



IV. International Exercise and Sport Psychology Congress

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IV. International Exercise and Sport Psychology
The Psychology of
Happiness and Success
in Sport

CONGRESS PROCEEDINGS

PROCEEDINGS

4th International Exercise and Sport Psychology Congress
Exercise and Sport Psychology for Psychology of Success and Happiness
13-15 April 2018, İstanbul, Turkey



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KEYNOTE SPEECH ABSTRACTS

Emotional Self-Regulation in Sport

Claudio ROBAZZA, PhD

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Emotions are recognized to exert functional or dysfunctional effects on performance because of their impact on individual effort, attention, decision making, memory, behavior, and interpersonal interactions. Beneficial or detrimental effects depend on emotion content, intensity, frequency, time of occurrence, cognitive appraisal of the situation, and evaluation of personal resources. Emotional self-regulation skills enable the persons to monitor, modify, or maintain the emotions they are experiencing. Athletes can self-regulate to reach and maintain an optimal pattern of emotions in practice and competition, and to deal with pressure, unexpected events, and unfavorable circumstances. Emotional self-regulation refers to automatic or deliberate actions to initiate, maintain, or change one or more components of an emotional response or the situation in which emotional experiences occur. The athlete can regulate emotions either decreasing (down-regulating), increasing (up-regulating), or keeping (maintaining) the intensity of an emotional response in a specific situation. Several theoretical perspectives have been proposed to describe and explain emotional self-regulation processes. According to the Gross' process model of emotion regulation, antecedent- and response-focused regulation processes are categorized in function of the point at which they have their primary impact in the emotion generative process: situation selection, situation modification, attentional deployment, cognitive change, and response modulation. The strength model of self-control, the dual-process theories, the biopsychosocial model, the attentional control theory, and the individual zones of optimal functioning (IZOF) model are additional prominent approaches to the study of adaptation and self-regulation for performance enhancement. Based on Hanin's IZOF model, emotion-centered and action-centered interrelated strategies have been proposed for self-regulation in sport. Within this framework, athletes identify and regulate their functional and dysfunctional emotions and related psychobiosocial states.

Emotion- and Action-Centered Self-Regulation Strategies in Sport Performance

Claudio ROBAZZA, PhD

D'Annunzio University of Chieti-Pescara

Emotional self-regulation processes have been described and explained according to different theoretical frameworks. The multi-action plan (MAP) model is a sport-specific approach rooted in Hanin's individual zones of optimal functioning (IZOF) model and the identification-control-correction (ICC) program. The MAP model has been developed and applied in sport to help the athletes consistently perform up to their potential in practice and competition. In a holistic perspective, a combined use of emotion-centered and action-centered strategies is recommended to improve and optimize emotions and emotion-related psychobiosocial states and athletic performance. Central to the MAP is a $2 \times 2 \times 2$ interplay among performance level (high-low), attention control level (high-low), and hedonic valence level (pleasure-displeasure), which originates multiple dimensional states. These multiple states are characterized by: (a) functional-pleasant psychobiosocial states and/or optimal-automatic (supervised) performance (Type 1 performance situation), (b) functional-unpleasant psychobiosocial states and/or optimal-controlled performance (Type 2), (c) dysfunctional-unpleasant psychobiosocial states and/or suboptimal-controlled performance (Type 3), and (d) dysfunctional-pleasant psychobiosocial states and/or suboptimal-automatic performance (Type 4). The emotion/attention-performance relationship substantiates the adoption of emotion- and/or action-centered self-regulation strategies. The implementation of different strategies is in function of whether the athlete needs to regulate emotions, attentional focus, or both. Athletes should be trained to effectively and consistently adjust their pleasant/unpleasant states and supervised/controlled (effortless/effortful) processing, depending on their current state and the situational demands. Study findings on individuals' performance, behavioral, and psychophysiological patterns have provided support for the MAP model across different sports.

Success and Self Fulfilment in Young Athletes: Integrating the 5Cs Approach

Chris HARWOOD, PhD

School of Sport, Exercise and Health Sciences, Loughborough University, UK

The last decade of sport psychology research has been marked by a surge in interest related to positive developmental outcomes in young athletes. Investigations focused on the psychosocial processes of talent development and psychological characteristics of elite youth athletes (e.g., Holland, Woodcock, Cumming, & Duda, 2010; MacNamara, Button, & Collins, 2010a,b) lie adjacent to studies targeting positive youth development (PYD) and life skills through sport (Camiré, Forneris, Trudel, & Bernard, 2011; Strachan, Côté, & Deakin, 2011; Gould & Carson, 2010; Jones & Lavallee, 2009). The differences between these sub-fields of pediatric sport psychology rest in consideration of their end goals. For some researchers, PYD through sport and the development of life skills are the end objectives (e.g., Camiré et al); whereas for others, the end point is how specific psychological skills and strategies influence performance and talent transition (MacNamara et al., 2010a). Both avenues of research matter in the modern-day commercial and social contexts of sport and health, yet it is important to acknowledge that the vast majority of young athletes in competitive sport programs will not transition to elite level. This fact necessitates both coaches, parents and sport organizations actively attend to the issue of how to maximize positive developmental experiences and outcomes for all young athletes, whilst maintaining a balanced focus on qualities most associated with performance improvement and excellence (see Johnston, Harwood, & Minniti, 2013; Vella, Oades, & Crowe, 2011). The aim of this presentation is to provide insights into recent psychosocial interventions and strategies that draw from the 5C's framework (Harwood, 2008; Harwood & Anderson, 2015; Harwood, Barker & Anderson, 2015) – a model that draws coaches, parents and athletes together in integrating the application of psychology in user-friendly manners. The presentation will share how football coaches have been taught to integrate 5C principles to help shape youth sport environments that educationally value self-fulfillment through attention to key psychosocial assets.

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Goal Setting And Having Outcomes In Sport

Turgay Biçer PhD

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People define a goal or outcomes as an objective, a standard an aim of some actions or level of performance or success. Some athlete talk about very subjective aims or objectives such as having fun, doing the best they can, or being happy during competitions or match. Others focus on more objective aims, such as running certain kilometres, scoring points, or goals, breaking records,

On the other hand, establishing outcomes in life, knowing what really wants people in life also important psychological skills in sport that all participant should learn.

This study explain openly about setting performance goals in sports and having outcome and life purpose in life and combining them together to use effectively.

