. Path analysis was run in order to examine the patterns of relationships among variables. All variables were analyzed by using IBM SPSS Statistics 22.0 for preliminary analyses. Then, for the main purpose, to examine the role of perfectionism and body related perceptions in predicting flow, relationships among predictors and outcome variables were investigated by using AMOS.

**Results:** Path analysis was used to examine the direct effects of self-oriented perfectionism, socially-prescribed perfectionism, perceived body fat, appearance and social appearance anxiety on flow, and the indirect effects of self-oriented and socially-prescribed perfectionism on flow. The fit indices for the proposed model are  $\chi^2 = .731$ ,  $\chi^2 / df = .731$  (df = 1), p = .39, which indicated an adequate fit. The other important goodness of fit statistics are acceptable: CFI = 1.00; NFI = .998; GFI = .999; RMSEA = .000. Self-oriented perfectionism was found to be a positive predictor of perceived body fat, perceived appearance, flow, and a negative predictor of social appearance anxiety. However, socially-prescribed perfectionism did not predict significantly perceived body fat and flow. Socially-prescribed perfectionism was found to be a negative predictor of perceived appearance and a positive predictor of social appearance anxiety.

**Conclusions:** The present study revealed that the perceived body fat, perceived appearance, social appearance anxiety and flow were predicted by self-oriented perfectionism. In addition, socially-prescribed perfectionism significantly predicted perceived appearance and social appearance anxiety. However, findings revealed that socially-prescribed perfectionism did not predict perceived body fat and flow. The positive relationships between self-oriented perfectionism and flow highlighted the adaptive aspect of self-oriented perfectionism. This contribution revealed that self-oriented perfectionism may be seen as a positive energy source for positive experiences like flow experience.

**O24 An Investigation of the Quality of Life and Life Satisfaction Levels of University Students with regards to Their Participation in Exercise**

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**Aim:** The purpose of the present study is to examine the quality of life and life satisfaction levels of university students with regards to their participation in exercise.

**Methods:** 227 university students who exercise and who do not exercise (n male=108;  $\chi_{age}=19.71\pm 1.39$  and n female=119;  $\chi_{age}=19.10\pm 1.24$ ) voluntarily participated in this study. Medical Outcomes Study Short-Form-36 (SF-36), The Satisfaction with Life Scale and Exercise Stages of Change Questionnaire and a personal information form were administered to all participants with assistance from the researcher. Firstly, normality test was examined through Kolmogorov-Smirnov test and Levene's test was used to see if the data is homogeneous or not. Non parametric tests were used because the data does not have a normal distribution and inhomogeneity of variance was observed. Mann-Whitney U test was used to test differences in life satisfaction and quality of participants with regards to gender and exercise stage of change.

**Results:** Significant differences were observed in quality of life with regards to gender and the level of participation in exercise. The findings of the study have shown that women participants have lower scores in physical functioning (U= 4714.50;  $p < .001$ ) and pain (U= 5199.50;  $p < .05$ ) than men, and also individuals who exercise are more likely to have higher scores in physical functioning (U= 4692.00;  $p < .01$ ) and general health (U= 5131.00;  $p < .05$ ). There were no significant differences with regards to gender and physical activity level in life satisfaction.

**Conclusion:** This study has shown that women participants perceive their physical health conditions and physical pain levels in a worse way than men and individuals who exercise evaluate themselves in a more positive light in terms of their physical conditions and general health when they are compared to the ones who do not exercise.

**O25 Predictive Power of Social Physical Anxiety and Body Image Satisfaction Levels for Passion Levels of Exercise Participants**

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**Purpose:** The purpose of this study was to investigate the predictive power of social physique anxiety (SPA) and body image satisfaction (BIS) levels for passion levels of exercise participants. The second purpose of this study is to determine whether SPA, BIS and passion levels differs according to gender.

**Method:** Twenty nine women ( $X_{age}=26.78$ ,  $SD=7.12$ ) and forty men ( $X_{age}=25.45$ ;  $SD=7.90$ ), totaly ninety four exercisers participated in this study. Passion Scale, Social Physical Anxiety Scale and the Body Image Scale have been administered to participants in the study. Passion Scale (PS) which was used for identify passion level of participants was developed by Vallerand and etc (2003) and adapted to Turkish by Kelecek and Asci (2013). PS consists of 16 items and 2 subscales (obsessive passion and harmonious passion). Social Physique Anxiety Scale (SPAS) was developed by Hart and etc. (1989) and adapted to Turkish by Mulazimoglu and Asci (2006). Body Image Satisfaction Questionnaire (BISQ) is used for identify satisfaction level of participants' body parts. BISQ was developed by Berscheid and Bohrnstedt (1973) and was adapted To Turkish by Gokdogan (1988). It consists of 26 items for women and 27 items for men. Cronbach alpha internal consistency is calculated .85 for SPA; .82 for Obsessive Paasion, .79 for Harmonious Passion and also .91 for BISQ. Descriptive statistics, Multiple Regression Analysis, t-test and Pearson Moments Products Correlation Analysis were used to analyze data.

**Results:** Multiple linear regression analysis was performed to identify predictors of harmonious and obsessive passion. Results revealed that harmonious and obsessive passion were not predicted by SPA and BISS ( $p >.05$ ). Also pearson correlation analysis results showed that there were no relation between passion (harmonious and obsessive), SPA and BISS ( $p >.05$ ). Results of independent t-test showed that there were no significant differences in social physical anxiety, body image satisfaction level and subscales of passion scale according to sex.

**Discussion:** Passion is a relatively new study subject in sport and exercise. For that reason there is no similar study that investigate relationship among passion, social physical anxiety and body iamge satisfaction level. But Carbonneu et al. (2010) investigate the relation between anxiety and passion. They find that negative corralation between state anxiety and passion . So that this study findins conflict with findings of Carbonneu et al.(2010). Also, results showed that there is no difference between women and men passion subscales were supported by Mageau and etc.(2009) finding. But these results were conflicted with findings of Philippe etc. (2009). As a results, there is a necessary for different studies that reveal the relationship between passion and other psychological variables.

**O26 The Role of University Students' Eating Behaviour and Depression in Predicting Their Exercise Behaviour**

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**Aim:** There are lots of reports about the relationship between eating behaviour and depression. Moreover, it is known that there is a strong link between these two terms (Doğan, Tekin ve Katrancıoğlu, 2011; Bennett, Greene ve Schwartz-Barcott, 2013). Nevertheless, there is often a lack in the number of studies on the effect of eating behaviour and emotional state of people on exercise behaviour. The purpose of the present study is to examine the role of eating behaviour and depression in the prediction of exercise behaviour in university students and to reveal gender differences in psychological issues deal with research.

**Methods:** 264 university students who exercise and do not exercise (n<sub>male</sub>=87; Mage=19.90±1.34 and n<sub>female</sub>=177; Mage=19.79±1.04) voluntarily participated to this study. Dutch Eating Behaviour Questionnaire, Beck Depression Scale, Exercise Stages of Change Questionnaire and a personal information form were administered to all participants with assistance from the researcher. Firstly, normality test was examined through Kolmogorov-Smirnov test and Levene's test was used to see if the data is homogeneous or not. Independent samples t-test was used to test differences in eating behaviour and depression of participants with regards to gender and MANOVA was used to test differences in eating behaviour and depression in terms of exercise stage of change.

**Results:** Significant differences in eating behaviour were observed with regards to gender ( $t(262)=2.26; p<.05$ ) and stage of change in exercise ( $F(4, 259)= 3.40, p<.05$ ).

**Conclusion:** As a result women participants had higher scores in emotional eating and in lower levels of restrained eating, and also individuals who reported that they were in latest stage of change in exercise are more likely to have higher restrained eating (they have more control on eating their habits).

## **POSTER PRESENTATIONS**



**P01 Sport Leadership Power Perception in Turkey: Scale Development and Initial Validation among Children, Adolescents and Adults**

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**Purpose:** Leadership has been a very intriguing area for researchers as well as practitioners, and it plays a significant role in the success of individual athletes, teams, managers and coaches in sports. It has been suggested in sports psychology literature that people in sport, such as coaches, sport officials, players, and event spectators, could also possess the leadership powers (i.e., legitimate, expert, referent, reward, and coercive) to influence the attitudes or behaviors of others in their socio-cultural environment (Wann et al., 2000). Therefore, the first instrument was developed to measure leadership power in sport according to French and Raven's leadership power framework, which is known as Power in Sport Questionnaires (PSQ; Wann et al., 2000). This paper presents four studies about the development and validation of the Sport Leadership Power Scale in Turkey (SLPS-Turkey).

**Method:** Study 1 developed the item pool of SLPS-Turkey based on qualitative data from 16 group interviews among a total of 260 individuals, comprising coaches, PE teachers, and student sport participants. Study 2 examined the construct validity of SLPS by running an exploratory factor analysis among 303 student sport participants. Study 3 employed a multi-group confirmatory factor analyses and a test of the criterion validity of SLPS-Turkey among 1471 student sport participants comprising children, adolescents, and adults. Study 4 examined a 6-week test-retest reliability of the SLPS-Turkey among 78 student sport participants.

**Results :** The 5-factor model of the SLPS-Turkey fitted acceptably well to the children sub-sample ( $df = 142$ ;  $TLI = .92$ ;  $CFI = .93$ ;  $RMSEA = .05$ ;  $SRMR = .05$ ) and the adult sub-sample ( $df = 142$ ;  $TLI = .92$ ;  $CFI = .93$ ;  $RMSEA = .06$ ;  $SRMR = .05$ ). The TLI for the adolescent sub-sample was mediocre, but the overall model fit was generally acceptable ( $df = 142$ ;  $TLI = .87$ ;  $CFI = .90$ ;  $RMSEA = .06$ ;  $SRMR = .05$ ). In multi-group CFA, the baseline measurement model (factor loadings were freely estimated) for the three age groups had an acceptable patterns of model fit ( $df = 426$ ;  $TLI = .91$ ;  $CFI = .92$ ;  $RMSEA = .05$ ;  $SRMR = .03$ ), and constraining the factor loadings resulted in a slight drop of model fit ( $df = .454$ ;  $TLI = .91$ ;  $CFI = .92$ ;  $RMSEA = .06$ ;  $SRMR = .04$ ), but the change in model fit was not significant ( $\Delta CFI = .004$ ). Chenug and Rensvold (2002) advocated using the goodness-of-fit indices and the  $\Delta CFI$  (i.e., when  $\Delta CFI < .010$ , the null hypothesis should be rejected) to evaluate the changes in model fit for multi-group analysis. Therefore, the findings supported the invariant structure of the SLPS-Turkey across children, adolescent, and adult sub-samples.

**Conclusion:** The results supported the psychometric properties of the SLPS-Turkey, and demonstrated that the scale was applicable to the assessment the perceptions of sport leadership power among children, adolescent, and adult sport participants in Turkey.

**P02 Examination of Comprehensibility of Positive Youth Development Scales for Sport by 8-14 Years Old Children and Youth Athletes**

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The purpose of this study was to evaluate the comprehensibility of Turkish form of Positive Youth Development Measurement Framework for Sport (PYD; Vierimaa et al., 2012) in terms of comprehensibility and content to young athletes. Cognitive interviews were conducted with 12 athletes with different ages in competitive sport context. The measurement framework is composed of five instruments that measure youths' a) competence (Sport Competence Inventory), b) confidence (Sport Confidence Inventory), c) connection (Coach-Athlete Relationship Questionnaire and Peer Connection Inventory), and d) character (Athlete Behavior Scale). In order to help participants define their own cognitive processes during the application of the instruments, think-aloud technique was used. To further examine the extent that the participants understood the items of the instruments, verbal probing technique was used. The interviews were audiotaped and transcribed verbatim. The transcribed text was analyzed by using Thematic Analysis (Sparkes & Smith, 2014). The findings indicate that considerable amount of participants had difficulty in understanding the items of the instruments as well as distinguishing several of them from one another. Especially, younger participants under 12 years of age were found not to be able to understand the terms "pressure", "sacrifice", "feedback", and "closeness". According to Piaget's (1970) theory of cognitive development, individuals progress through from the stage of concrete operations to the stage of formal operations between 11 and 12 years of age. From this perspective, it is suggested that the concepts used in the instruments examined may be abstract for younger participants. In the light of the findings, it may be more appropriate that the PYD measurement framework be used starting from 12 years of age.

**P03 Study of Turkish Form of Athlete Engagement Scale; Validity And Reliability Study**

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**Objective:** The purpose of this study was to test the reliability and validity of the Turkish version of “Athlete Engagement Scale-AEQ” developed by Lonsdale, Hodge and Jackson (2007).

**Methods:** 201 (Mage: 23.31± 2.84) athletes completed the Athlete Engagement Scale. Athlete Burnout Questionnaire (ABQ) and Short Form of Dispositional Flow State Scale (SSDFS) was used for the criterion related validity. Athlete Engagement Scale is 16 items instrument which have four subscales (confidence, dedication, vigor and enthusiasm) with four items. The Principal Component Factor Analysis with Varimax Rotation was used to test the factorial validity of the scale. Pearson Product Moment Correlation was conducted for criterion validity. Furthermore, the Cronbach alpha coefficient was calculated for the internal consistency.

**Results:** The results of Principal Component Factor Analysis with Varimax Rotation showed that four factors explain %71.73 of whole scale. Internal consistency coefficients were ranged between 0.75 (dedication) and 0.91 (confidence). AEQ scores were not significantly correlated with ABQ and SSDFS-2.

**Conclusion:** It can be said that the Turkish version of the athlete engagement scale can be used to determine engagement level of athletes but the criterion related validity is questionable.

**P04 The Short Versions of Flow Scales: Reliability And Validity Study**

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The purpose of this study was to test the reliability and validity of short versions of the flow scales-dispositional and state- for Turkish athletes. The short flow scales are new abbreviated versions of the long forms, contain 9 items, and provide a brief measure of flow from state and dispositional perspective. The long and short flow scales with situational motivation and sport motivation scales administered to diverse Turkish athletic sample. The short version of state flow scale was administered to 442 athletes (Mage = 19.98, SD = 3.45) while the dispositional flow scale was administered to 299 athletes (Mage = 21.67, SD = 3.75). The principal component factor analysis with varimax rotation revealed one factor structure for both state and dispositional flow scales and nine items in each scale explained 45.87 % and 34.16% of variance, respectively. The Cronbach alpha coefficients were calculated to determine the reliabilities of the short flow scales. The internal consistency coefficient for state flow scale was 0.84; for dispositional flow scale was 0.74. Pearson Product Moment Correlation analysis revealed significant correlation between long and short version of state ( $r = 0.76$ ;  $p < 0.01$ ) and dispositional flow scales ( $r = 0.91$ ;  $p < 0.01$ ). The correlation of intrinsic motivation with dispositional flow ( $r = 0.48$ ;  $p < 0.01$ ) and state flow ( $r = 0.32$ ;  $p < 0.05$ ) were also significant. These results support the reliability, construct and criterion related validity of Turkish version of short flow scales for athletic population.