Motto of Goal Settings

“If you always do what you have always done, You’ll always get what you have always got. If what you are doing is not working, do something else. “

Key words: Goal Setting, Outcomes and Psychological Skills

Applied Biofeedback in Sport

Hakan Kolayış

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Biofeedback is the process of gaining greater awareness of many [physiological](#) functions primarily using instruments that provide information on the activity of those same systems, with a goal of being able to manipulate them at will. According to psychophysiological principle presented by Green, Green and Walters (1970), which states that every physiological change is accompanied by a parallel change in the mental and emotional state and, conversely, every change in the mental and emotional state, conscious or unconscious, is accompanied by an appropriate change in the physiological state. Hence, biofeedback can be a powerful tool for physiological change, increasing individual awareness and control over the body and reducing habitual physiological tensions (Blumstein et al., 2002).

The main physiological processes commonly associated with over arousal within the field of biofeedback include skeletal muscle tension, peripheral vasoconstriction (smooth muscle activity) and electrodermal activity. These three are the most common biofeedback. Biofeedback modalities refer to the various types of instrumentation used for physiological signal recording and for feedback. Several biofeedback modalities have been used in sport such as the measurement of muscle tension by electromyography (muscle feedback, EMG), the measurement of peripheral skin temperature as an index of peripheral blood flow (thermal biofeedback often referred to as "temperature," TEMP), the measurement of electrodermal or sweat gland activity (electrodermal feedback, EDA) the measurement of the brain's electrical activity electroencephalographic feedback, EEG), the measurement of heart activity by electrocardiography, including heart rate [cardiovascular or heart rate (HR) feedback and blood pressure (BP) feedback] (Blumstein et al., 2002).

Biofeedback can help many different conditions such as chronic pain, headaches, anxiety and high blood pressure. Scientific evidences show that biofeedback therapy relieves muscles and reduces stress, anxiety and severity of headaches. Thus, biofeedback may be used to improve health, performance, and the physiological changes that often occur in conjunction with changes to thoughts, emotions, and behavior.

Sport psychology was attracted to biofeedback as early as in the 1980s, with early sport applications of biofeedback being designed to modify athletes' arousal state (e.g. Zaichkowsky, 1983). Following researches in sport have focused on combining biofeedback training with other psychological techniques and strategies, such as relaxation, imagery, self-talk, and breathing. Those researches revealed that biofeedback training as part of an intervention package has an augmenting effect on athletic performance enhancement (Blumenstein and Orbach, 2016).

Performance Psychology

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Performance psychology is a complex discipline that necessary to understand human actions directed to achieve a task. Performance related variables are various and spreaded in a wide spectrum. These variables or performance elements are listed in different studies such as learning, decision making, time management, stress coping, performing under tough conditions, coping with distractors, emotion regulation, learning from previous experiences, team building, team work, preventing mistakes and more. The main description of the performance psychology is twofold. On one hand, understanding the performance-enhancing elements is essential. On the other hand, it is necessary to learn how to cope with performance-reducing effects. To maintaining this balance is called as performance optimization. This is not a short term activity, athletes and their coaches dynamically evaluates all those elements to enhance performance. Modern approaches on the athlete development requires a long-term process across every athletes career journey. Hanin (2015) mentions top performance occur with a skill level, with a less effort, smooth, automatic, consistent and almost closer to the potential. Hardy et al. (2010) explains performance strategies elements as self-talk, emotional control, automaticity, goal setting, imagery, activation, relaxation and attention control. There are numerous performance enhancement approaches in sport.

This study aims to present the main stream approaches and relations with those techniques which are most common models in the applied sport psychology such as performance profiling, goal setting, imagery, self-talk, flow and clutch, deliberate practice, mental fitness model, pure performance, PACE, 5R, learn to lose, iceberg approaches, emotion centered regulation and performance optimization, IZOF, POMS, PANAS, per-performance routines and psychological skill training.

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ORAL PRESENTATIONS

O01 Determination of Positive Psychological States and Basic Psychological Needs of Basketball Referees

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The purpose of this study was to determine the positive psychological states and basic psychological needs of referees in Sakarya.

Methods: A total of 253 participants 39 of whom were women (29.49 ± 7.19 years) and 214 men (28.53 ± 6.05) participated in the study. As a measuring tool in the study, "Shortened Proactive Personality Scale" (Akın et al., 2011), "Subjective Well-Being Scale" (Akın, 2011), Psychological Well-Being Scale (Akın ve Fidan, 2012) and Subjective Happiness Scale (Akın et al., 2012) and "Basic Psychological Needs Scale" developed by Deci and Ryan (2000) and adapted to Turkish by Kesici Üre et al. (2002) were used. In the analysis of the obtained data Pearson correlation analysis with descriptive statistics was used. The data were analyzed in the SPSS 16 program and the level of significance was accepted as 0.05.

Findings: When the findings obtained from the study were examined, the positive psychological states of the basketball referees was found to be positively correlated with the proactive personality, psychological well-being, subjective well-being and subjective happiness and the autonomy, competence and relatedness dimensions of the basic psychological needs scale ($p < 0,05$). In addition, there was a significant positive correlation between the age of referee and proactive personality ($r: 165; p < 0,05$) and the relatedness sub-scale of basic psychological needs scale ($r: 132, p < 0,05$).

Conclusion: In conclusion, it was determined that as the basic psychological needs of referees increase, the positive psychological states of the referees increase as well. To say more precisely, as the increase in the levels of positive mental states such as proactive personality, psychological well-being, subjective well-being and subjective happiness of the referees means that they need to feel more autonomous, more adequate and to establish more social relationships.

Key words: Basketball, referee, positive psychology, motivation

O02 Exploring the Mental Health Effects of Yoga-based Practices

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Introduction: A 3,000 year old tradition, yoga, is now regarded in the Western world as a holistic approach to health and is classified by the National Institutes of Health as a form of Complementary and Alternative Medicine (CAM). The word “yoga” comes from a Sanskrit root “yuj” which means to join, and to concentrate one's attention. It is known as a spiritual practice with roots in the Yoga Sutras of Patanjali. Contemporary yoga-based practices (YBP) typically involve a combination of postures or movement sequences, conscious regulation of the breath, and various techniques to advance attentional focus.

Objective: To provide a brief review of a subset of the literature on YBP applied regarding the therapeutic mental health effects in the context of positive psychology.

Methods: In order to locate research studies that examined the mental health effects of yoga, databases were searched through Pubmed, Advanced Medical Reviews and Cochrane between the years 1990-2017.