**P05 Validity and Reliability of Self Talk Questionnaire (STQ) for Physical Education Lessons**

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The aim of this study was to test reliability and validity of self talk questionnaire for physical education class environment. Participants were 311 students ( $M \pm SD_{Age} = 15.77 \pm 1.075$ ) who are 139 boys ( $M \pm SD_{Age} = 16.11 \pm 1.349$ ) and 172 girls ( $M \pm SD_{Age} = 15.50 \pm 0.689$ ) aged between 14 to 19 years. Confirmatory factor analysis and Cronbach Alpha coefficients was used to confirm its (Self Talk Questionnaire) validity and reliability in physical education class environment. Findings regarding the construct validity of the scale demonstrated that two-factor model showed acceptable to good fit to the data ( $\chi^2/sd = 112.830/41 = 2.752$  RMSEA = 0,075, NFI = 0,95 NNFI = 0,96, CFI = 0,97, GFI = 0,94 ve AGFI = 0,91). The Cronbach's alpha coefficients were 0.81 for cognitive function and 0.92 for motivational function Results showed that the STQ can be used to determine secondary school students' situational motivational levels in physical education class environment.

**P06 The Adaption Study of Emotional Intelligence in Sport Inventory**

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The purpose of this study was to test the validity and reliability of the Turkish version of Emotional Intelligence Inventory in Sport (SDZE). 157 female (age = 20.10, 1.95) and 247 male (age = 21.25, 2.18) in total 404 (age = 20.80, 2.17) participants completed the emotional intelligence inventory in sport which have five subscales with nineteen total items. Respondents of the SDZE indicate the extent to which they agree with each statement on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Factor structures of the scale were tested by confirmatory factor analysis in AMOS programme. However, there was only one item with low factor loadings that was excluded from the inventory. It was obtained acceptable fit index values of inventory that confirming factor structures of Turkish version. Internal consistency coefficients of SDZE were found ranging from 0.69 (appraisal of others emotions), 0.85 (appraisal of own emotions), 0.67 (emotional regulation) 0.85 (use of emotions) and 0.61 (social skills). To this end, it is tempting to suggest that the Turkish version of Emotional Intelligence Inventory in Sport is used to assess emotional intelligence in sport for Turkish population.

**P07 Reliability and Validity of Turkish Version of Drive for Muscularity Scale**

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**Purpose:** The aim of this study was to test the validity and reliability of Turkish version of Drive for Muscularity Scale (DMS) among exercise participants.

**Methods:** The validity and reliability of DMS was tested on 69 females (Mage= 22.55±2.32 year), 147 males (Mage= 22.54±2.01 year) and total 216 (Mage= 22.54±2.11 year) exercisers aged between 18-30 years old. For criterion validity, DMS was administered with Physical Self Description Questionnaire (PSDQ) and the relationship between subscales of DMS and PSDQ was tested by Pearson Product Moment Correlation. For construct validity of DMS, the principle component factor analysis with varimax rotation was conducted. For discriminant validity, the difference in subscales of the DMS between groups who are dieting for weight gain or not, dieting for weight lost or not, regularly weight lifting or not and gender were tested by independent groups t test. The reliability of the scale was determined by Cronbach Alpha coefficient.

**Results:** Principal component factor analysis with varimax rotation showed that DMS consists of two subscales (Muscularity-Oriented Body Image Attitudes and Muscle Development Behaviors) and 15 items. Internal consistency was 0.87 for both subscales and for overall scale. There is a negative significant relationship between Muscularity-Oriented Body Image Attitudes and General Physical Competence and Appearance subscales of PSDQ. Participants dieting for weight loss and weight gain, regularly doing weight lifting had higher scores. Male participants also scored significantly higher than females.

**Conclusion:** Results showed that Turkish version of Drive for Muscularity Scale is a valid and reliable instrument. The factor structure of Turkish version of DMS is similar to the original scale. The reliability coefficient is between acceptable intervals. Findings partially support the criterion and discriminant validity of the scale.

**P08 Exercise Causality Orientations Scale (ECOS): The Validity and Reliability of the Turkish Version**

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The aim of this study was to test the reliability and validity of the “Exercise Causality Orientations Scale (ECOS)” for Turkish university staff and students. One hundred thirty-one female (Mage= 27.31; Sd = 6.42) and 141 male (Mage= 26.63; Sd= 8.02) totally 272 (Mage= 26.96; Sd = 7.28) university staff and students voluntarily participated in this study. “Exercise Causality Orientations Scale (ECOS)” and “International Physical Activity Questionnaire (IPAQ)” were administered to all participants. "Exercise Causality Orientations Scale (ECOS)" consists of 7 scenarios and 21 items that are rated on a 7-point Likert. Participants are required to rate to each of three possible responses (a, b, c) to the scenarios, one that is autonomy oriented, one control oriented, and one that is impersonal oriented. Exploratory Factor Analysis (Principal Component) with Varimax Rotation was used to test the factorial validity of the ECOS. To test the criterion validity of ECOS, the relationships between physical activity score and subscales of ECOS were tested by Pearson Product Moment Correlation. The Cronbach Alpha coefficient was calculated for testing the internal consistency or reliability of ECOS.

Results: The results of Exploratory Factor Analysis (Principal Component) with Varimax Rotation supported the three factor structure of ECOS and items explained 36.8 % of the total variance. Although factor analysis revealed three factor structures, the factor structure of Turkish version was different from the original version except autonomy subscale. In Turkish version, item 3(c) failed to load (above .40) on any factor. In addition item 5(a) and 5(b) loaded above .40 on both original factor and another factor and item 2(a) and 6(c) were not loading on original factor (impersonal) and these two items loaded on the another factor (control). The correlational analysis revealed significant relationship but low correlation between physical activity and subscales of ECOS. The alpha coefficients were .68, .62 and .60 for the autonomy, control and impersonal subscales, respectively.

Conclusion: Analysis did not provide strong support for the validity and reliability of Turkish version of ECOS. The analyses only support the validity of autonomy subscale, but provide weak support for its reliability. Further research is needed for testing whether or not ECOS is useful for measuring Turkish samples' causality orientations in exercise setting.



**P09 Measuring Multidimensional Sport Performance Anxiety in Turkish Athletes:  
The Reliability and Validity of the Sport Anxiety Scale-2**

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**Purpose:** The aim of this study was to test the reliability and validity of the “Sport Anxiety Scale-2” for Turkish athletes.

**Methods:** One hundred sixty eight female ( $M_{age}= 19.66 \pm 2.44$ ) and 175 male ( $M_{age}= 21.95 \pm 3.38$ ) totally 343 ( $M_{age}= 20.83 \pm 3.17$ ) athletes from different sport branches with  $7.30 \pm 4.33$  sport experiences voluntarily participated in this study. “The Sport Anxiety Scale-2 (SAS-2)” and “Trait form of Spielberger State-Trait Anxiety Scale” with demographic information form were administered to all participants. SAS-2 is a multidimensional measure of cognitive and somatic trait anxiety in sport performance settings. It consists of 15 items and each item is responded on five point Likert scale. SAS-2 includes three five items subscales, namely worry, somatic anxiety and concentration disruption. Exploratory Factor Analysis (Principal Component) with Varimax Rotation was used to test the factorial validity of the SAS-2. To test the criterion validity of SAS-2, the relationships between trait anxiety and subscales of SAS-2 were tested by Pearson Product Moment Correlation. The internal consistency of SAS-2 was determined by using the Cronbach Alpha coefficient.

**Results:** The results of Exploratory Factor Analysis (Principal Component) with Varimax Rotation supported the three factor structure of SAS-2 and items explained 54.84 % of the total variance. The three factors structure of Turkish version was partially similar with the original SAS-2. For “somatic subscale”, four items loaded on original factor except item 2 (My body feels tense). Item 2 in the “somatic anxiety” subscale loaded on another factor of “concentration disruption”. The factor pattern of “worry subscale” was similar to original version in which all items loaded on intended factor. For “concentration disruption” subscale, all items loaded on the intended factor but two items (items 4, 7) had also cross loading on “somatic anxiety” subscale. The correlational analysis revealed significant but moderate correlations between trait anxiety and subscales of SAS-2. The alpha coefficients were ranged between 0.71 (somatic) and 0.80 (worry).

**Conclusion:** Analysis provided partial support for the validity of Turkish version of SAS-2. The factor structure of somatic anxiety and concentration subscales are not clear for Turkish athletes. Although the reliability of subscales are acceptable level, further research is needed for testing the validity of SAS-2 for Turkish athletes.

**P10 The Reliability and Validity of the Sport Anxiety Scale-2 for Adolescent Athletes**

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**Purpose:** The aim of this study was to test the reliability and validity of the “Sport Anxiety Scale-2” for adolescent athletes.

**Methods:** 173 girl (Mage= 13.36 ± 2.56) and 241 boy (Mage= 13.90 ± 2.36) totally 414 (Mage= 13.68.83 ± 2.46) adolescent athletes from different sport branches voluntarily participated in this study. SAS-2 is a 15 items multidimensional measure of cognitive and somatic trait anxiety in sport performance settings. Each items in the scale were responded on five point Likert scale. SAS-2 consist of worry, somatic anxiety and concentration disruption subscales. Exploratory Factor Analysis (Principal Component) with Varimax Rotation was used to test the factorial validity of the SAS-2 for adolescent athletes. The internal consistency of SAS-2 was determined by using the Cronbach Alpha coefficient.

**Results:** The results of Exploratory Factor Analysis (Principal Component) with Varimax Rotation supported the three factor structure of SAS-2 and items explained 48.04 % of the total variance. The factor loading of items were ranged from 0.42 to 0.75. All items in the SAS-2 loaded on intended factors except item 12. Item 12 is originally in the “Somatic Anxiety” subscale but it has cross loading on the “Concentration Disruption” subscale. The internal consistency of the (Cronbach’s alpha coefficient) was 0.65 for the somatic anxiety, 0.78 for the worry and 0.67 for the concentration.

**Conclusion:** It can be concluded that SAS-2 is reliable and valid instrument for measuring trait anxiety of adolescent athletes in sport setting.

**P11 Analysis of the Psychometric Properties of the Turkish Version of the Test of Performance Strategies (Tops) in Athletes**

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**Introduction:** The purpose of this study was to examine reliability and validity of TOPS questionnaire for Turkish population. Original version of TOPS questionnaire designed by Thomas et al., (1999) that aimed to assess psychological processes thought to underlie successful athletic performance as delineated by contemporary theory in competition and during practice. The TOPS was designed to assess eight psychological strategies used in competition (i.e. activation, automaticity, emotional control, goal-setting, imagery, negative thinking, relaxation and self-talk) and eight used in practice (the same strategies except negative thinking is replaced by attentional control).

**Method:** In generating the sample for this study, we sought to include male and female athletes who were training and competing in a wide variety of sports across a broad range of performance standards. The final sample consisted of 620 athletes (mean  $\pm$  s: age  $21.25 \pm 4.87$  years) drawn from eight different locations. Data were obtained from 433 males ( $22.47 \pm 5.30$  years) and 187 females ( $20.97 \pm 4.78$  years). With the TOPS, athletes are required to respond to the 64 statements about psychological preparation strategies on 5-point scale ranging from 1 (never) to 5 (always). TOPS questionnaire was administered to 100 participants with two week interval for testing its test-retest reliability. Exploratory factor analysis was used to reveal factor structure that related with the validity level of TOPS for Turkish athletes' population.

**Results:** Principal Component Factor Analysis with Oblique Rotation for testing factor structure of Turkish version of TOPS supported 8 factor structures for 620 participants and 64 items explain 69.50 % of variance. Internal consistency in eight factors construction were .89 (factor 1, self-talk), .85 (factor 2, emotional control), .80 (factor 3, automaticity), .82 (factor 4, goal-setting), .84 (factor 5, imagery), .87 (factor 6, activation), .90 (factor 7, negative thinking) and .82 (factor 8, relaxation). In the full-scale construction internal consistency was .88. Test-retest correlation coefficients based on two week interval were .66 (factor 1, self-talk), .63 (factor 2, emotional control), .58 (factor 3, automaticity) .61 (factor 4, goal-setting), .63 (factor 5, imagery), .66 (factor 6, activation), .72 (factor 7, negative thinking) and 0.62 (factor 8, relaxation).

**Conclusion:** It can be concluded that the TOPS has quite strong psychometric properties. It can be used as a research tool to examine a number of interesting research questions in the prediction of important training and competition behaviors. It has also been found to be useful in applied settings both for profiling athletes' strengths and weaknesses so that interventions can be appropriately targeted, and for assessing the benefits of those interventions.

**P12 Evaluation of Volunteers' Participation Motivations and Expectation and Satisfaction Conditions After the Games in 2011 Winter Universiade in Erzurum**

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Volunteerism is an important element existing in the basis of an organization and affecting the success of the organization. In this study, it is aimed at analyzing the factors that drive the volunteers participated in 2011 Winter Universiade in Erzurum, which is a first, to the mentioned sacrifice, and their expectations. The model of the research is determined as Descriptive Research Model; and the data is collected through survey method. It has been given survey to all 2.259 volunteers participated in 2011 Winter Universiade in Erzurum; but 1.000 of these volunteers have answered "Volunteer Motivation Survey". In other words, full counting couldn't be provided. Of these surveys, 963 have been evaluated. After the games 320 of who answered the first survey have given feedback to the "Expectation and Satisfaction Survey". In preparation of the mentioned survey, the scales regarding volunteerism in sports organizations of which validity and reliability were proved have been used after receiving the necessary permissions and then the final adaptation has been made. Cronbach's alpha value that was used for determining the reliability of the scales has been determined as 0,883 for "Volunteer Motivation Scale in Sports Activities", and as 0,924 for "Expectation and Satisfaction Scale for Sports Volunteers". Frequency and percentage distributions concerning the answers given to all the questions in survey and statements in the scale have been calculated; and these distributions have been shown by tables and graphs. In the chapter of tests of hypothesis, independent t test and Kruskal Wallis test have been used. As the result of the study, it has been defined that there are significant differences between the average points of volunteers who participated in a similar organization before regarding the acceptance of the statements concerning their motivations in 2011 Winter Universiade in Erzurum; and that the motivation level of who had participated in a similar organization before is higher.

**P13 Goal Orientations and Source of Self Confidence in Sports: Are they predictors of motivational orientations of adolescent athletes?**

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**Purpose:** The purpose of this study was to examine the roles of goal orientations and sources of self-confidence in predicting the motivational orientation of adolescent athletes.