Results: Psychiatric disorders such as depression, anxiety, stress, and insomnia are among the most common reasons for individuals to seek treatment with complementary therapies such as yoga. YBP encourages one to relax, aids focusing on the present, and shifting the balance from the sympathetic nervous system to the parasympathetic system. The increased vagal nerve tone due to breathing and specific body postures in YBP results in lower breathing and heart rate. Therapeutic yoga serves as a complimentary movement therapy to reduce stress, chronic pain, improve sleep patterns, and enhance overall well-being and quality of life.

Discussion: Yoga should be considered as a complementary therapy in the treatment of stress, anxiety, and depression, and other mood disorders in addition to psychological and pharmacological interventions. It has been shown to create a greater sense of well-being, increase feelings of relaxation, and encourage an optimistic outlook on life. of relaxation, and encourage an optimistic outlook on life.

**O03 Determination of Social Physique Anxiety and Happiness Level of Individuals
Using Parks**

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Advancements in technology have affected the level of physical activities individuals participate. Regular physical activities have a positive effect on the physical and physiological well-being of the individuals (Aşcı, 2002). The thoughts of the people on their bodies are one of the factors that affect their motives to exercise and the intensity of the exercise. Social physique anxiety is the fear of being negatively evaluated regarding one's physical appearances (Hart et al., 1989). In psychology, happiness is a mental or emotional state of well-being which can be defined by among others, positive or pleasant emotions ranging from contentment to intense joy. Happy mental states may reflect judgments by a person about their overall well-being.

Purpose of the Study: The purpose of this study was to determine social physique anxiety and happiness level of individuals who are using parks in their leisure times.

Instrument: In this study Oxford Happiness Scale (OHS) and Social Physique Anxiety Scale (SPAS) were used to collect data. Oxford Happiness Scale was developed by Hills and Argyle in 2002, and translated to Turkish by Tayfun Doğan in 2012. Social Physique Anxiety Scale was developed in 1989 by Hart and et al., and translated to Turkish by Özgür Mülazımoğlu Ballı and Hülya Aşcı in 2006.

Results: As a result of analysis, it was found that happiness and social physique anxiety of individuals did not change according to their education level. Also happiness and social physique anxiety of individuals did not change according to their income too. Social physique anxiety and happiness level of individuals did not change according to their marital status, occupation and gender. But a significant difference was found in happiness level of individuals according to their age. The happiest individuals are found in ages between 18-28. Social physique anxiety level did not change according to age.

O04 Comparison of Self-Esteem and Life Satisfaction in Hearing-Impaired Wrestlers

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In this study, comparison of self-esteem and life satisfaction in hearing-impaired wrestlers was aimed. 46 hearing-impaired wrestlers (age= 20,32±3.22) and 46 hearing-impaired sedentary individuals (age=21.14±5,01), totally 92 (age= 20.73±4,11) hearing-impaired individuals participated in this study. To determine the life satisfaction levels in the study, “The Satisfaction with Life Scale” developed by Diener, Emmons, Lares and Griffin (1985) was applied. For determination of self-esteem level, “Self-esteem Scale” developed by Arıçak (1999) was used together with “Personal Information Questionnaire” prepared by the researcher. In the analysis of data, pearson correlation, one way analysis of variance (ANOVA) and scientific statistical methods were used. A significant relationship was found between total self-esteem and experience variables in hearing-impaired wrestlers ($p<0.05$). An other significant relationship was found between total self-esteem, self-worth, self-confidence, achievement and productivity, depressive mood subdimensions and experience variables in hearing-impaired wrestlers ($p<0.05$). A significant relationship was found between life satisfaction and self-confidence subdimension; experience, self-confidence and self-sufficiency subdimensions, life satisfaction and total self-esteem in all hearing-impaired participants ($p<0.05$). An other significant relationship was found between total self-esteem and self-worth, self-confidence, achievement and productivity, depressive mood, self-sufficiency subdimensions and experience variables in all hearing-impaired participants ($p<0.05$). According to the results of ANOVA a significant difference between hearing-impaired wrestlers' experience-duration variables and self-esteem subscale scores. There is a significant difference between self-worth, self-confidence and self-sufficiency subscales and total self-esteem and life satisfaction scores with the duration of all wrestlers' experience. As a result, between hearing-impaired wrestlers and hearing-impaired sedentary individuals; There was a difference between self-esteem and life satisfaction levels in experience level. There is a significant relationship between the levels of self-esteem and life satisfaction of hearing-impaired individuals (wrestler, sedentary, total hearing impaired).

**O05 Investigation Of Physical Activity, Motor Proficiency and Social Skill Level Of
Autistic Children**

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Purpose: The purpose of the study is determining the motor proficiency and social skill levels of autistic children according to their physical activity participation.

Method: The sample group of the study consisted of autistic people from Denizli, İzmir and İstanbul who have voluntarily participated in the study. There were a total of 74 children; 4 girl (age =11± 4) 30 boys (age =11.53±3.57) who have participated physical activity and 7 girl (age =11.71± 3.90) 40 boys (age =12.78±2.71) who haven't. Physical activity groups were required to be active for at least three days a week, one hour a day. The Bruininks-Oseretsky Test of Motor Proficiency, Second Edition – Short Form (BOT-2-SF), was used to determine the Motor Proficiency levels of the participants and Social Skills Rating System (SSIS) that was developed by Gresham and Eliot (1990), Şahin (2006) and Turkish validity and reliability was done by Tekinarslan et al (2013) were conducted. Correlation analysis was used to determine the relationship between motor proficiency and social skill levels of participants and MANOVA was used to determine the difference between social skills and motor proficiency.

Results: There was a significant relationship between social skills and motor competence scores ($r= .518, p<0.05$). MANOVA results showed that there was a significant difference on social skills scores of participants according to their physical activity participation ($F=5.36, p<0.05$). Physical activity participants (=33.97±15.67) had higher social skills scores than those did not (=26.43±12.35). There were no significant differences on problem behavior ($F=1.82, p>0.05$) and BOT-2 scores ($F=0.25, p>0.05$) of participant according to physical activity participant. Nonetheless, physical activity participants (=15.50±6.71) had less problematic behaviors than those who did not (=17.48±5.87) and physical activity participant (=24.00±13.15) had higher BOT-2 scores than those who did not (=22.53±12.07).

Conclusion: It was found that there was a relationship between motor competence and social skill. Physical activity participant autism children had higher social skill levels than non-participant.

Key Words: Autism, Motor Proficiency, Social Skill.