**Methods:** One hundred nineteen female (Mage=14.29, SD= 1.89) and 176 male (Mage=14.90, SD= 1.66) adolescent athletes voluntarily participated in this study. Adolescent athletes completed the “Sport Motivation Scale”, “Perception of Success Questionnaire” and “Source of Sport Confidence Questionnaire”. Two three stage hierarchical multiple regression analyses were conducted to determine whether goal orientation and sources of self-confidence (independent variables) were significant predictors of intrinsic and extrinsic motivation (dependent variables) of adolescent athletes. The collinearity statistics (i.e., Tolerance and VIF) were all within accepted limits and the assumption of multicollinearity was deemed to have been met. Gender, years of sport experience were included as covariates in step 1. The independent variables of goal orientations and sources of self-confidence were entered in step 2 and step 3, respectively.

**Results:** Results revealed that at step one, gender and year of sport experience significantly contributed to the regression model and accounted for 3% of the variation in extrinsic motivation. However, these covariates did not significantly contribute to intrinsic motivation. Adding the goal orientation variables significantly contributed to extrinsic and intrinsic motivation and explained an additional 15% and 21% of variation in extrinsic and intrinsic motivation, respectively. Analysis indicated that task orientation was positive and significant predictor of intrinsic motivation ( $\beta= 0.43$ ;  $p < 0.01$ ) but both task ( $\beta= 0.27$ ;  $p < 0.01$ ) and ego orientation ( $\beta= 0.18$ ;  $p < 0.01$ ) were predictors of extrinsic motivation. Results also revealed that the contribution of source of self-confidence to the model was significant and it accounted additional 29% of variance in intrinsic motivation and 24 % of variance in extrinsic motivation. The physical and mental preparation was only source of self-confidence variable was positively and significantly correlated with both intrinsic ( $\beta= 0.41$ ;  $p < 0.01$ ) and extrinsic motivation ( $\beta= 0.24$ ;  $p < 0.01$ ).

**Conclusion:** In conclusion, goal orientation of athletes and physical and mental preparation play an important role in determining the adolescent athletes’ motivation.

**P14 The Investigation of Achievement Motivation in Sports of Sailors**

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Motivation literally means to enforce, to encourage (Biçer 2007). It means an individual taking action to accomplish something; to possess the will and devotion to reach a certain goal. In other words motivation is the effort to accomplish your desires by taking action (Koçel 2005). Within this frame, the aim of the research is to investigate the sport specific success motivation level of sailors.

The research grup is composed of 94 athletes with 62 male and 32 females that participated at the 2015 Federation Cup Sailing Competition as part of the Turkish Sailing Federation. The mean age of the participants was calculated as  $19,03 \pm 4.10$ . The data sheet prepared for the study is composed of two parts. The first part asks demographic questions like gender, age and education level and the second part measures the ‘‘ sport specific success motivation’’. The results were calculated using SPSS 21 package program where data was analyzed with the mean frequency, percentage and arithmetic and the relationship between the sub dimensions was observed with correlation analysis and t- test and ANOVA analysis were used to observe the differences between the variables.

According to the results there was no significant correlation between low dimension sport specific success motivation and gender ( $p>0,05$ ). There was a significant correlation between athletes training period with the trainers and the low dimensions ( $p< 0,05$ ). It was concluded that there was a significant and positive relation between strength display and motivation related to success.

**P15 The Relationships between Achievement Goals, the Satisfaction of Life, Affect Situations and Physical Self Description of the Candidates Who Joins to the Physical Education Sport Academy Special Ability Exam**

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**Aim:** The purpose of this study was to examine the relationships between achievement goals, the satisfaction of life, affect situations and physical self description of the candidates who joins to the physical education sport academy special ability exam in terms of university exam point (YGS), the year of special ability exam, gender, situation to win and sport experience.

**Method:** It has been included 183 candidates of 2014-2015 teaching semester and 221 candidates of 2015-2016 teaching semester who have applied to Mersin University Physical Education and Sport Teacher Programme to this study. The sample comprised of 202 female (M.age: 19.33, Sd: 1.94) and 202 male (M.age: 19.58, Sd: 2.81) totally 404 candidates (M.age:19.58, Sd: 2.42) who voluntarily participated the study. Participants completed the 2x2 Achievement Goal Questionnaire (Çetinkalp, 2009), The satisfaction of Life Scale (Yetim, 1991), Positive-Negative Affect Scale (PNAS) (Gençöz, 2000) and MarshPhysical Self description Questionnaire's two subscales (Sport ability and General Physical Competence-GFC) (Aşçı, 2000).

**Findings:** Achievement Goal subscales's correlations coefficients revealed high to moderate relationships among themselves. The satisfaction of life revealed positive relationships with mastery approach ( $r=0.12$ ), performance approach ( $r=.13$ ), performance avoidance ( $r=.10$ ), positive affect (PA) ( $r=.23$ ), sport ability ( $r=.35$ ) and GFC ( $r=.43$ ) but negative relationships between negative affect ( $r=-.19$ ). Regarding GFC results revealed positive relationships between other scales's subscales but negative relationships between negative affect (NA). Furthermore, GFC between YGS and performance avoidance found also negative relationships. However, it was revealed positive correlations between YGS and sport experience ( $r=.19$ ). Independent t-test results revealed that males obtained significantly higher scores than females in the PA and GFC subscales ( $p<.000$ ). But, it has been obtained any different in terms of the year of special ability exam and situation to win ( $p>.000$ ). Hierarchical regression analyses, considering the correlations findings, were performed to examine the effects of achievement goal, the satisfaction of life and affect on GFC. According to this, GFC has been replaced as dependent variable in the model and were examined the effect of prediction of achievement goal. And so, mastery avoidance has negatively predicted to GFC ( $\beta= -.13$ ,  $p=.000$ ). When added the satisfaction of life in step 2, the effect of mastery avoidance decreased but the effect continued. However, the effect of satisfaction of life could be positively and higher predictor than mastery avoidance ( $\beta= .41$ ,  $p=.000$ ). In step 3, PNAS in addition to all scales has been added to model and the effect of mastery avoidance has disappeared. But, the satisfaction of life ( $\beta= .34$ ,  $p=.000$ ) and PA ( $\beta= .24$ ,  $p=.000$ ) could be positively predictors while NA could be negatively and significantly predictor ( $\beta= -.09$ ,  $p=.000$ ).

**Conclusion:** To be high of GFC perception level is desired feature for PE teachers. In a research, GFC was positive relationship with attitude related to teacher profession. In this study, the important variables exploring to GFC was found the satisfaction of life and positive-negative affect. However, it was found a proof dealing with sport does not reduce academic success. These findings having shed some light on the nature of situational psychological features of candidates who joins to the physical education sport academy special ability exam, may help to adjust the conditions of special ability exam.

**P16 Analysis of Stress Sources and Methods of Overcoming the Stress in Basketball Referees**

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**Aim:** Aim of this study is to determine the stress sources of the basketball referees and to analyze the methods of overcoming the stress.

**Method:** 127 voluntary people among the basketball referees in İstanbul whose age average was  $31,75 \pm 17,80$  participated in the study. In the study, Mayerson Stress Source Scale and Scale of Styles of Overcoming the Stress developed by Folkman and Lazarus (1980) were used in order to determine stress sources. Student t test and One Way Analysis of Variance (ANOVA) were used in the statistical comparisons for the variances which were specified through measurement while Pearson correlation test was used in order to determine the relationship between the reasons of the stress and the methods of overcoming the stress.

**Findings:** Referees mostly prefer the self confident and optimistic approach as a method of overcoming the stress. Then, they respectively prefer the surrendering approach and the approach of applying for social support; it has been also determined that they prefer the surrendering approach at the least and they prefer a negative method of overcoming the stress as they are exposed to pressure. A meaningful relationship has been found between the age ranges, educational status, working experiences as a referee and habits of smoking cigarettes of the basketball referees and their methods of overcoming the stress.

**Conclusion:** It's necessary for the referees to be supported by social support studies in their working places in order to be able to overcome the stress and to get stronger against the negative effects of the change.



**P17 Investigate the Relationship between Imagery and Anxiety in Elite Academy Soccer League**

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**Purpose:** The aim of this study was to investigate the relationship between imagery and trait anxiety in elite academy soccer league players.

**Method:** Research universe was comprised of the players in elite academy soccer league. 242 athletes from U-17 and 187 athletes from U-19 as a total of 429 athletes voluntarily participated to the research. The participants whose mean age was  $17,50 \pm 1,08$  were from the 36 soccer teams in the mentioned league. In this study, Sports Imagery Questionnaire and Trait Anxiety Questionnaire were used. The data was analyzed by using SPSS 18.0. The data regarding participants' demographic characteristics were analyzed by descriptive statistics which are frequency, percentage, mean and standard deviation. Inter-scale relationships were examined via Pearson's correlation analysis. Beside, independents samples t-test was used to compare imagery and trait anxiety scores between two groups. Comparisons among more than two groups were made by one way ANOVA. If ANOVA results were significant LSD test was used as a post-hoc analysis.

**Findings:** Cognitive Imagery ( $r=-0,190$ ;  $p<0,001$ ), Motivational Specific Imagery ( $r=-0,123$ ;  $p<0,01$ ), Motivational General-Arousal ( $r=0,152$ ;  $p<0,01$ ) and Motivational General-Mastery ( $r=-0,163$ ;  $p<0,01$ ) which are the sub-dimensions of imagery were significantly correlated with trait anxiety. Statistical differences were not found in trait anxiety score according to sports age, competing at international level, playing position and injury state ( $p>0,05$ ). There was a significant difference in trait anxiety score according to playing home, away game, communication level with sport coach and teammates, and using imagery ( $p<0,05$ ). A significant difference was found among age groups in Motivational General-Mastery of participants ( $p<0,05$ ). Significant differences were found between the groups according to communication with their coach in Cognitive Imagery, Motivational Specific Imagery, Motivational General-Arousal ( $p<0,05$ ). Also, significant differences were obtained between the groups according to communication with their team-mates in Cognitive Imagery and Motivational Specific Imagery ( $p<0,05$ ). Statistical differences were determined according to using imagery in all the subscales ( $p<0,05$ ). No statistical differences were determined according to the other demographic variables ( $p>0,05$ ).

**Result:** In conclusion, a relationship between imagery use and trait anxiety of elite academy soccer league players was found. It was also determined that athletes using imagery more often have lower trait anxiety scores.

**P18 The Effect of Cooperative Learning Method and Gaming Activities of Social Anxiety Level in Preschool Children**

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In this study, cooperative learning and pre-school age children's play activities aimed to determine the effect of social anxiety. Research bears single subject experimental nature.

Research model, pretest - posttest control group was made patterns. Research in accordance with the designated purpose; were carried out with children in the 4-6 age range, 30 with social adjustment problems identified by the school counselor (15 women - 15 men) in a kindergarten attached to the Ministry of Education of the Aydın. School guidance counselor as by chosen, that simple random way through the 30 children with the child social adjustment problems was formed 15 (7 male - 8 girls) with the experimental group to do practice with the child, the remaining 15 (8 males - 7 girls) control group. The end of the study, study was applied at the beginning of the as a pre-test and post-test at to make an assessment in experimental and control groups of the children's parents "Child Behavior Rating Scale". The results of this test was performed with SPSS statistical software. Non-sequential order of arguments between groups difference in comparison to the average, Mann-Whitney U test Nan-par, while the intra-group comparison of mean differences were analyzed with the Wilcoxon test Nan Par. For type 1 error  $\alpha = 0.05$  and 0.01 level was taken.

Before cooperative learning and play activities program implementation, "the rating scale of child behavior," a statistically significant difference of the data including parents' views Mann-Whitney U the par-test analysis between the pre-test the mean for children in the experimental and control groups according to their results are not observed ( $p > 0.05$ ).

Cooperative learning and play activities before implementation of the program and after the program was implemented, children wilcoxon-front by the Wilcoxon signed ranks test results in the experimental group testing and appears to be a significant difference statistically between the post-test results ( $p < 0.01$ ). A statistically significant difference between pre-test and post-test results are not the children in the control group ( $p > 0.05$ ).

According to the statistical results; children with high levels of social anxiety, anxiety levels and decrease in the socialization of children, applied cooperative learning and play activities showed that the program is effective.

**P19 Investigation of Coping with Stress of Coaches Working with Disabled Sportsmen**

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**Purpose:** This study was made with purposes of investigate the methods of coping with stress of coaches working with disabled sportsmen.

**Method:** Coaches working with physically, visually, mentally and hearing disabled sportsmen in different cities constituted the target population of the study. Participated willingly to the study in the target population of the study, 120 coaches aged between 23 and 76, and having an age average  $30,47 \pm 6,08$ , and 40 of which were female and 80 were male. In order to determine the types of coping with stress of coaches working with disabled sportsmen, the Types of Coping Strategies Scale developed by Folkman and Lazarus in 1980 and adapted to Turkish by Şahin and Durak (1995) was used with purposes of data collection.

**Findings:** The independent sample t test or Mann-Whitney U test, unidirectional analysis of variance (ANOVA) or Kruscal Wallis H test was used in the analysis of obtained data. We benefited from LSD or Scheffe tests in order to determine the source of difference between groups. Statistical significance level was considered as Alpha  $p < 0.05$ . According to research results; it was found that the age, gender, education level, coaching level of coaches and disability type of sportsmen with which they work have significant differences on methods which they applied to cope with stress; however, the variables such as marital status, physical education and graduation from the department of sports, the place where they spent most of their life have not a significant difference on coping with stress.

**Result:** It is concluded that coaches apply firstly the self-confident approach secondly the optimistic approach, thirdly the searching social support approach, fourthly the desperate approach and fifthly the submissive approach on coping strategies with stress in general average means.

**P20 The Influence of Coping Style on the Recovery Time after an Lateral Ankle Sprain**

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The subject of this research is the influence of somebody's coping style on the rehabilitation time in case of a lateral ankle sprain. The study aimed at a minimum of 60 participants and could be concluded with as much as 75 valid filled in questionnaires. The biggest group was being represented by people having a higher education entrance qualification as their highest educational background. For this research, we mainly used the Utrecht Coping List (UCL). This questionnaire includes 47 questions and measures coping behavior from adolescents and adults; the way one deals with problems or stressful situations. Coping is hereby understood as a personality style. As an additional instrument, we made a questionnaire concerning the duration of the rehabilitation, treatments that have been used, and whether a doctor has been consulted in case of the injury. The questionnaires were handed out in three different languages (Dutch, English and German). A condition to be involved in our research was, that the participants had to remember how severe their injury was, and how they recovered from it. The conclusion of the first hypothesis is that the coping style doesn't influence the recovery time. We did find that the most participants of this research have an active coping style, but there was no significance between coping style and recovery time. We did not find a significant result for the second hypothesis. This research shows that exercise does not seem to have a positive effect on recovery time. It seems that the higher the amount of exercise is the higher the recovery time is. This could be explained by a higher severity of the injury. The conclusion of the last hypothesis is that there is no significance between gender and the recovery time. The recovery time will not be influenced by gender in case of a lateral ankle sprain.

**P21 The Relationship between Humor Styles and Perceived Stress of Students  
Studying at School of Physical Education and Sports**

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The main purpose of this study was to investigate the relationship between the styles of humor and perceived stress among college students at the School of Physical Education and Sports.

With this purpose; “Humor Styles Questionnaire” improved by Martin and Puhlik-Doris (1999) which 60 items in order to measure the four different humor; later this scale revised by Martin, PuhlikDoris, Larsen, Gray and Weir (2003) and was converted to 32 items and “Perceived Stress Scale” which 10 items developed by Cohen et al. (1985) were used in the scope of the study.

Research sample included 607 students who studying in five different Physical Education and Sports School in Turkey through 2014-2015 spring semester and randomly selected.

Surveys were analyzed with SPSS 21.0 package. It was benefited from the frequency and average value. In order to test the data collection instruments were normally distributed or not; firstly KSZ test was used. The Kolmogorov - Smirnov-Z test results showed that sub-scales averages were not a normal distribution ( $p < 0,05$ ) and decided to use non-parametric tests.

In conclusion; the results indicated that there was a significant and negative statistical relationship between favorable sub-humor styles, self-enhancing humor ( $r = -.116$ ;  $p < .05$ ); affiliative humor ( $r = -.126$ ;  $p < .05$ ) and perceived stress; in addition there was a significant and positive statistical relationship between unfairable sub-humor styles, aggressive humor ( $r = .164$ ;  $p < .05$ ); self-defeating humor ( $r = .178$ ;  $p < .05$ ), and perceived stress.

**P22 7 Weekly Psychological Skills Training Program, in Athletes Who Play in Young Team, Effect on the Trait and State Anxiety**

Osman URFA

*Ministry of National Education*

The purpose of this study is, to examine seven weeks of the Psychological Skills Training Program (PST) based on cognitive-behavioral conceptual framework on the state and trait anxiety. Participants consisted of 9 male athletes who play in the young team of their football teams. The ages of the athletes is 10-11 range. The PST program consisted goal setting, self-talk, progressive relaxation techniques, autogenic training, cognitive restructuring, consider alternative methods and ABC model. The measure the anxiety level of the athletes, Trait and State Anxiety Scale, developed by Spielberg, was used. Scale was administered 30 minutes before the competition the athletes. The obtained results were analyzed by Wilcoxon and paired samples t test. Consequently, as a result of psychological skills training for seven weeks, a significant decrease in the group's members in state anxiety scores it was observed. There isn't statistically significant difference in the trait anxiety scores.

**P23 The Determination of Anxiety Levels of the Candidates Who Participated Special Ability Exam for the School of Physical Education and Sports in Terms of Some Variables**

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**Aim:** This study aims to discuss the levels of state-trait anxiety levels of the candidates who participated special ability exam for the School of Physical Education and Sports in terms of some variables.

**Methodology:** The population was composed of a total of 1536 candidates, including 1150 men and 386 women. On the other hand, the sample group was composed of a total of 347 candidates, including 249 men (71.76%) and 98 women (28.24%), who voluntarily agreed to participate in the study. In this research, 20-item State-Trait Anxiety Inventory which was developed by Spielberg et al. (1964) and adapted to Turkish language by Öner and Le Compte (1983) was applied to evaluate the anxiety levels of candidate students. Personal information form developed by researchers was applied to determine their socio-demographic characteristics. Portable IBM SPSS Statistics v19 software package was used in terms of analysis of data obtained. One-Sample Kolmogorov-Smirnov Test was applied in order to decide whether data has normal distribution and "ANOVA-Homogeneity of variance" was applied to test the homogeneity of variances and it is observed that data is homogeneous, but have not normal distribution. Because the distribution is not normal, Mann-Whitney U test was applied for paired comparisons and Kruskal-Wallis one-way analysis of variance was applied for comparison more than two clusters in order to determine whether candidates' state and trait anxiety levels differentiate in terms of their personal characteristics.

**Findings and Results:** As a result, it is observed that anxiety levels of candidates were found  $51.23 \pm 6.32$  before special ability exam while trait anxiety levels were found  $41.18 \pm 9.11$ . As a result of comparison between anxiety levels and gender of candidates, it was observed that anxiety levels of female candidates were found significantly higher. In addition to this, significant differences were obtained between anxiety levels and candidates' age and taking the exam before.

**P24 The Relationship Between Sports And Agression**

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Anger is often considered to be associated with aggression, which is accepted as a driving impuls or motive, causes aggressive behaviour. In case of threats against presence of its life, organism develops anger emotion, which is considered as an essential impuls, in order to protect its life. This basic impuls still exists even though social relations has improved in time. The emotion of anger is a particular subject of interest in psychology and emerges in everyday life. Competition and rivalry requires anger and aggression, therefore in sports, which is evolved by high professionalism and financial issues, motivation with anger and aggression have been attractive subjects for sports psychologists for few decades. In our review, we aimed to introduce different social scientist perspectives about the importance of anger and aggressive behaviour in sports which have gained significance owing to increased rivalry and evolved competition perception in sports world.



**P25 Evaluation of Factors That Lead Football Audience towards Violence: The Students of İstanbul University Avcılar Campus**

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*İstanbul University*

**Objective:** The objective of this research is to evaluate the factors that lead football audience towards the violence.

**Method:** The population of the research is all football team supporters. The sample is 75 students randomly selected and study at İstanbul University, Avcılar Campus and goes to watch football matches at the stadiums among the supporters of Fenerbahçe, Galatasaray and Beşiktaş that play in Super Lig. The findings have been reached through the survey involving 52 questions of the scale used and developed before (BAR, 2012). The obtained data has been evaluated with the help of the SPSS 22.00 program. As a statistical method in evaluation of the data of the research, the distribution of frequency and percentage with respect to the sub dimension of the scale have been calculated.

**Findings:** 45.3% of the participants are Fenerbahçe supporters, 33.3% of them Galatasaray, 17.3% Beşiktaş and 4 % of them are other teams. 29.3% are at 18-24 age range, 42.7% are at 25-30 age range, 18.7% are at 31-35 age range and 9.3% at 36-45 age range. 8% of them are post graduated 57.3% are graduated from university, 29.3% from high school and 5.3% from secondary school. 42.7% of them have 500-1000 income, 42.7% of them 1001-2500, and 12% of them have 2501-4000 and 2.7% of them have 4001-6000. 14.7% of them are known as combative, 14.7% of them are angry, 30.7% aggressive and 40% are calm.

**Conclusion:** While 25 % of the participant acknowledges the swearing to the footballers and referees at games, 46.7% finds wrong. Besides, while 70.6% finds swearing is wrong/criminal in within the field, 20% acknowledges this. It is clear that the perception towards the referees is an important factor in the football games. The question of "Who do you think the referee is?" answered by 30.7% participants as the person applying rules, by 42.7% as person changing the fate of the game, 26.7% as person for both. It shows that referee is a side within the game. Therefore, his mistakes can be evaluated as purposely-intentional. While 17.3% response as "not react" to the decision against the team, the remaining participants said that they would "boo", "yell" or "swear". To the question of "which is the effective reference group over the aggression of the audience?" 30.7% participants responded as "sports media". The remaining participants stated that they are "managers", "rival supporters", "security officials", "director", referee", "and footballer “,” football federation". It reveals that media has an important effect over the audience.

**P26 Relationships Between Task and Ego Orientations Attitudes to Moral Decision Making and Moral Disengagement in Youth Basketball Players**

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**Purpose:** The purpose of this study is to investigate the relationships between the task and ego orientations, attitudes to moral decision making and moral disengagement in youth basketball players.

**Method:** There are 98 girl and 128 boy totally 226 student basketball players participated in the study. Data was collected in the Youth Interschool Basketball Group Winner Tournament in Marmaris. Mean age of the students was  $16,16 \pm 1,06$  and their mean sport age was  $6,15 \pm 2,57$ . Data was collected with Task and Ego Orientation in Sport Questionnaire – TEOSQ developed by Duda (1989) and adapted to Turkish by Toros (SGEYÖ - 2004); Attitudes to Moral Decision Making in Yout Sport Questionnaire - AMDYSQ developed by Lee, Whitehead and Ntoumanis (2007) and adapted to Turkish by Gürpınar (2014) and The Moral Disengagement in Sport Scale–short – MDSS-S developed by Boardley and Kavussanu (2008) and adapted to Turkish by Gürpınar (2014). The Cronbach's Alpha Coefficients was found 0,74 for TEOSQ, 0,67 for AMDYSQ and 0,67 for MDSS-S. Pearson Correlations, frequencies and descriptive statistics were used in analysis.

**Findings:** There was a medium level negative correlation found between attitudes to moral decision making and moral disengagement scores ( $r = -.460$ ;  $p < .01$ ) and low level negative correlation between attitudes to moral decision making and ego orientation scores ( $r = -.139$ ;  $p < .05$ ) of youth basketball players. According to gender, there was statistically significant differences between attitudes to moral decision making scores ( $t = 2.393$ ,  $p = .018$ ;  $p < .05$ ) and moral disengagement scores ( $t = -3.655$ ,  $p = .000$ ;  $p < .05$ ) of males and females. No differences found in task and ego orientations scores.

**Results:** As a result, it can be seen that there is a relationship between basketball player attitudes to moral decision making scores and moral disengagement attitudes. In addition, girls moral scores are better than boys.

**P27 Moral Disengagement and Moral Decision Making in Different Sport Branches**

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*Akdeniz University*

**Purpose:** The purpose of this study is to investigate the moral disengagement and moral decision making according to gender and in different sport branches.

**Method:** There are 140 girl and 245 boy totally 385 student athletes from high schools and university participated in the study. Mean age of the students was  $18,64 \pm 1,09$  and their mean sport age was  $3,91 \pm 2,54$ . Data was collected with revised version of AMDYSQ named Attitudes to Moral Decision Making in Yout Sport Questionnaire 2 (AMDYSQ-2) revised by Whitehead and Ntoumanis (2013) and adapted to Turkish by Gürpınar (2014) and The Moral Disengagement in Sport Scale–short – MDSS-S developed by Boardley and Kavussanu (2008) and adapted to Turkish by Gürpınar (2014). AMDYSQ-2 has 3 subscales named cheating, gamesmanship and keep winning in proportion. The Cronbach's Alpha Coefficients was found 0,77 for AMDYSQ-2 and 0,72 for MDSS-S. ANOVA, frequencies and descriptive statistics were used in analysis.

**Findings:** Moral disengagement mean scores are  $3,15 \pm 0,98$  for basketball players,  $3,26 \pm 1,03$  for football players,  $3,27 \pm 0,91$  for handball players and  $3,32 \pm 1,25$  for volleyball players. There is no significant difference found between the sport branches ( $F=0,437$ ;  $p=,726$ ) according to moral disengagement. Cheating mean scores are  $2,38 \pm 0,99$  for basketball players,  $2,58 \pm 0,86$  for football players,  $2,78 \pm 0,96$  for handball players and  $2,61 \pm 1,02$  for volleyball players. Gamesmanship mean scores are  $3,48 \pm 1,11$  for basketball players,  $3,52 \pm 1,00$  for football players,  $3,45 \pm 0,75$  for handball players and  $3,41 \pm 1,00$  for volleyball players. Keep winning in proportion mean scores are  $3,67 \pm 1,01$  for basketball players,  $3,67 \pm 0,91$  for football players,  $3,80 \pm 0,98$  for handball players and  $3,66 \pm 0,85$  for volleyball players. There is no significant difference found between the sport branches ( $F=0,437$ ;  $p=,726$ ) according to moral decision making scores in all subscales (Cheating:  $F=1,922$ ;  $p=,126$ ; Gamesmanship:  $F=0,280$ ;  $p=,840$ ; Keep winning in proportion  $F=0,296$ ;  $p=,828$ ). There is significant difference between gamesmanship scores of boys and girls ( $t=-5,111$ ;  $p=0,000$ ).

**Results:** As a result, it can be seen that there is no significant differences found between the moral disengagement and moral decision making scores according to sport branches. Also, boys' gamesmanship scores are higer than girls.

**P28 Comparison of Aggressiveness Levels of Athletes According to Gender and Sport Type**

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**Aim:** Aggression is defined as an intentional physically or psychologically harmful behaviour that is directed at another living organism (Thirer, 1993). The aim of this research was to compare aggression level of athletes according to sport type and gender.

**Method:** 698 athletes (from combat sports, individual and team sports) voluntarily participated to the research. 392 (56.2%) of the athletes were male and 306 (43.8%) of them were females. 47.7% of the athletes (n=333) were from combat sports, 13% of them (n=91) were from individual sports and 39.3% of the participants (n=274) were from team sports. Aggression was measured by Aggression Questionnaire which was developed by Buss and Perry (1992) and adapted into Turkish culture by Can (2002). The scale has 29 items and 4 subscales (physical aggression, hostility, anger and verbal aggression). SPSS 16 was used in the analysis. The data was analysed by frequency and percentage analysis, independent sample t-test for gender differences and One Way ANOVA for the differences in sports branches. Tukey test was performed as a post hoc analysis.

**Results:** Analysis showed that there was a significant difference between men and women in physical  $t(696)=4.539$ ,  $p<.05$  and verbal aggression  $t(696)=2.710$ ,  $p<.05$ . Analysis according to sports branches showed that there was a significant difference in hostility  $F(2,695)=4.232$ ,  $p<.05$ . Post hoc analysis following ANOVA showed that individual sport athletes had significantly lower hostility scores compared to team sport and combat sport athletes.

**Conclusion:** The results showed that physical and verbal aggression scores significantly differ according to gender. An inspection of the mean scores showed that males have significantly higher scores on the both aggression subscales compared to females. Also, hostility scores of the athletes appeared to be associated with the sport type. Athletes performing individual sports had lower hostility scores compared to team sport and combat sport athletes. This could be due to the nature of the individual sports in this research.

**P29 The Study of College of Physical Education and Sports Students' Aggression Level**

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Aggression is defined as a movement to a person or an object through spending physical power or verbal attack and anger, rage and hostility emotions are match up to motor responses (bilgin,1995). In this sense, study aims to examine whether it shows difference in aggression level of college of physical education and sports students at İstanbul University in terms of gender, department and age.

Research group is consist of 200 students (107 male, 93 female) at the departments of Sport Management, Coaching and Common Programme. The average age is 22,02+3,29. The Aggression Scale (5 sub-dimensions) is used. For the results, SPSS 21 package programme is used and to analyze the data , frequency ,percentage and arithmetical average are examined. The correlation analysis is used to find out the relation between the sub-dimensions of the aggressivity ; t-test and ANOVA analysis is to search the differences on factors.

Significant and positive relation between verbal aggression in terms of gender factor and the other sub-dimensions is confirmed.It is obtained that there is a statistically significant difference between the physical aggression in terms of department factor and the hostility sub-dimensions.It is not obtained a meaningful difference between the age groups and the sub-dimensions.