O06 The Investigation of Hopelessness Levels of Amateur Footballers in Kocaeli to Qualify for Upper Division

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Porpuse: The aim of this study was to investigate the hopelessness levels of Under 19 amateur footballers in Kocaeli to qualify for upper division.

Method: The universe of research was composed of athletes who play football between the ages of 17-19. A total of 75 male athletes were participated voluntarily in this study. As data collection tool, Beck Hopelessness Scale was used. This scale was developed by Beck & colleagues (1974), translated into Turkish by Durak (1994), validity and reliability were studied by Seber & colleagues (1993). The scale was consisted of 20-item self-assessment measure. In the analysis of the obtained data, one-way ANOVA was used for unrelated measures and Mann-Whitney U test was used for intergroup evaluations. The data were tested at $p < 0.05$ significance level.

Findings: As a result, statistically significant differences were found in some parameters among the teams. When these differences were examined, it was identified that there was a statistically significant difference between all the participating clubs in terms of hopelessness level ($p=0,00$). In addition, it was identified that all the athletes who participated in this study had a significant difference when their hopelessness levels are compared with the tenure of the coach (0,04).

Results: It is thought that the statistically significant differences in the level of hopelessness among the clubs were affected by the socio-cultural structure, economic conditions, the economic condition of the athletes' families, club facilities and success, the location of the club in the city center or in the rural areas. It can be said that as the duration of the coaches' study with the players increases, level of the hopelessness of the athletes to success is increased.

Keywords: Football, hopelessness, amateur, club, sports.

**O07 An Investigation of Emotional Intelligence Level of Sport Sciences Students:
The Role of Self-Efficacy**

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Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people. Emotional Intelligence (EI) is an unfamiliar term to the general population. Much of Western society focuses on Intelligence Quotient (IQ). However, there is so much more to the human brain and capacity. EI is the key to successful performance in both work and personal environments. Self-efficacy is the sense of believing in oneself, this personal belief can ultimately change an outcome of a situation or goal. The objective of the present study was to analyze the relationship that an individual's level of EI has on their level of self-efficacy. Data was collected and analyzed from 300 Sports Sciences students during an online survey designed to measure level of EI and level of self-efficacy. The study was a questionnaire survey based experiment. Two instruments were applied in the study. The first instrument measured a person's levels of EI. The second instrument measured each individual's level of self-efficacy. The EI instrument utilized was the Global Emotional Intelligence Test (GEIT). The key finding from this research study revealed a positive and significant relationship between EI and self-efficacy. The practical implications from this analysis contribute to determining how the emotion and competence of the individual is related to each other by having the ability to perform successfully in understanding human intellectual capacity.

Keywords: Performance, Emotional Intelligence, Self-Efficacy, Students, Sports sciences

O08 Athletes' Preference of Coaching Behaviours: A Meta Analytic Study

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Purpose: For about 40 years, most prominent researched and discussed leadership model in sport was the Multidimensional Model of Leadership (Chelladurai & Carron, 1978). Researchers in sport psychology around the world try to determine which leadership behaviour is effective in sport context. Athletes' preference of coaching behaviours is one of the aspects of sports coaching that proposed by Multidimensional Model of Leadership. Thus the aim of this research was to conduct a meta-analysis on athletes' preferences of coaching behaviours.

Method: Meta-analysis is a method in which the data is obtained through the relevant independent researches and then analysed. Database search was conducted in SPORTDiscus with Full Text, ERIC, Dergipark and ULAKBİM Turkish National Databases. In the search strategy, the terms "coach* behavio*", "leadership behavio*", "leadership style" and "prefer" were used to locate the studies which met the inclusion criteria. References of eligible articles and the articles which cited these eligible articles were also searched. English or Turkish journal articles which measured athletes' preference of coaching behaviours proposed by Multidimensional Model of Leadership were included in the analysis. 29 studies with a total sample of 6800 athletes from 12 different countries were included in the analysis. The data was analysed by Comprehensive Meta-Analysis (CMA) Program. Some characteristics of the studies were determined as the moderator variables.

Results: According to the analysis, the data was heterogenic for the all leadership dimensions therefore random effect model was used. Results showed that preferred coaching behaviours significantly differed ($Q_b=336.206$, $p<.05$). Most preferred coaching behaviour was training and instruction behaviour and less preferred behaviour was autocratic behaviour. Analysis according to gender showed that females had significantly higher preference for training and instruction behaviour ($Q_b=6.543$, $p<.05$). Further analysis according to country and continent of the research revealed that there was a significant difference for the all preferred coaching behaviours. Comparing the scores according to sport type showed that individual sport athletes prefer significantly higher training and instruction behaviour ($Q_b=27.955$, $p<.05$). Analysis according to athletes' level of sport participation did not reveal any significant difference.

Conclusion: The results of this research showed that some coaching behaviours can be preferred more and that athlete' preferences of coaching behaviours could differ according to some individual and cultural factors such as gender, sport type, country and the continent all of which should be taken into account while determining the effective coaching behaviour.

Keywords: Meta-analysis, coaching behaviour, athletes' preference

O09 The Relationship between Mental Skills and Emotional Intelligence of Athletes

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Aim: The aim of this research was to investigate the relationship between mental skills and emotional intelligence of athletes.

Method: 160 males (76.2%) and 50 females (23.8%) as a total of 210 athletes voluntarily participated in the research. Athletes' age was 21.10 ± 2.68 , their sport experience was 8.22 ± 4.21 years and the length of weekly total trainings were found to be 10.56 ± 6.06 hours. The Ottawa Mental Skills Assessment Tool and Emotional Intelligence Inventory in Sport were used as the data collection tool. Analyses were conducted in SPSS 22 program by Pearson correlation analysis and regression analysis with enter method.

Results: According to Pearson correlation analysis the all sub-scales of emotional intelligence was significantly correlated with goal-setting, self-confidence, commitment, relaxation, activation, focusing, imagery, mental practice and competition planning. According to the regression analysis with enter method use of emotions significantly contributed to goal-setting (corrected $R^2=.17$), relaxation (corrected $R^2=.13$) and imagery (corrected $R^2=.25$); appraisal of own emotions and use of emotions contributed to activation (corrected $R^2=.25$) and mental practice (corrected $R^2=.14$); emotional regulation and use of emotions contributed to self-confidence (corrected $R^2=.23$); social skills contributed to focusing (corrected $R^2=.7$); social skills and use of emotions contributed to competition planning (corrected $R^2=.10$).