**P30 Determination of Athletes' Leadership Characteristics and Their Perception of Coaches' Leadership Styles in Matial Arts**

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**Purpose:** Purpose of this study was investigating martial arts participants' relations with their coaches and their perceptions of coaches' leadership style in terms of gender, age, and participation duration variables.

**Methods:** Sample of the study was consisted of 69 male, 45 female and total 114 ( $X_{age} = 19.2 \pm 5.07$  years) participants from 7 martial arts sports clubs. Mean participation duration of the participants was  $X = 1.10 \pm 1.11$  years. Perception of Leadership Behavior part of Leadership Scale for Sports (LSS) which was developed by Chelladurai and Saleh (1980) was employed as the first scale. It was adapted into Turkish culture by Toros and Tiryaki (2006). Moreover, Coach-Athlete Relationship Questionnaire (CART-Q) which was generated by Jowett and Ntoumanis (2004), and adapted to Turkish by Altıntaş et. al. (2012) became the second scale. In addition to descriptive statistics, for analyzing differences in terms of gender, age and participation duration, Mann-Whitney U test was employed.

**Findings:** Mean scores of the sub-dimensions of Leadership Scale for Sports (LSS) are respectively; training and instruction ( $4.34 \pm .45$ ), democratic behavior ( $4.06 \pm .64$ ), autocratic behavior ( $2.58 \pm .85$ ), social support ( $4.01 \pm .51$ ) and positive feedback ( $4.07 \pm .72$ ). Meanwhile, closeness has ( $6.67 \pm .62$ ), co-orientation has ( $6.29 \pm .76$ ), and complementarity has ( $6.21 \pm .76$ ) mean scores in the coach-athlete relationship questionnaire. Significant differences were found in the perception of martial arts participants for factors of Leadership in Sports Scale. There was significant difference in training and instruction ( $U = 1156.5, p < .05$ ) with respect to gender; in autocratic behavior ( $U = 1129.5, p < .05$ ) according to age (younger than 17 and older than 18); in training and instruction ( $U = 387.5, p < .05$ ) and autocratic behavior ( $U = 348.0, p < .05$ ) related with participation duration. There was no significant difference in coach-athlete relationship according to gender, age, or participation duration ( $p > .05$ ).

**Conclusions:** Sub-dimensions of LSS which are used for measuring participants' leadership perceptions on their coaches yielded that highest mean score was in training and instruction while lowest mean score was in autocratic behavior. Autocratic behavior's low mean score might be stemmed from factors such as effect of sport's nature on perceptions and reactions of athletes (Chelladurai, 2007). In LSS, male athletes perceived more training and instruction behavior on their coaches, whilst athletes older than 18 years old perceived more autocratic behavior. Athletes who have participated for 36 months and more perceived more training and instruction behavior and autocratic behavior of their coaches. According to the literature (Chelladurai, 2007; Jowett and Lavalley, 2007), athletes' individual differences such as gender, age, or perception of coaching norms might have an impact on evaluation of coaches' behavior. Although, no difference was found in sub-dimensions of CART-Q. The reason of this might be some variables which are originated from construct of martial arts. These variables can be investigated by quantitative and qualitative studies in the future.

**P31 Aggressive Acts in Self Defence Sports**

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**Purpose:** The main purpose of this research is to determine the aggressive acts and the subtypes of aggressive acts (destructive aggression, hardiness grades and passive aggression) of the sportsman who are interested in self defence sports karate and taekwondo which are describing as fighting sports by society. And the relation of the grades of this subjects up to the gender and the years have been spent in that kind of sports.

**Method:** In this descriptive working, totally 63 volunteered sportsman took place by 31 karate athlete from Kocaeli Büyükşehir Kağıt Sport Club and 32 taekwondo athlete from İlbank Sports Club, Ulaştırma sports Club, Maliye Milli Piyango Sports Club and The provincial directorate of Youth and Sport. First of all sportsmen and all the directors of these sports clubs have been informed about this study and after all participants declare, that they are volunteered, the scales have been dispensed. After following 20 minutes of scale test time, all the scales have been gathered and checked by the researcher, and after check, 63 of the scales considered which are available/valid. In the research Aggression Inventory has been used which has 30 questions and developed by İpek İltar Kiper (Kiper, 1984)

**Results:** The following data are determined, in the Project, 33 of the participants (%52,4) are woman, 30 of the participants (%47,6) are man, and 32 of participants (%50,8) are interested in taekwondo, 31 of participants (%49,2) are interested in karate, 18 of participants (%28,6) 1-5 years, 27 of participants (%42,9) 6-10 years, 18 of participants (%28,6) 11 years, spent in these sports. At the end of research; subscale grades of aggression;

Destructive aggression  $42,984 \pm 11,380$ , hardiness grades  $29,206 \pm 10,143$ , passive aggression grades are  $43,857 \pm 11,803$ . There is no evidence has been found about their relation between the destructive aggression, hardiness grades and passive aggression grade averages of the participants and the years has been spent in these sports.

When to compare the karate and taekwondo, not possible to see big difference in hardiness grades. As karate participants's destructive aggression ( $t=-2.813$ ;  $p=0.007 <0,05$ ), passive aggression grade  $t=2.549$ ;  $p=0.013 <0,05$ ) grades have been observed much more higher than taekwondo participants. And it was not possible to see any big difference when to compare the genders in destructive aggression and passive aggression but when to compare the genders in hardiness grades, male participants have been observed much more higher grades than females ( $p=0,039 <0,05$ ).

**Conclusion:** The reason for the high hardiness grades of male participants, has been evaluated because of their active and venturesome in social role learning by their growing style. And also as it is inside the nature of the karate sport the aggression level which is very high should be researched as well.

**P32 The Relationship between Success Motivation Special to Sports and Aggression on Wheelchair Basketball Players**

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**Purpose:** The purpose of this research was to analyzed the relation between level aggression on success motivation of the wheelchair basketball players and wheelchair basketball players' success motivation and their aggression level in regard to some demographic variables.

**Methods:** While research population was being composed of the wheelchair basketball player in Turkey, the samples are formed by the wheelchair basketball players who actively play in Turkey Wheelchair Basketball Super League, First Division and Regional League and the volunteers from wheelchair basketball players whose ages changing between 18-48 and composed by 219 players who were 179 males, 40 females.

Success motivation of the research group was determined by composed of three sub-dimension (Power Motive, Motive to Achieve Success, Motive to Avoid Failure) was developed by Willis (1982) and the study of validity and reliability in Turkey was made by Tiryaki and Gödelek (1997) with the scale of success motivation peculiar to sport , aggression was developed by Buss and Perry (1992), updated by Buss and Warren (2000) and the study of validity and reliability in Turkey by Can (2002) determined via aggression scale in Turkey.

Statistical analysis taken from the research group was made in SPSS 15.0 packed programs for Windows with correlation of Pearson, one-way variation analysis(One-Way-ANOVA) and Independent-Samples T-test.

**Findings:** According to the findings, there was no reasonable relationship between success motivation level and aggression level ( $p<0.05$ ). In the view of demographic variations, there was no meaningful relation between age and age of sport and level of aggression ( $p<0.05$ ) while there was significant relation in a positive way and in weak strenght ( $p<0.05$ ) between age-age of sport and success motivation. As there were no reasonable differences between gender and aggression level ( $p<0.05$ ), there were reasonable differences between gender and success motivation ( $p<0.05$ ). Furthermore, there were no meaningful differences between level of league and aggression level ( $p<0.05$ ) whereas it was found that there were differences between level of league and success motivation ( $p<0.05$ ). And what's more, it could not be obtained that level of education had no reasonable relation between not only aggression level but also success motivation ( $p<0.05$ ).

**Conclusion:** As a consequence, it can be said that success motivation of wheelchair basketball players has no reasonable influence on their aggression level.



**P33 The Investigation of Judo Athletes Perceive Leadership in Perception to Coaches  
(Sample of Center of Olympic Preparation in Trabzon)**

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In this study, the purpose of research is judo athletes coaches on behavior leadership in perception and investigation of their leadership behavior at Center of Olympic Preparation in Trabzon. The research group is constitutes 60 judo athletes. As data collection tool, consisting of 40 questions the Chelladurai (1980) "In Sports Leadership Scale" has been used. Turkish adaptation of this scale was composed by Tiryaki and Toros (2001). The data was analyzed using Descriptive Statistic, Independent Samples T-Test and One Way Anova. As a result of this study, "In Sports Leadership Scale" was compared according to the gender, it is found statistically significant all of the sub-scale. If we compare according to the age, training background and national athlete, it is no found statistically significant all of the sub-scale.

**P34 Self-Concept and Fair-Play Relation of 14-17 Years Old Soccer Players**

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The purpose of this research was to study the relation between soccer players' their physical self-concept and sportsmanship orientation. In the first stage of this research "Physical Self-Description Questionnaire" (PSDQ) was used to see how athletes describe their physical self-concept. Later, to get information about athletes' sportsmanship tendency "Multidimensional Sportsmanship Orientation Scale" (MSOS) was used. The experimental group of this research consist of 14-17 years old male soccer players who had played in TTF Coca-Cola Youth League 2014-2015 season. After determined the participants among 14-17 years old soccer players 120 athletes were selected by using layered sampling method from stochastic sampling methods. In order to evaluate the data the following statistical methods was used; frequency of scales' low dimension, percentile distribution and average values. Furthermore, in order to test whether there is a relation between soccer players' "physical self-description" and "sportsmanship level" Pearson Correlation Coefficient Test" were used.

**P35 The Effect of 12 Weeks Sportive and Social Activities on Students' Social Skills and Bullying**

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**Aim:** The aim of this research was to determine the effect of summer swimming course on children's social skills and bullying scores.

**Method:** Research universe is comprised of primary and secondary school students in Hatay. 64 females and 50 males as a total of 114 students from the summer camp voluntarily participated to the research. The mean of the participants' age was  $12.06 \pm 1.03$ . Social Skill Inventory and Bullying Scale were used as the data collection tools. The data was analysed by paired sample t test. Apart from swimming, the students also involved in social activities in which they spend some time together which aimed to affect their social skills and bullying in a positive way.

**Results:** As a result of this research it was found that males had significantly higher increase in their social skill scores ( $p < .05$ ). Analysis for bullying showed that bullying scores of children in the summer camp significantly decreased ( $p < .05$ ).

**Conclusion:** In general, the findings of this research indicate that summer camp with sportive and social activities was effective for social skills and bullying scores of children.

**P36 Examining the Relationship between Team Success and Players' Preferred Leadership Behaviors: Example of 2<sup>nd</sup> Division Men's Turkish Basketball League**

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The aim of this study is to examining the relationship between team success and the preferred leadership behaviors of basketball players who compete in 2nd Division Men's Basketball League. For assessing team success, we used teams' league positions as a criteria therefore participants of this study were basketball players whose teams completed the season in the top six and last six in the league (n=120). As the assessment instrument, Leadership Assessment Instrument for Sports and Preferred Leadership Form (Chelladurai & Saleh, 1980) was used For data analysis, descriptive statistics and Mann Whitney U test were used. The results indicated that there was a significant relationship between successful and unsuccessful teams players' preferred leadership behaviors in terms of authority behavior ( $U=1313.00;p=.01$ ). Descriptive statistics showed that unsuccessful teams' players expected more authoritarian coaching behaviors than their counterparts. These findings support the literature specifically study conducted by Horn and Carron (1985) in which they indicated most players expect the coach to take responsibility for making decisions. This could be the reason why unsuccessful teams' players expected to their coaches to behave more authoritarian manner and take more responsibility. Along with the same line, authoritarian leaders are more job oriented and they tend to long for control more (Anshel, 2003). So unsuccessful teams' players might preferred a leader that will focus on the duty of not being relegated from the league and take control at the same time. In conclusion, this study showed that unsuccessful teams' players expected more authoritarian behaviors from their coaches whom they believed savior of team from relegation.

**P37 The Effect of Tennis Training on Personality Traits Development  
in Children (Aged 9-11)**

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**Aim:** The aim of this study is to investigate the effect of 12 weeks tennis training on personality traits development in 9-11 aged children.

**Methods:** This research is based on semi-experimental design with pretest-posttest and control group. Although there are same designs in experimental models, the sample selection show that this study is more close to semi-experimental design. The study group was comprised by 8 children (3 boys and 5 girls) aged 9-11 who do not suffer any health problem to join tennis training, do not play tennis before and do not play other sports branch training in Çanakkale in 2015. PERI Personality Inventory was used to assessment of personality traits of participants (Sevinç, 2005). The inventory is developed according to the big five- factor personality theory and measures the five major of personality traits (openness to experience, sense of responsibility, extraversion, compatibility, emotional stability). The short form of the inventory comprised 25 statements and is arranged as a 5-point Likert scale (5: strongly agree, 1: strongly disagree). Five statements in scale for each personality dimensions are located. The face to face method was used to as data collection tool by researcher. The scale was applied as the pre-test to participants before the start of the study. After, the participants attended to basic tennis training for 12 weeks. The tennis training was designed as 1 hour each day for 2 days /per week. The post-test was used as a data collection tool after 12 weeks tennis training again. All data were expressed as mean  $\pm$  standard deviations. The Wilcoxon test was used for difference between pre and post test.

**Findings:** There was significant difference in openness to experience ( $p=0.017 < 0.05$ ) and extraversion ( $p=0.012 < 0.018$ ) between pre and post tests. There was no significant difference in emotional stability ( $p=0.012 > 0.273$ ), compatibility ( $p=0.012 > 0.490$ ), and sense of responsibility ( $p=0.012 > 0.106$ ) between pre and post tests.

**Results:** According to the results, 12 weeks tennis training effected opening to experience personality trait as 'effective or higher' level. Thus, it has been seen that the tennis training developed to generate new ideas, to be creative, to be different area of interest and not to be obsessive person in 9-11 aged children.

**P38 Relationships Between Flow, Personality, Emotional Intelligence, and Performance in a Race Car Driving Simulation**

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**Objectives:** The primary purpose of this study was to investigate whether flow, together with personality and emotional intelligence, predicts performance in a race car driving simulation. The study also aimed to examine whether personality and emotional intelligence could be psychological correlates of flow.

**Method:** Thirty individuals who had at least 2 years' experience with car driving simulation programs and equipment were required to drive two time trials of three laps each in the absence of other competitors. Performances were determined by the mean time taken to complete the 3 laps.

**Results:** Performance in driving was most strongly related to autotelic experience, extraversion, and utilization of emotion. Different combinations of personality and emotional intelligence dimensions were able to predict certain flow facets.

**Conclusion:** The results of the present study indicate that flow may have the potential to facilitate driving performance. Further, certain personality and emotional intelligence dimensions may lead to the experience of flow.