Conclusion: It can be said in line with the finding of this research that athletes' emotional intelligence was significantly correlated with their mental skills and that emotional intelligence could contribute to mental skills of athletes. It can be suggested according to these findings that necessary actions could be taken to enhance athletes' emotional intelligence for better mental skills.

Keywords: Emotional intelligence, mental skill, athlete

O10 Analysis of The Levels of Self-Confidence of Children at Boluspor Football School

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Aim: Aim of this study is to determine the levels of self-confidence of the children at Boluspor Football School.

Method: This study included 46 children football players aged 11.15+1.05 and with a sports background of 13.23+5.57 months. In order to find out the ages of the children, levels of their parents' education, and the number of siblings information collection form was used, while Self-Confidence Scale developed by Akin (2007) was used in order to establish their levels of self-confidence. The scale consists of 39 items of Likert-type with 5 points. Mann-Whitney U test was used for two groups, and Kruskal Wallis test was used for more than two groups. The significance level was set as $p<0.05$.

Findings: In comparing the scores of the children football players according to the levels of their parents' education ($p<0.05$) and the number of siblings ($p<0.05$), no statistical difference was found. When the scores about their levels of self-confidence were compared according to their ages, a statistical difference of $p<0.05$ was found. In analyses to establish which age groups had statistical differences, a statistical difference of ($p<0.05$) for 10-13, and a statistical difference of ($p<0.01$) for 11-13 age groups were found.

Conclusion: These findings indicate that self-confidence levels of the children football players are not affected by the levels of their parents' education or the number of their siblings, whereas the ages of children affect their levels of self-confidence.

Key Words: Self-confidence, Football, Children

O11 Irrational Performance Belief Inventory-2: Reliability and Validity Study

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Objective: The purpose of this study was to test the reliability and validity of Turkish version of Irrational Performance Belief Inventory-2 (iPBI-2) for athletes.

Methods: One hundred ninty six male ($M_{age}=23.73\pm 6.81$) and 107 female ($M_{age}=21.49\pm 3.46$), totally 303 athletes ($M_{age}=22.94\pm 5.94$) voluntarily participated in this study. iPBI-2 (Turner et al, 2018) is short form of 28 items Irrational Performance Belief Inventory which was developed by Turnet et al (2016). iPBI-2 is a five point likert scale and includes 20 items. IPBI-2 assess the irrational beliefs of athletes on four subscales - demandingness, awfulizing, low frustration tolerance, depreciation-. The high score on the scale means high irrational performance belief. Confirmatory factor analysis was used to test the construct validity and Pearson correlation analysis was used to test the criterion validity. Sport Anxiety Scale-2 (SAS-2),The Irrational Belief Scale-S (IBS-S) and Sport Multidimensional Perfectionism Scale were administered to test the criterion validity of iPBI. In addition internal reliability coefficients (Cronbach alpha) was computed for each subscales.

Results: Confirmatory factor analysis revealed that the construct validity of the Turkish scale were consistent with the original four-factor structure (demandingness, awfulizing, low frustration tolerance, depreciation) of the iPBI-2 ($\chi^2/df= 2.36$, GFI= 0.89, CFI= 0.92, RMR= 0.06, RMSEA= 0.07). Pearson correlation analysis revealed significant and positive relationship of demandingness, awfulizing, low frustration tolerance and depreciation subscales with anxiety, irrational belief and perfectionism (ranged from $r=0.24$ to $r=0.51$; $p<0.01$). Internal consistency of total scale was 0.88 and the internal consistency of the subscales were ranged between 0.83 (demandingness) and 0.86 (low frustration tolerance).

Conclusion: It can be concluded that four-factor model of the iPBI-2 is appropriate for measuring irrational belief about performance in Turkish athletes.

Key words: Irrational belief, Rational Emotive Behavior Therapy, Sport

**O12 Analyze of Elit Trap Shooters in terms of Attention and Heart Rate Variability
Before Shooting**

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Purpose: The aim of this research is to examine the pre-shoot attention and heart rate variability (HRV) of elite trap shooters and reveal the relationship between HRV, attention and competition scores.

Method: Declared by the Turkish Shooting and Hunting Federation in 2018, who're located in the first 18 athletes in overall rankings at trap men category constitute the universe of this study. 12 elite male athletes aged 39.25 ± 12.79 years among 18 elite male athletes participating in the "Turkey Trap Group Qualification" competition held in February agreed voluntarily to participate. The computer based attention test Cognitrone (Vienna Testing System, Schuhfried, 1996) and the emWave pro device (Institute of HeartMath, 2014) measurements were performed by the investigator in a room at the competition site, one hour before the start of the shooting series.

Findings: When the attention levels of the elite trap shooters participating in the study were examined, it was determined that the average time of the correct rejects were $2.38 \pm .44$ seconds and the mean of the correct hits were $2.02 \pm .49$ seconds. The mean number of incorrect responses obtained in the COG test was 5.17 ± 4.06 . When HRV values were examined, heart rate averages 94.84 ± 13.69 beats / min; SDNN of 29.96 ± 11.87 ms; The mean RMSSD was 27.24 ± 5.37 ms. In the frequency based HRV analysis, it was determined that the VLF average was 95.18 ± 101.14 ms² / Hz, the LF mean was 70.17 ± 77.73 ms² / Hz, the HF average was 20.54 ± 14.32 ms² / Hz and the total power was 185.90 ± 160.38 ms² / Hz. It was determined that the average of total shooting scores obtained from the series of elite trap athletes was 111.75 ± 5.54 . When the relationship between attention and HRV and shot performance was examined, the positive relationship determined between attention score and HRV variables; SDNN ($r=.81$, $p<.01$), total power ($r=.73$, $p<.01$), VLF ($r=.63$, $p=.03$) and LF ($r=.68$, $p=.02$). It was determined that there was no significant relationship between the total shoot score and both the attention score and the HRV variables ($p>.05$).

Results: In our preliminary study for the formation of cognitive and psychophysiological profiles of trap shooters, it was found that there was a positive correlation between attention and HRV variables. It is important to establish psychophysiological profiles of shooters with similar studies.

Key words: Attention, Heart Rate Variability, Trap and shooting performance

O13 Examining The Relationship Between Role Ambiguity and Group Cohesion and Collective Efficacy in Young Female Handball Players

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Purpose: The purpose of this study was to investigate role ambiguity, group cohesion and collective efficacy levels at female handball players; and also to investigate the relationship between these variables.

Method: 1124 female handball players participated in the study. Participants' mean age was $17.80 \pm .94$ years and mean of sport age was 6.86 ± 2.37 years. To determine the role ambiguity of the athletes, Role Ambiguity Scale was used which was developed by Beauchamp and Bray (2001) and adapted for Turkish by Davarcı and Aslan (2008). In order to evaluate the team cohesion of the participants, Group Environment Questionnaire was developed by Widmeyer et al. (1985) and adapted to Turkish by Morali (1994). And also to determine the collective efficacy levels of the athletes, the Collective Efficacy Scale was used which was developed by Riggs et al. (1994) and was adapted to Turkish by Öcel (2002). For analysis, descriptive statistics and Pearson Correlations Analysis were used.

Results: The descriptive statistics revealed that the participants in the study had high scores on the "role responsibility and performance criterion" and "knowing of role requirement", and also perceptions of team cohesion and the collective efficacy scores were moderate. Pearson correlation analysis showed that there were positive correlation between knowing role requirement and group integration-social ($r=.213$; $p<.05$), individual attraction to the group-task ($r=.274$; $p<.01$). And also there were positive correlation between Role responsibility-performance criterion and group integration-task ($r=.332$; $p<.01$), individual attraction to the group-task ($r=.235$; $p<.01$) and individual attraction to the group-social ($r=.214$; $p<.05$) subscales.

Conclusion: When study findings are examined; it can be said that the athletes who know the responsibilities and performance criteria of their roles held stronger beliefs about their teams' task and social cohesiveness.

O14 Coaches' Perceptions and Attitudes of Sport Psychology Services in Turkey

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Coaches' perceptions, knowledge, and attitudes about sport psychology are important determinants for the use of sport psychology services in professional teams (Martin et. al., 2012).

Purpose: The purpose of this study was to investigate the relationship between sport psychology knowledge levels and attitudes toward sport psychology service.

Method: The participants were 312 coaches (Mage = 38.24, SD = 10.19) from different team (N=241) and individual sports (N = 68) in Turkey. Coaches' attitudes toward sport psychology consultation were assessed using Shortened Version of the Sport Psychology Attitudes Revised Coaches – 2 [(SPARC-2) Zakrajsek and Zizzi, 2007]. Turkish adaptation of shortened version of SPARC-2 was carried out with this sample. Also, a 15-item questionnaire was developed to determine knowledge perceptions of coaches in various topics in sport psychology.

Results: Exploratory factor analysis results confirmed four dimensions structure explaining 60% variance. Factor loadings of items were between .53 and .82. Also, confirmatory factor analysis results demonstrate that proposed model fit the data well, $\chi^2/df = 1.445$; $p = .005$, CFI = .957; RMSEA = .039. Turkish adaptation was shown as a reliable measure with coefficient alphas ranging from .61 to .80 for all subscales. On the other hand, concentration techniques, imagery and goal setting were the most understood sport psychology techniques. In terms of attitudes towards sport psychology services, highest level coaches had a more positive attitude toward sport psychology counseling and they were personally open for mental training. Correlation analysis results showed negative but not significant relationship between knowledge level and personal openness and stigma tolerance sub-dimensions ($p > .05$).

Conclusion: The results of this study showed that shortened version of SPARC-2 was reliable and valid in the assessment of Turkish coaches attitudes of sport psychology service usage. Also, findings underlined the importance of the quality of coaching education in terms of sport psychology.

Keywords: sport psychology service, coaches, perception, attitude.

O15 The Role of Football Players' Motivation and Engagement Toward Sports in Determining Athlete Burnout

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The purpose of this study was to investigate the role of football/soccer players' motivation and engagement toward sports in determining athlete burnout. Two hundred male football players (Mage: 25.26 ± 3.63) voluntarily participated in this study. The Sports Motivation Scale (SMS), The Athlete Engagement Questionnaire (AEQ) and The Athlete Burnout Questionnaire (ABQ) were administered to all participants. Data were analyzed by using descriptive statistics and Stepwise Multiple Regression Analysis. Stepwise Multiple Regression Analysis revealed that vigor, amotivation and identification ($R=0.56$; $R^2=0.32$; $F(1,196)=30.08$; $p<0.01$) subscales were significant predictors of emotional/physical exhaustion subscale of athlete burnout. Analysis also indicated that enthusiasm, intrinsic motivation to experience stimulation and amotivation ($R=0.56$; $R^2=0.31$; $F(1,196)=29.79$; $p<0.01$) subscales were predictors of reduced sense of accomplishment subscale of athlete burnout. Beside this, enthusiasm, amotivation and external regulation ($R=0.55$; $R^2=0.30$; $F(1,196)=28.38$; $p<0.01$) subscales were predictor of devaluation subscale of athlete burnout. Analysis results showed that amotivation subscale determines all sub-dimensions of athlete burnout positively; but enthusiasm, vigor, intrinsic motivation to experience stimulation, identification and external regulation subscales determine the athlete burnout negatively. It can be concluded that, male football players' motivation and engagement levels plays a significant role in their burnout levels. In other words, athletes' internal or external motives and reasons to continue to their sports are important for burnout. Addition to this, their feelings when they performing sports provides some clues about burnout process.

O16 The Effect Of Personality in Recognising Emotions of Amateur Football and Basketball Players

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Introduction and Purpose: Facial expressions of emotions (FEE) often play a remarkable role in daily communication and contribute to social functioning. It has been shown that facial expressions are pre-attentively detected and automatically attract attention. Many of the Big Five personality traits, as measured by self-report, can be accurately estimated from “passport”-type photographs of people looking straight-ahead and with a neutral expression, both using individual photos (Penton- Voak et al., 2006) and composite images comparing the highest and lowest trait levels. The purpose in this study was to investigate influence of personality in recognising emotions among amateur football and basketball players.

Method: Participant: Participants included 33 amateur players (18 football and 15 basketball) ranging in age from 22 to 28 ($M = 21.12$, $SD = .93$). They play in amateur leagues. Instruments: The Five Factor Personality Inventory (FFPI; Somer, Korkmaz, & Tatar, 2002) is a 220-item personality inventory designed to assess the Big Five personality traits, neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. In this study, we used the short form of 85 questions of this scale. The facial affect recognition task used 52 black-and-white 35-mm slides from the Pictures of Facial Affect (POFA) system (Ekman and Friesen, 1976). The slides presented human faces portraying surprise, happiness, fear, disgust, sadness, and anger in a random order that was the same from subject to subject. Ishihara color blindness test was applied in all participants before the test applying because this protocol was created with the help of SuperLab 5 program and RB-740 response pad. Data analysis plan; multiple comparisons were calculated using multiple regression or χ^2 statistics. To control for multiple comparisons in analyzing the data on individual emotions, we used Multivariate analysis of covariance (MANCOVA).