**P39 The Evaluation of Empathic Tendency Levels of Physical Education and Sports Students'**

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**Aim:** This study is carried out to determine the empathic tendencies of the students studying at the School of Physical Education and Sports and their differentiation status in terms of socio-demographic variables.

**Methodology:** The study was conducted in 2014-2015 academic year. The students studying at Physical Education and Teacher Department (a total of 51 students, 20 women and 31 men), Trainer Education Department (a total of 61 students, 24 women and 37 men) and Sport Management Department (a total of 68 students, 35 women and 33 men) voluntarily participated to the research. These students were selected by random sampling method. First of all, "Empathic Tendency Scale" (Dökmen, 1988) as data collection tool and personal information form developed by researchers were applied in the research. Portable IBM SPSS Statistics v20 software package was used in terms of analysis of data obtained. One-Sample Kolmogorov-Smirnov Test was applied in order to decide whether data has normal distribution. Two-sample t-test was applied according to different status of students' emphatic tendency towards their personal characteristics while the one-way analysis of variance (ANOVA) was applied in calculation the significance of a difference between averages of three or more independents. The significance level (0.05 and 0.01) was accepted in the analysis.

**Findings and Results:** As a result, there is no significant difference in comparison of students' empathic tendencies scores and personal information according to their mental ability levels and variables such as gender, age, college department, type of sports, sports level and sports age. However, it is observed that emphatic tendency levels of second grade and third grade students are significantly higher than those in first grade and fourth grade. This result suggests that maturation process increases parallel with period of study and develops people's ability for empathy against others. In addition to this, it is considered that significantly low level of fourth grade students is correlated with a kind of centrist approach which was shaped by their recruiting anxiety and exam stress.

**P40 Self-Efficacy, Self-Esteem and Assertiveness Level Relationship in Terms of Gender and Time of Experience in Amateur Dancers**

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The purpose of this study is to compare self-efficacy, self-esteem and the level of assertiveness in terms of gender and time of experience in amateur dancers. 187 amateur dancers participated in this research. A simple random sampling technique was used for the selection of amateur dancers. 101 women, 86 men participated in the research as voluntary. The average age of participants is  $28,06 \pm 10.56$ .

Datas were derived from dancers by applying Self-Efficacy Scale, Stanley Coopersmith Self-Esteem Inventory (SEI) and Rathus Assertiveness Inventory (RAE). The analysis of data for the effect of independent variables on the self-esteem and assertiveness levels in more than two groups is used one-way ANOVA and paired groups t-test, analysis of variance proved to be significant at 0.05 level ( $p < 0.05$ ) cases, post-hoc LSD test (least significant Difference) is used. According to research data, there is a significant difference in the mean scores of self-esteem levels ( $p < 0.05$ ), there is a significant difference in the mean scores of self-efficacy levels ( $p < 0.05$ ), there is not a significant difference in the mean scores of assertiveness levels ( $p > 0.05$ ).

As a result, self-efficacy, self-esteem and the level of assertiveness in terms of gender and lenght of experience are important in amateur dancers.



**P41 A Study on Body Perception and Social Comparison of Women Boxers**

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The concept of body perception is composed of conscious and unconscious manners of a self. It is defined as a picture in the mind which holds the shape ,size and form of a body and the gratification of them.(Gander M. And Gardiner H.,2001)in this sense,the body perception of women boxers and social comparisons are examined according to the socio-demographic features.

82 women boxers contributed the study and the average age is 23,02+1,59. Multiple Body-Self Relation Scale and Social Comparison Scale are used .For the results, SPSS 21 package programme is used and to analyze the data , frequency ,percentage and arithmetical average are examined. The correlation analysis is used to find out the relation between the sub-dimensions of the aggressivity and ANOVA analysis is to search the differences on factors. There is a statistically significant difference between The Gratification in Body Area which is a sub-branch of Multiple Body-Self and the other sub branches about the situation of friendship with boyfriend and the shocking events .It is appointed that there is a meaningful and positive relation between the sub-branches of Multiple Body-Self and Social Comparisons.

**P42 The Evaluation of Assertiveness Level of the Students Studying at the School of Physical Education and Sports in Terms of Some Variables**

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**Purpose:** The aim of this study is to analyze the assertiveness level of the students studying at the School of Physical Education and Sports in the aspect of some socio-demographic variables.

**Method:** The students studying at different departments of Physical Education and Sports at Kafkas University participated in this study and total number of participant was 197 students, including 77 female (39.9%) and 120 male (60.1%). The study group was consisted of 49.2% (n=97) young people aged 18-19, 23.9% (n=47) young people aged 20-21, 21.8% (n=43) young people aged 22-23 and 5.1% (n=97) young people over 24 years of age. In this study, one sub-dimension and 30-item scale "Rathus assertiveness schedule" (RAS) which is developed by Rathus, S.A. (1973) and adapted to Turkish by Voltan (1980) was used to determine students' assertiveness level. Portable IBM SPSS Statistics v20 software package was used in terms of analysis of data obtained. One-Sample Kolmogorov-Smirnov Test was applied in order to decide whether data has normal distribution and it is observed that data has not normal distribution. "ANOVA-Homogeneity of variance" was applied to test the homogeneity of variances. After first examination, it is decided that non-parametric statistical analysis should be used in terms of statistical analysis of survey data. Mann-Whitney U test was applied for paired comparisons and Kruskal-Wallis H Test was applied for comparison more than two clusters in order to determine whether students' assertiveness level differentiates in terms of their personal characteristics. Mann-Whitney U test with Bonferroni correction was also used to find the source of significant difference. The significance level ( $p < 0.05$ ) was accepted in the analysis.

**Findings and Result:** When the relationship between students' scores that they received from "Rathus assertiveness scale" and personal characteristics is analyzed, statistically significant difference was not found in terms of sex, age and department students receive education. In terms of variable of students' class, statistically significant difference was found.

**P43 The Relationship between Social Value Perception and Self-Esteem Levels of  
Turkish Young Judo National Team Athletes**

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*\*\*Batman University*

*\*\*\*Muğla University*

The purpose of this study was to investigate the relationship between the self-esteem and the social value size of national youth judo team athletes.

Data were collected by Coopersmith Self-Esteem Inventory adapted to Turkish by Özoğlu (1988) and Multidimensional Social Values Scale developed by Yavuz Bolat (2013) with a questionnaire developed by the researchers to gather personal information. Working group of the research consist of Turkish youths (15-19 years old) are struggling in national judo team between 2015-2016 year in a total 118 athletes including 58 women and 60 men. Data were analysed by using SPSS 20 statistical programme, with parametric techniques as oneway anova and multiple comparison test.

Results showed that there is a positive relation between the selfesteem levels and the social value type that family values, religious values, traditional values, scientific values but political values have not found a significant relationship between self-esteem levels As a result of that social value perceptions effect on self-esteem levels of young national judoka and that correlates positively with each other.

**P44 A Study of the Tendency of Empathy of the Uefa Class Soccer Trainers**

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Social relations constitute the basis for interpersonal relations. It is necessary to comply with some rules in order to maintain social interactions. Empathy can be regarded as a facilitator for social interactions.

**Objective:** This study has been undertaken to examine the levels of empathy tendencies of the soccer trainers who participated in the UEFA Class (A-B-C-) Trainers' Seminar that was held in Erzurum. 58 of those trainers from different parts of Turkey took part in this study. The average age was 34. 40 of those participants were male and 18 were female.

**Method:** "Emphatic Tendency Scale" (ETS) which was developed by Üstün Dökmen in 1988 to measure the potential of the individuals to establish empathy in their daily lives was used as an instrument to collect data. T test was used to analyze the frequency distribution when two independent variables were compared. Enova Variance Analysis Technique was used when more than two independent variables were compared. The difference between the opinions of the groups was interpreted at p: 0,05 level.

**Findings and the Conclusions:** According to the findings, the numbers related to tendency for empathy of females seemed to be higher than those of males. But these differences are not statistically significant. Similarly, no significant relations were found between the emphatic tendency level and the independent variables such as age, marital status, education level, active sportive period, status in playing soccer, working as a trainer, period of working as a trainer and trainer class. An interesting finding of this study is that the level of tendency for empathy of those trainers whose class was upgraded showed a decrease. The recommendation of this study is that the trainers need to be trained on the subject of empathy taking into consideration the fact that the tendency for empathy which is an important factor in social interaction is also an important entity for the trainer professionals.

**P45 Perceived Motor Competence of Young Children**

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**Purpose:** This study investigated the effects of two motor skill interventions on perceived motor competence of young children.

**Method:** Seventy two children from two Head Start Centers in a large Midwest urban city participated in this study. In Center A, children were randomly assigned to a motor skill intervention (MSI, 22 children/48.05 months) and a motor skill family intervention (MSFI, 25 children/ 49.47 months). In Center B, 25 children (47.68 months) were randomly selected as a comparison group. Children in the MSI and MSFI attended an 8 week motor skill program. Children in MSFI received an additional parent involvement program. The PSPCSA for preschoolers/kindergartners version and only the perceived motor competence subscale was used to measure the children' perceived motor competence at the pretest and posttest.

**Results:** A 3 Group (MSI, MSFI, Comparison) X 2 Time (pretest, posttest) X 2 Gender (girls, boys) ANOVA with repeated measures was performed. A significant Time main effect was observed in the perceived motor competence scores from pretest to posttest ( $F[1, 66] = 19.23$ ,  $p = .00$ ,  $\eta^2 = .22$ ). The ANOVA with repeated measures showed a significant Group X Time interaction ( $F[2, 66] = 9.30$ ,  $p = .00$ ,  $\eta^2 = .22$ ) showing group differences over time for the perceived motor competence of children. Follow up tests demonstrated that children in the MSFI had higher scores in the perceived motor competence ( $t [25] = -5.57$ ,  $p = .000$  [2-tailed]) from pretest (3.15) to posttest (3.72). However, the children in the MSI ( $p = .09$ ) and the Comparison group ( $p = .79$ ) did not significantly increase their scores from pretest to posttest.

In addition, no gender differences in perceived motor competence were obtained from pretest to posttest.

**Conclusion:** This study revealed the positive effects of motor skill intervention on perceived motor competence of children in the context of families.

**P46 An Examining Acute Effects of Different Exercise Intensities and Blood Lactate Levels on Hand-Eye Coordination Performance**

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The purpose of this research is to investigate the acute effects of different exercise intensities on hand-eye coordination performance and relationship between hand-eye coordination performance measured after different exercise intensities and blood lactate value. Healthy for this exercise and unscathed sportively 21 (Height:1,79±4,37 m, Age: 22,23±1,92 yıl, Body Weight: 73,25±,04 kg) physical education teachers and sport academy students attended this investigation voluntarily. Subjects are subjected to two different exercise intensity (%70, %90) on treadmill running exercise according to target heart rate calculated by Karvonen method. At the beginning of exercise and 30 minutes after finish subjects' blood-lactate level were measured with Lactate scout apparatus. After 20 seconds lactate level measurement, Minnesota Dexterity Test used for measuring hand and eye coordination was applied on subjects. Data acquired with two different (turning and placing) tests were recorded in SPSS program. Paired t test and Pearson Correlation test were used in analyze of data. Statistical analyze results showed that significant difference was found in turning and placing test between % 70 and % 90 exercise intensity trainings ( $p<0.05$ ). Significant positive relationship was found between blood lactate level measured after % 90 exercise intensity and hand-eye coordination (turning test) measured 20 minutes later lactate measurement ( $p<0.05$ ). Consequently; in high severe exercises, together with lactate arise, it can be said that hand-eye performance is affected negatively therefore It can be considered as issues when planning training programs.

**P47 Investigating of Relationship between Static Balance and Reaction Times in 10-12 Years Old Children**

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**Purpose:** The aim of this study was to investigation of the relationship between static balance and visual and audional reaction times on 10-12 years old children

**Methods:** A total number of 38 children/18 boys 20 girls) (Mean aged  $11,06 \pm 0,14$  , Mean height  $142,78 \pm 1,6$  cm, Mean weight:  $37,60 \pm 1,7$  kg) who had never been involved in any sport activities before, participated in this study voluntarily. Children were taken into the laboratory one time for the tests. After Anthropometric measurements (height, weight) were conducted, static balance tests; Balance Error Scoring System (BESS) was used (with balance pad and without balance pad). For the measurements of reaction time; were measured by using the instrument called Lafayette (model 54035A, IN USA) were conducted on children. After descriptive statistics were applied, the relationship between static balance and reaction times were tested by “Pearson Correlation Analysis”. The level of statistical significant was set as  $p \leq 0,05$ .

**Results:** There were positive correlations between visual reaction times and static balance (balance pad) BESS scores ( $r=0.350$   $p<0.013$ ) but there is no correlation between visual reaction times and static balance BESS scores ( $r= 0,070$   $p>0,05$ ). There were positive correlations between audional reaction times and Static Balance (balance pad) BESS scores ( $r= 0,017$ ,  $p<0,05$ ) but there is no correlation between audional reaction times and Static Balance BESS scores ( $r= 0,166$   $p>0,05$ ).

**Conclusion:** As a result, in this study, there is relationship between the gross-motor coordination skills, and perceptual motor coordination skills.

**P48 An Evaluation on Reasons for Participate or Non-Participate in Exercise on Lecturers Working in Physical Education and Sport Schools**

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The purpose of this study was to determine the reason for attend or do not attend in exercise of School of Physical Education and Spots (PES) lecturers graduated from PES or equal. A questionnaire consisted 17 questions was administrated to 146 lecturers (40.47±8.30 years old, height: 175.99±8.61 cm. and weight: 76.68±14.77 Kg., BMI: 24.75) working in School of Physical Education and Sports departments. The answers received from the questionnaire were compared with the frequency distribution and chi-square statistic methods. According to this study, reasons respectively for doing exercise of the lecturers (n=101, 69.20%) are (1) wellness (n=78, 47.85%), (2) leisure time (n=47, 28.83%), (3) social activity (n=19, 11.66%), (4) lose weight (n=17, 10.43%) and (5) other reasons (n=2, 1.23%). Besides, reasons respectively for not doing exercise of the lecturers (n=45, 30.80%) are (1) do not find time (n=28, 34.57%), (2) intensity of their lectures (n=26, 32.10%), (3) their private works (n=20, 24.69%), (4) find unnecessary, do not like doing exercise and do not find friends to do exercise together (n=6, 7.41%).

One hundred twenty eight (n=128, 87.67%) lecturers, graduated from Physical Education and Sport fields. Eighty eight of the lecturers (n=88, 68.75%) reported that regularly engaged in exercise and forty (n=40, 31.25%) of them reported that do not engaged in exercise, In spite of that eighteen (n=18, 12.33%) lecturers graduated from other fields. Thirteen (n=13, 72.22%) of them reported that regularly participate in exercise and five (n=5, 27.78%) of the lecturers indicated that do not participate in exercise regularly.