Results: There was a significant main effect for group on the combined set of total correct response, ($F(1,30) = 3.18$, $p < .05$). Partial eta squared for Wilk’s Lambda was (λ) = .032. A significant main effect for age was also found, ($F(1,30) = 2.54$, $p < .05$). Partial eta squared for Wilk’s lambda indicated that the proportion of variability explained by age was 11% (λ) = .012). ANCOVAs with the covariate of total correct were performed to test differences between football and basketball players. Football players scored significantly higher than on conscientiousness, ($F(1, 30) = 4.03$, $p < .05$), and on agreeableness, ($F(1, 30) = 7.63$, $p < .05$). Football players scored significantly lower than nonparticipants on openness to experience $F(1,30) = 11.81$, $p < .05$). The personality traits are high and significantly with the total correct of the participants ($R=625$; $R^2:346$; $p<0,05$). The 5-personality trait together accounts for 35% of the total variance of emotional recognising.

Discussion and Conclusion: This study supports some of the theories and studies in the literature (McCrae RR and Costa PTJ (2003); Perlman et al. (2009); Isik (2017). Also this study supports the effect of sport on recognising emotions like others study (Bolorizadeh and Tojari, 2013; Bakker et al. (2012). As a result, emotion recognition skills are influenced by personality traits. This also depends on sports branch

O17 Burnout in Professional Soccer

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Burnout is defined as exhaustion of physical and mental resources, burnout occurs when we consume more of the energy we receive. Burnout is a complex syndrome and can be caused by personal factors such as excessive stress, cognitive, physiological, behavioral, and situational influences. Burnout, for instance, is not only psychological but also physiologically significant, loss of energy resources, increased risk of cardiovascular disease, increased risk of infection and disability. Burnout has been seen in all areas of sports and it is very common in futbol which is the biggest sector in recent years. Factors such as age, education level, marital status, play position and league level affecting the burnout level of footballers were evaluated in our study. The average age playing in Turkey professional league has joined 26.2 ± 3.4 years with a total of 240 men as a professional footballer volunteers, Raedek and Smith to assess burnout levels of professional football players, (2001) which consists of 15 questions and 5-point Likert scale model of emotional / Athletic burnout questionnaire (ABQ) with physical exhaustion, low sense of success and reliability for devaluation .91, .85, .90 was used. Cronbach alga reliability and validity averages, standard deviations, Pearson correlation analysis and multiple regression analysis were performed. Hierarchical regression model was used to understand the effects of different variables of footballers on the burnout levels of footballers. The first model was formed with age, marital status and education levels. In the second model, league levels and play positions were used. Hierarchical regression analysis results; a relationship was established between the ages of the athletes and the burnout levels of the athletes. Although marital status, play positions, education levels, league level values are high, all sportsmen have no relation to burnout. The fact that footballers' ages are related to their burnout level can be attributed to their greater experience. Knowing which variables affect the burnout levels of our professional footballers depends on the technical directors, coaches and performance analysts and so on. will contribute.

Keywords: Soccer, Athletic Burnout, Professional Player

O18 The Relationship of Coach-created Motivational Climate to Athletes' Burnout and Moral Decision-making

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Aim: The aim of this research was to examine the relationship of coach-created empowering and disempowering motivational climate to athletes' burnout and moral decision-making.

Method: 111 males 30 females as a total of 141 athletes participated in the research. Empowering and Disempowering Motivational Climate Questionnaire, Athlete Burnout Questionnaire and The Attitudes to Moral Decisions in Youth Sport Questionnaire were used as the data collection tools. The data was analysed by SPSS 22 program by descriptive statistics, Pearson correlation analysis and regression analysis with enter method.

Results: According to the results of Pearson correlation analysis, empowering and disempowering motivational climates were significantly correlated with athletes' burnout and some sub-dimensions of moral decision-making. In addition, regression analysis showed that task-involving and controlling coaching climates contributed to emotional/physical exhaustion by 25%, $F(5,135)=10.166$, $p<.05$; autonomy-supportive and controlling coaching climates contributed to reduced sense of accomplishment by 13%, $F(5,135)=5.008$, $p<.05$; controlling coaching climates contributed to devaluation by 23%; $F(5,135)=9.278$, $p<.05$; ego-involving climate contributed to acceptance of cheating [14%, $F(5,135)=5.473$, $p<.0509$] and acceptance of gamesmanship [3%, $F(5,135)=1.969$, $p<.050$]; task-involving and socially-supportive climates contributed to keep winning in proportion by 18%, $F(5,135)=7.057$. Regression analysis with the total scores of empowering and disempowering motivational climates revealed that empowering and disempowering climates contributed to emotional/physical exhaustion by 22%, $F(2,138)=20.561$, $p<.05$; disempowering climate contributed to reduced sense of accomplishment by 9%, $F(2,138)=7.893$, $p<.05$; empowering and disempowering climates contributed to devaluation by 13%, $F(2,138)=11.732$, $p<.05$; disempowering climate contributed to acceptance of cheating [by 14%, $F(2,138)=12.396$, $p<.05$] and acceptance of gamesmanship [by 4%, $F(2,138)=3.613$, $p<.05$]; lastly, empowering climate contributed to keep winning in proportion by 18%, $F(2,138)=16.524$, $p<.05$.

Conclusion: The results showed that coach-created empowering and disempowering climates partly related to athletes' burnout and moral decision making. It can be said by evaluating the overall results from the perspectives of Achievement Goal Theory and Self Determination Theory that empowering climate might be positive whereas disempowering climate might be detrimental for athletes' burnout and moral decision making.

Keywords: Empowering and disempowering motivational climates, burnout, moral decision-making.

O19 Athletes' Dark Triad Traits Effects on Their Career Values

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Introduction: The majority of research conducted on bright side personality traits, however, there has been increasing interest among scholars on the “dark side” trait correlates of work values (Furnham & Pendleton, 2016). This study discussed the relationship between dark personality traits that have negative consequences, especially in group sports, and career values. Thus, we look at on research demonstrating the career values (CV) into existing theory of dark personality (DT).