In conclusion, 101 lecturers (69.20%) reported that regularly engaged in exercise and they indicated that their reason of participate in exercise was “wellness”. Notwithstanding, 45 (30.82%) lecturers, do not participate exercise regularly, reported that most reason of them, why do not attend exercise was “do not find time” to participate in exercise. According to these results, lecturers, graduated from sports fields (68.75%), participate in exercise fewer than (Ki<sup>2</sup>=0.089, P=0.76) graduated from other fields (72.22%).



**P49 Happiness and Subjective Vitality of Students in School of Physical Education and Sport**

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The purpose of this study was to examine the happiness and subjective vitality levels of students in School of Physical Education and Sport (SPES) according to some variables and it was also aimed to determine the relationship between them. The study group was consisted of 198 students from Karadeniz Technical University, School of Physical Education and Sport. As data collection tools; “Oxford Happiness Scale” which developed by Hills and Argyle (2002) and adapted to Turkish by Doğan ve Çötak (2011) and “Subjective Vitality Scale” which developed by Ryan and Frederick (1997) and adapted to Turkish by Akın, Satıcı, Arslan, Akın ve Kayıs (2012) had used. Data had analyzed by descriptive statistics, t-test, one way ANOVA, Tukey test and regression test. According to the research results; it was determined that participants were happy and having vitality over the average level, the vitality scores differs significantly according to the department variable and participants’ vitality levels were significant predictive value for happiness levels.

**P50 A Cross-Cultural Approach to Sport Psychology: Is Exercise Dependence a Determinant of Life Quality?**

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**Purpose:** The aim of this study is to examine the life quality and exercise addiction behaviors of individuals carrying on the gym and living in different countries.

**Method:** 319 volunteers going to the gym regularly participated the study. The age mean of participants was found to be  $31.23 \pm 7.79$ . 48.9% of the participants were females, 51.1% of them were males. 40.1% of the participant reported married, 59.9% of them reported single. Participants reported their educational status as primary (1.6%), high school (10.7%), undergraduate (48.9%), graduate (30.7%) and postgraduate (8.2%), respectively. All the participants were Turkish but they live in different countries. The participants have reported that they live in Turkey (29.5%), Germany (27.9%), Netherland (14.1%), Belgium (16.0%) and Norway (12.5%). Exercise Dependence Scale, developed by Hausenblas and Downs (2002), adapted to Turkish by Yeltepe (2005), was used to find out exercise dependence behaviors of participants. SF-36, developed by Rand Corporation (1992), adapted to Turkish by Koçyiğit et al (1999), was used to determine life quality of the participants.

**Findings:** Significant difference were found between participants according to countries they live in in terms of physical functioning, role physical, role emotional, bodily pain, general health, withdrawal effects, continuance, tolerance, lack of control, reduction in other activities, time, intention effects. Positive correlations were found between physical functioning and withdrawal effects ( $r=.224$ ,  $p<0.05$ ), continuance ( $r=.210$ ,  $p<0.05$ ), lack of control ( $r=.178$ ,  $p<0.05$ ), reductions in other activities ( $r=.189$ ,  $p<0.05$ ), time ( $r=.189$ ,  $p<0.05$ ). Positive correlations were found between mental health and withdrawal effects ( $r=.200$ ,  $p<0.05$ ), continuance ( $r=.222$ ,  $p<0.05$ ), tolerance ( $r=.268$ ,  $p<0.05$ ), lack of control ( $r=.212$ ,  $p<0.05$ ), reduction in other activities ( $r=.128$ ,  $p<0.05$ ), time ( $r=.205$ ,  $p<0.05$ ), intention effects ( $r=.213$ ,  $p<0.05$ ). Negative correlations were found between withdrawal effects ( $r=-.211$ ,  $p<0.05$ ), continuance ( $r=-.345$ ,  $p<0.05$ ), lack of control ( $r=-.274$ ,  $p<0.05$ ), reduction in other activities ( $r=-.307$ ,  $p<0.05$ ), time ( $r=-.240$ ,  $p<0.05$ ), intention effects ( $r=-.177$ ,  $p<0.05$ ). Negative correlation was found between social functioning and continuance ( $r=-.143$ ,  $p<0.05$ ). Negative correlations were found between general health and continuance ( $r=-.113$ ,  $p<0.05$ ), tolerance ( $r=-.116$ ,  $p<0.05$ ), reduction in other activities ( $r=-.136$ ,  $p<0.05$ ). It was found that exercise dependence predicted physical functioning ( $x^2= 4.1$ ,  $F=13.65$ ,  $t=7.693$ ,  $p<0.005$ ), mental health ( $x^2= 7.0$ ,  $F=23.628$ ,  $t=13.841$ ,  $p<0.005$ ), physical pain ( $x^2= 9.1$ ,  $F=31.845$ ,  $t=13.131$ ,  $p<0.005$ ), and general health ( $x^2=2.1$ ,  $F=6.764$ ,  $t=20.053$ ,  $p<0.05$ ).

**Conclusion:** Consequently, it can be said that life quality and exercise dependence behaviors vary depending on country living in, gender and marriage status. The regression analysis revealed that exercise dependence predicted physical functioning, mental health, physical pain and general health dimensions. It can be concluded that exercise dependence is a determinant of some dimensions of life quality.

**P51 Does Doing Exercises for Females Affect Gender Role?**

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Purpose: Gender roles are traditionally tried to cramp with male-female roles. However, nowadays, the individuals indicate both maleness and feminine gender roles and variations are observed especially in traditional gender role of the females. When the factors that affect the gender role are taken into consideration, it is known that sports socialize the individual and it supports active, contentious, eager to be powerful, free and self-confident personality. Unfeminine behaviors are observed prominently in female sportsmen. For this reason, in this study, it was aimed to investigate the feminine gender role in female sportsmen.

Method: Totally 199 females were participated in this study including 100 female sportsmen having an average age of  $21.88 \pm 2.24$  years and getting an education in the Faculty of Sports Sciences in Muğla Sıtkı Koçman University as well as 99 females not doing exercises, having an average age of  $22.17 \pm 2.18$  years and getting education in different faculties. In order to determine the gender roles of participants, "Femininity Scale", a sub-dimension of BEM Gender Role Inventory, which was developed by Bem (1974) and adapted to Turkish by Kavuncu (1987) was used.

As a result; it was found that feminine gender role indicated a significant difference depending on doing exercises variable. It was determined that average value of feminine gender role of female sportsmen was  $3.32 \pm 0.45$ , while that of females not doing exercises was  $3.86 \pm 0.58$ . It was considered that female sportsmen displayed feminine properties less than females who are not doing exercises and sports affected feminine gender role.

**P52 The Role of Body Perception Level of Doing Regular Exercise in Determining Fear of Negative Evaluation**

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The purpose of this study is to examine the role of body perception level of doing regular exercise in determining fear of negative evaluation. 560 exercise participated in this study as a volunteers, 301 of them are female 259 of them are male exercise experience of doing regular exercise dealing with different types of group and individual exercise (step aerobics, fitness, zumba ... etc.) is  $110,15 \pm 54,59$  months. To achieve the purpose of the study, Fear of Negative Evaluation Scala (FNE) was developed by Leary(1983) and it was adopted to Turkish culture by Erkan at al. (2003). Body Perception Scale (BPS), was developed by Secord ve Jurard (1953), and it was adapted to Turkish culture by Hovardaoğlu (1996) were used. For solution and interpretation of the datas, descriptive statistical methods; for independent samples T-test and linear regression analysis were used. Analysis performed by using SPSS and research significance was accepted as  $P < 0,05$ . As a result of this study, it has been observed that doing regular exercise participant' fear of negative evaluation levels are important determiners of body perception.

**P53 Exercise Dependence of Taekwondo Competitors**

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**Purpose:** The purpose of this study was to identify exercise dependence of the Taekwondo competitors who were involved in the 2015th Turkey Championship in Alanya, Turkey.

**Methods:** A ninety six female (Mage= 20.10±3.74), 104 male (Mage= 21.74±5.97) and totally 200 competitors (Mage= 20.96±5.08) voluntarily enrolled in this study. “Exercise Dependence Scale-21” was administered to all participants to determine exercise dependence respectively. “Personal Information Form” was also used to assess age, gender, exercise frequency and exercise length. Descriptive statistics were calculated for by gender. Data were analyzed by using descriptive statistics (mean, standard deviation, frequency and percent) and independent samples t-test was used to test differences in exercise dependence regards to gender. Analyses of variance were used to compare differences between sports backgrounds (3 groups) used to score. The level of significance was set at  $p = 0.05$ .

**Results:**Results showed that participants 91.5 % were nondependent-symptomatic (M ED\_totally=75.21±14.72, n=183) and 8.5 % nondependent-asymptomatic (M ED\_totally=39.23±5.32, n=17). There were no at-risk for exercise dependence. In the sample we studied, 89.6 % of the women presented nondependent-symptomatic, 10.4 % of the women presented nondependent-asymptomatic and 93.3% of the men presented nondependent-symptomatic, 6.7% of the men presented nondependent-asymptomatic exercise dependence. No statistically significant differences were detected between gender (female: M ED\_totally=70.44±18.6; male: M ED\_totally=73.73±16.0,  $t=1.338$ ,  $sd= 198$ ,  $p>0.005$ ). Analyses of variance test result showed that there were no differences of exercise dependence totally score between sports backgrounds groups ( $F=2.222$ ,  $p< 0.005$ ).

**Conclusion:** In summary, findings of this study showed that no differences were seen in the exercise dependence in males and females Taekwondo competitors. There were no at-risk for exercise dependence. Because of the participants were competitive athletes they presented quite high nondependent-symptomatic scores. Further examining the exercise dependence symptoms among Taekwondo athletes may aid in identifying at-risk individuals.

**P54 Adolescents, Analyzed Causes the Termination of Sports in Terms of Different Variables (An Example of Kahramanmaraş)**

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Objective: Analysing the individuals' reason for quitting sport during the adolescence in Kahramanmaraş province according to the different variables is aimed by this study. Although Adolescence period is not a homogenous group, the World Health Organization (WHO) has identified this as a period of 10-19 years. The target sample of the study includes 269 individuals between the ages 10-19 (adolescence period) in Kahramanmaraş province.

Method: In the study, questionnaire is used as a data collection tool.

Findings: It is found that the participation in the research is 61 (164) per cent men and 39 (105) per cent women. The highest point of average age for starting to do sports is between the ages 10-12. Research shows that quitting sports according to age mostly happened in the age of 14. There is a medium-level negative correlation between the reason for quitting sports and academic success and school life, starting age for doing sports and sports period according to Pearson Correlation Analysis. In relation to these where the age for starting to sports decreases, the length for doing sports increases.

Result: In focusing the effects of starting to do sports in the adolescence on quitting to do sports; where the age for starting to sports decreases, the length for doing sports increases. It is analyzed that trainer has great effect on girls in quitting to do sports and so it has importance for girls being same sex with the trainer. It is understood that there is no relation between quitting to do sports and success or unsuccess in lessons. The educational level of mother presents very important effects on quitting to do sports in adolescence. An other point can be said as significant that the presence of people who are doing sports in the family. So, the presence of other people who are doing sports makes sports as a life style. Keep contact with the adolescences and with their family, especially with their mothers. By explaining sports environment to parents, their confidence will be gained. For continuous sports life, sports environment, which is clear and open to the parental control, can be effective.

**P55 Comparison of Multiple Intelligence Characteristics of Elite Marksman  
According to Sex, Weapon Type and Age**

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The aim of this study is to compare the Multiple Intelligence Characteristics of the sportsmen on the elite level at the marksman sport in Turkey.

Research data were obtained from shooting players in elite level, by applying personal information form composed of five questions and also "Self Assessment Inventory in the Fields of Multiple Intelligence", which is developed by Howard Gardner and translated into Turkish by Gonca SEBER and made valid and reliable, to the player group composed of 117 persons totally, 30 of them being female with an age average of  $26.4 \pm 11.04$  and 87 of them being male with an age average of  $22.78 \pm 9.07$ .

The data has been analyzed with the methods of frequency, descriptive statistics, independent t-test and Kruskal Wallis variance analysis in the SPSS 17.0 package program.

As a result of the statistical analysis, while there was a significant difference between Logico-Mathematical and Interpersonal Social Intelligence properties of the male and female players interested in shooting sports at a level of 0.05, there was a significant difference between Verbal- Linguistic and Intrapersonal Intelligence properties at a level of 0.05 in the comparison made according to the weapon types that they used in the shooting regardless of the sex factor. There was not any significant difference in the evaluation made according to the sex factor and between the other intelligence types.

**P56 University Students' Awareness Levels on the Effects of Sport in Mentally Retarded Individuals**

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**Objective:** In this research, it is targeted to examine university students' awareness levels on the effects of sport in mentally retarded individuals.

**Method:** This research patterned in scanning model was carried out over a workgroup including 151 university students (109 boys (72,2%) and 42 girls (27,8%) in spring term of 2014-15 Academic Year. The data, collected in line with purposes of the research, has been got from "Awareness Scale aimed at the Effects of Sport in Mentally Retarded Individuals (ZEBSEYFÖ)", developed by İlhan and Esentürk (2015). Cronbach Alfa considered internal consistency value as 0,92 in this research aimed at reliability of measurement tool. In data analysis, comparing points from ZEBSEYFÖ was made according to some variables as well as percentage and frequency from descriptive statistics (sex, class, licensed sports condition and department) was made with t test and one-way analysis of variance. Besides SPSS 22.0 statistical packaged software was used in statistical evaluation of data, and significance for this work was taken at the level of 0,05 and 0,01.

**Findings:** It has been found that the points having been got from ZEBSEYFÖ did not show significant difference for sex and department variables ( $t_{149}:0,484$ ;  $p>0,05$ ) and ( $t_{147}:1,374$ ;  $p>0,05$ ), however, they did show significant difference for class and licensed sports variables ( $F_{3,147}:2,72$ ;  $p<0,05$ ) and ( $t_{149}:2,56$ ;  $p<0,05$ ). As a result of Tukey testing regarding the class variable, it has been detected between the first class students ( $X:140,48$ ) and the second class students ( $X:131,15$ ), significant difference was militate in favor of the former.

**Results:** It has been determined that university students' awareness levels on the effects of sports in mentally retarded individuals were over the average point and it decreased in parallel with the increase in class levels. As another result of the research, students doing licensed exercise have higher awareness levels in comparison to the ones not doing.



**P57 The Analysis of Loneliness Level of Female Students Studying at the School of Physical Education and Sports According to Living in Student House or Dormitory**

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**Aim:** This study aims to analyze the loneliness level of female students studying at the School of Physical Education and Sports according to variable of living place.

**Method:** A total of 200 female students, including 100 students living in a student house and 100 students living in a dormitory, studying at various departments of the School of Physical Education and Sports at Kafkas University participated in the study. The average age of these students was  $20.17 \pm 0.85$ . The study is carried out through general screening model and quantitative research methods were used. "UCLA Loneliness Scale" developed by Russell, Peplau and Ferguson (1978) and tested for validity and reliability by Demir (1989) was used in the study. Portable IBM SPSS Statistics v20 software package was used in terms of analysis of data obtained. One-Sample Kolmogorov-Smirnov Test was applied in order to decide whether data has normal distribution and it is observed that data has not normal distribution. "ANOVA-Homogeneity of variance" was applied to test the homogeneity of variances and it is determined that data was not homogenous. After first examination, it is decided that non-parametric statistical analysis should be used in terms of statistical analysis of survey data. Mann-Whitney U test was applied for paired comparisons and Kruskal-Wallis one-way analysis of variance was applied for comparison more than two clusters in order to determine whether students' loneliness level differentiates in terms of their personal characteristics.

**Findings:** When the relationship between students' scores that they received from "UCLA Loneliness Scale" and personal characteristics is analyzed, statistically significant difference was not found in terms of class, age and department students receive education. The loneliness level of students living in a dormitory is  $37.41 \pm 8.09$  and the loneliness level of students living in a student house is  $32.24 \pm 7.24$ .

**Result:** According to analysis carried out in terms of variable of living in student house or dormitory, it was concluded that the loneliness level of students living in a dormitory is significantly higher ( $p=0.015$ ) than the loneliness level of students living in a student house. The reason for this could be explained with psychological comfort as a result of home environment where they live, even though they are away from their families.

**P58 Comparative Psychology of Sports Training Programs: (In Australia and Turkey in Fields Work and Evaluation of Applications; Innovative Developments)**

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**Objective:** A Comparative Study of Sports Psychology in Australia and Turkey in the Programs Fieldworks and Applications; Innovative developments are described in terms of different cultures.

**Methods:** On the one hand; related documents have been found in some of the university libraries in Australia and Turkey. First; Main Core Units and Optional Units of the Australian Sports Psychology Majore and Minor Specialization Subjects in Educational Assistant Curriculum Expertise and structure of the course were evaluated. On the other hand; partnership and similarities in the both countries have been evaluated. In Turkey as well; as in Australia; in Exercise and Sport Psychology are the objectives of establishing the same system.

**Findings:** 3.1-In General Findings; Certificate in Exercise and Sport Psychology in Australia; from Certificated; Associate degree; Degree Completion; Licensing; Master's and Doctoral Educational Programs in Specialization Courses that their expertise and related groups have been showed. In Special Findings; Exercise and Sport Psychology Course in Turkey; Higher Education: Undergraduate and Graduate Educations have been understood that given moment as Core and Elective Units Courses.

**Conclusion:** 4.1-In General Conclusion; on the one hand; In Australia; In the areas of Field Researches and Applications; Exercise and Sport Psychology are emerging based on innovative developments benefiting from the education and training programs.

In Special Conclusion; on the other hand; In Turkey; In Exercise and Sport Psychology Education and Training Program emphasizes the implementation of the Australian model.

**P59 An Intervention Study on Neurotic Trends in Autism: All-Purpose Special Physical Education and Sports Activities**

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**Aim:** In this research, it was investigated that whether all-purpose special physical education and sports activities including peer-participated, family-participated and individual education applications had an effect on neurotic trends of a child with Autism Spectrum Disorder (ASD) diagnosis in his/her daily life or not.

**Method:** This research was designed via comparison model among single subject research methods and a 12-year old male student participated who had ASD diagnosis and was getting full-time inclusive education. All-purpose special physical education and sports program including peer-participated, family-participated and individual education applications was carried out for 16 weeks for this student with autism. The existing program was developed by taking the neurotic problems of this student with autism into consideration in terms of the opinions and approvals of 3 different academicians in the field of physical education and sports, child development and special training. Throughout this program, the data were obtained by semi-structured observation forms based on the evaluations of mother and teacher. In the validity and reliability studies of observation form, the opinions of experts were taken and reliability analysis were applied between observers and appliers. Datum level data were tried to be obtained before 16-week training program and training applications were started after it was observed that datum level data were stable. Interpretations were made by comparing datum level and application data as mentioned by Kırcaali-İftar and Tekin (1997). In order to calculate the size of effect, Cohen "d" statistics were applied by using line graph which is commonly used in single subject researches.

**Findings:** According to the findings of the research, it was determined that the grades of student with autism taken from neurotic problems observation form positively decreased regarding the evaluations of mother and teacher. It was also indicated that this positive decrease which was started during peer-participated activities became more clear during activities including both family-participated and individual applications.

**Result:** In the light of these findings, it was observed that there were positive variations in the neurotic problems of the student with autism. In this regard, it can be concluded that all-purpose special physical education and sports activities applied might have a positive effect on neurotic problems of the student with autism.

**P60 Effect of Passion and Life Satisfaction of Muay Thai Coaches on Burnout Levels**

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The purpose of this study is to examine effect of passion and life satisfaction of muay thai coaches on burnout levels. The subjects of the study consisted 277 male and 61 female. All of the 338 subjects joined the study voluntarily.

To achieve the purpose of the study; “Passion scale” developed by Vallerand et al. (2003) and adaptation by Kelecek et al. (2013) for Turkish version, “short version of Burnout Scale” developed by Pines (2005) and adaptation by Tümkaya et al. (2009) for Turkish version, and “Life Satisfaction Scale” developed by Diener et al. (1985) and adaptation by Yetim et al. (1993) for Turkish version were used to assess level of passion, life satisfaction and burnout satisfaction, respectively.

SPSS 22.0 software package was used to analysis and determination of data. Multiple Stepwise Regression Analysis and descriptive analysis was used to determine whether coaches’ levels of burnout might effect their passion and life satisfactions.

In summery, there is no significant differences in terms of gender. But there is significant differences in terms of active sports history variables. Compatible and obsessive passion level of Muay Thai coaches passion levels were found to differ in a statistically significant.

**P61 Changing Images of Sports on The Axis of Social Determinants**

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Modernization and global communication have reached to the extent of determining the way of life of humankind in many different areas. This fact has effected the perceptions of people from different majors varying from politics to sports. The aim of this research is to find out people's perceptions of sport activities by bearing in mind the social determiners like; age, gender and education level. In order to enlighten the case study the following terms are examined previously; the definition of sports and its functions, modernization, the conceptual framework of the term 'image' and the dynamics creating image. In this study 15 questions addressed to 742 people in a questionnaire. Survey, based on İstanbul's population data, is applied on illiterately individuals, who are over 20 years old by using, quota sampling. The most appearing properties are effective in the formation of images of branches. It is noted that skiing (%32) and golf (%62) "fashionable", tennis (%38-%37), figure skating (%24-%16), riding (%30-%26) "enjoy and fashionable", judo (%36) and taekwondo (%37) "dangers", boxing (%53-%28) "dangers and aggressive", wrestling (%24-%17) "dangers and respectable", volleyball (%64-%17), swimming (%56-%23), basketball (%54-%16) "enjoy and respectable", football (%50), table tennis (%52), step aerobics fitness (%49) "enjoy", aikido (%33) "defensive sport", figure gymnastic (%29-%22) "enjoy, agile, supple". It is agreed that basketball (%54), football (%50), volleyball (%64), table tennis (%52) and swimming (%56) branches are commonly assigned as entertaining sports and this image is strongly established among society and it is seen that social determiners are not effective in the formation of images of this social branches. Images of the sports branches are varying with the social determiners but in some branches it can be seen that they are not efficient; instead, dynamics that are influence on modern community are effective.

**P62 Comparison of Organizational Commitment Levels of Coaches Regarding Their Sport Branches**

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**Purpose:** It was aimed to investigate to compare the organizational commitment levels of coaches in Sakarya district in terms of their sport branches.

**Method:** The research sample consists of 56 male (72.7%) and 21 female (27.3%) participants. Ages of the participants vary from 21 to 62 and their age average was determined as  $32.53 \pm 8.50$ . Organizational Commitment Scale which was developed by Allen-Meyer (1991) and adapted into Turkish by Wasti (2000) was used as a measuring tool in the study. The scale consists of 3 sub-dimensions (emotional commitment, continuance commitment and normative commitment) and 18 items. The research sample consists of 3 groups: Combat sports, individual sports and team sports. Frequency and percentage calculations and One Way ANOVA for the determination of differences among sport branches were done in SPSS 16 package program. Tukey test as a post hoc analysis was used to detect from where the differences derived.

**Findings:** Examining the findings, while no significant difference was found in emotional commitment in terms of sport branch type of the coaches  $F(2,75)=1.843$   $p=.165$ , significant differences were found in continuance commitment  $F(2, 75) = 7.144$   $p = .001$  and normative commitment  $F(2, 74) = 3.384$ ,  $p = .039$ . Post hoc analysis showed that continuance commitment scores of the coaches in individual sports were significantly lower than the other two groups. Also, the coaches in team sports had significantly lower normative commitment scores compared to the coaches in combat sports.

**Conclusion:** As a result it could be concluded that organizational commitment scores of the coaches could differ according to their sports branches.

**P63 Moods of the Turkish Athletes Participating in London Olympics and Their Views on the Opportunities Provided**

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**Purpose:** The purpose of the study is to examine the viewpoints of the Turkish athletes participating in the 2012 Olympics on the opportunities provided in the olympics, determine their emotional characteristics and evaluate whether they varied by gender, exposure to violence and professional working year.

**Method:** A total of 114 athletes, 66 of whom were females and 48 of whom were males, who had competed in the 2012 London Olympics, were sent scales by mail and a total of 51 scales sent back were taken into consideration. In this descriptive study, the Brief Symptom Inventory (BSI) and a 14-question information survey was used to collect information.

**Findings:** It was found out that 54.9% of the participants were male, 5.1% were female, 3.9% did not have an income from sports and 2% had an income of 1.000 TRY or lower. 5.9% of those exposed to violence at the rate of 19.6% reported that they were exposed to violence in sports environment, 9.8% said they were exposed to violence both in sports environment and in the other environments, 7.9% said they were exposed to violence by trainers, 25% said they were exposed to physical violence, 25% said they were exposed to psychological violence and 50% said they were exposed to both types of violence.

For the question whether there was a psychologist or not, 60.8% replied that there was, but they did not benefit from him, 19.6% said there was not, 7.8% said they did not know, 2% said they were not allowed to see him and only 9.8% said they benefited from him a lot. For the question whether there was a health support or not, 78.4% said there was not but 21.6% said there was. 86.3% reported that no insurance was made, 5.9% said they did not know about the insurance and only 7.8% said they had insurance. 60.8% found the opportunities provided inadequate, whereas 39.2% found them adequate. 58.8% said the opportunities were inadequate in comparison to the opponents, but 41.2% said they prepared with the same opportunities as the opponents. Evaluating the emotional states of the athletes; interpersonal sensitivity ( $p=.031$ ) and paranoia ( $P=.021$ ) scores of females were found higher than males and the depression scores of those exposed to violence were also found higher than those not exposed to violence ( $p=.048$ ). In terms of professional sports year; somatization disorder ( $P=.017$ ), obsessive-compulsive disorder ( $P=.038$ ) and depression ( $p=.055$ ) were found to be the highest in those working for 16 years and over.

**Conclusion:** Examining the data, the athletes were not aware of the psychologist. The fact that 78.4% reported health support was not met, 86.3% said they did not have insurance, 5.9% said they did not know about the insurance was also evaluated as another interesting finding. There being athletes who reported that they had a low income such as 1.000 TRY and lower as well as athletes who reported that they had no income from sports was also considered important in terms of the detailed investigation of the motivation and job performance of people who have chosen sports as a profession and preparation for the following competitions.

**P64 Determine the Job Satisfaction Levels of Trainers Working at Provincial Directorate of Youth and Sports**

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This study aims to determine the job satisfaction levels of trainers working at Provincial Directorate of Youth and Sports. The research sample consists of 142 trainers working at Provincial Directorate of Youth and Sports in Central Anatolia Region. The research data is examined by using “Minnesota Job Satisfaction Scale (MJSS)” developed by Dawis and friends, and translated into Turkish by Deniz and Güliz in order to determine trainers’ job satisfaction levels.

It has been determined that there is not a significant difference between job satisfactions levels of trainers in terms of gender, education, working position, income statue, seniority variables. It has been found out that there is a significant difference between job satisfaction levels of trainers in terms of working year variable (working between 11-15 years internal and external satisfaction).



**P65 The Relationship between the Occupational Burnout and Organizational Commitment: A Sample of Private Sport Business**

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**Objective:** The objective of this study is the research whether there is an effect or occupational burnout on the organizational commitment in the sport businesses.

**Method:** The population of the research is all private sports businesses. The sample is "Club House Sports Club" having its business activities in the private sector and situated in the city of İstanbul. 100 people in 2014 that work in the expressed business have been asked the questions involving age, sex, educational status, length of service, marital status, tenure status; also occupational burnout scale (involving 10 questions) that has been used and developed before and organizational commitment scale (involving 18 questions and having emotional, normative and continuance sub dimensions) have been used. (ÇUTUK, 2011). Data obtained in the scope of the scales has been analyzed with SPSS (21.0) program. The data concerning the control variables has been evaluated by using the frequency, arithmetic average, and percentage values. To scale the relationship between the variables, correlation analysis has been made and regression analysis to specify the effect of the burnout on the organizational commitment. In the event of significant difference, Tukey Test has been made.

**Findings:** 47(47%) people out of the 100 people is man and 53(53%) is woman that forms the sample. 8 (8%) are under 18 years old, 56 (56%) are between 18-25 age range, 26(26%) are between 26-35 age range and 8 (8%) are between 36-50 age range and 2(2%) are over 50 years old. In terms of length of service 31 (31%) are lesser than 1 year service, 53 (53%) are between 1-5 years service, 14 (14%) are between 6-10 years service, 2 (2%) are between 11-15 years. 34 (34%) of the participants are single and 66(66%) of them are married. 9 (9%) percent of them graduated from primary school, 28 (28%) from high school, 60(60%) from university, and 3(3%) have postgraduate degree. 49(49%) of them are tenured and 41(41%) of them are temporarily employed and 10(10%) work as a trainee.

**Conclusion:** According to the findings obtained from the study, burnout has a significant effect on the organizational commitment. As a result of the correlation analysis; there is a negative and significant relation between the burnout and affective, normative and continuance commitment. There is a negative and significant relation between the sex variable and affective and normative commitment. Furthermore, there is a negative and significant relation between the marital status variable and continuance commitment and tenure status and affective commitment. The continuance commitment of the single staff is more than the married staff. Tenured staff shows more affective commitment than the temporary staff and trainees. As a result, there is a negative and significant relation between the burnout and organizational commitment and in other words, the more the level of the burnout increases, the more organizational commitment decreases, or on the contrary the more the level of the burnout decreases, the more organizational commitment increases.



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