Method: 261 voluntary athletes participated in this study from faculty of sports from different state universities. Participants were 184 males (Mage= 21.27 year, SD= 2.20) and 83 females (Mage= 20.62 year, SD= 1.70) from various sports levels, amateur (n = 195), professional (n = 30), and national (n = 32: 14.40%) and level not informed (n = 17). The athletes completed two validated scales: The first measure, Work Values Inventory (Super, 1969) and, second measure, Dark Triad Dirty Dozen: SD3-T (Jonason & Webster, 2010; adapted by Özsoy, Rauthmann, Jonason, & Ardiç, 2017). Canonical correlation analysis (CCA) was performed to investigate the connection between CV and DT sets, a univariate and multivariate outlier, normality homoscedasticity, linearity, multicollinearity, assumptions were checked just before the analysis.

Results: CCA revealed a negative association between CV and DT sets. The most contributed variables to first canonic coefficient were creativity and achievement in CV set and Machiavellianism and Psychopathy in DT set. Second canonic coefficient results show that Achievement and Prestige in CV set, Narcissism and Psychopathy in DT stand in the forefront variables.

Conclusion: The athletes, who have low scores in Machiavellianism and Psychopathy, have related to rise in creativity and achievement. On the other hand, the athletes who have high scores in Narcissism and Psychopathy, have elevation in prestige and achievement.

O20 The Effect of Emotion on the Performance of Archers

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Emotional state is the mood and emotional quality at a certain time. The emotional state changes from time to time and from place to place. Many studies have shown that the emotional state of the emotional state and its poor performance originate without the right emotional state (Basumatary & Pramanik, 2014). Beedie (2000) and Terry (1995) suggested that the emotional state effect is a determinant of performance when certain conditions are met. Relationships between emotional state and performance have been the focus of recent research in sport psychology (LeUnes & Burger, 1998; LeUnes, 2000). The aim of the study is to examine the effect of the athletes on the performance of emotional situations. It is aimed to evaluate the emotional experiences of musical pieces in different approaches. There were 17 athletes in Denizli Archery Sports Club. In the first phase of the study, the neutral situations in which the participants were not exposed to the emotional state were assessed. The emotions were manipulated with 3 different pieces of music (positive, horror, negative). The Positive and Negative Emotional Scale (PANAS), a standardized group-focused emotional scale, was used to describe how participants felt before, after, and during performance in assessing each emotional state (neutral, positive, fear, negative) experience. After the manipulation, participants were asked to shoot from the participants and their effects on the performance of psychological emotional states were examined.

O21 Reframing to Cope With The Performance Problems in Sports

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Some concepts such as defeating, losing, winning, making mistakes, displaying good or poor performance, being substituted or criticized have importance for all the stakeholders of sports.

These concepts matter more for the athletes compared to other stakeholders. Since the perceptions regarding the events will have direct impact on the athletes' performance, it is of great importance that they have to learn reframing, which is a skill with regard to positive thinking, so that they will be able to improve their performance and create a professional level of consciousness. If athletes cannot change their way of thinking and perspective toward events, sport itself turns into a kind of nightmare of them.

There are basically two kinds of reframing: one is the reframing of context, the other is of content, which can be performed in several forms.

This study has been designed for the purpose of changing the perspectives of athletes and other of sports stakeholder toward sports, and to contribute to their acting that is well aligned with the spirit of sports.

Key words: Reframing

O22 The Analysis of American Football Players' Courage Levels and Sport Mental Toughness

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Goal: The goal of the study is to examine the relationship between American football players' courage levels and their sport mental toughness.

Method: The study sample consisted of 231 American football players at the 1st and 2nd leagues. The participants' average age was 22.14 years old (SD=3.67), their average sports experience was 3.29 years (SD=2.43), and they had worked with the same coach for an average of 2.05 years (SD= 1.48). Data was collected using the Sport Mental Toughness Questionnaire and the Sport Courage Scale. The study data was analyzed using descriptive statistics, t-tests, ANOVAs, and Pearson Correlations.

Findings: The participant American football players were found to agree with the sub-dimensions of the Sport Mental Toughness Questionnaire—reliance, continuity and control—and agree with all the sub-dimensions of Sport Courage Scale. The correlation analysis showed a positively significant relationship between both scales' sub-dimensions. Regarding age, a significant difference was found between 24-year-old participants and older participants in the reliance, control and continuity sub-dimensions of the Sport Mental Toughness Questionnaire and the self-confidence, assertiveness and being self-sacrificing sub-dimensions of the Sport Courage Scale. Considering the sports experience years of the participants, significant differences were found between participants with 5 years of sports experience and those with more than 5 years of sports experience in the reliance and continuity sub-dimensions of Sport Mental Toughness Questionnaire and in the self-confidence, consistence and assertiveness sub-dimensions of the Sport Courage Scale. The data also showed significant differences between participants with 3 years with their coaches and participants with more than 3 years in the reliance and continuity sub-dimensions of the Sport Mental Toughness Questionnaire and in the self-confidence and assertiveness sub-dimensions of the Sport Courage Scale. In terms of whether being a national athlete, significant differences were seen in the reliance, control and continuity sub-dimensions of the Sport Mental Toughness Questionnaire and in the assertiveness sub-dimension of the Sport Courage Scale. Regarding getting injured and punishment in the last one year, no significant differences were found in these aspects.

Results: It was revealed that as the age and experience years of the American football players have increased, their mental toughness was found to improve. It seems that for players receiving mental toughness training, this period can be shortened. In addition, injuries or punishment do not seem to affect athletes' levels of mental toughness and courage.

Key Words: American football, mental toughness, sport, courage

O23 Examination of psychological performance strategies of athletes

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Purpose: The purpose of the study was to examine the psychological performance strategies of athletes.

Method: The research sample consists of 145 elite athletes ($X_{age}:19,64\pm4,70$) aged between 14-35 who took part in international competitions. Athletes were recruited to study by random sampling method voluntarily. Personal information form and “Test of Performance Strategies (TOPS)” inventory, which was developed by Thomas et al. (1999) and adopted to Turkish by Miçooğulları, was used in the study. Turkish form of TOPS consists of 60 items which has eight sub-dimensions of both dimensions for practice and competition. The dimensions for both dimensions are self talk, emotional control, automaticity, goal setting, imagery, arousal, negative thinking/attentional control and relaxation. For analysis, frequency and percentage distribution calculations, Pearson correlation analysis and One Way ANOVA tests was used. The statistical analysis was done by SPSS 16 packet program.

Findings: According to the obtained data, while negative relationship was found in negative thinking ($r:-173: p= ,037$) sub-dimension, positive significant relationship was found in goal setting ($r:264: p= ,001$) and relaxation ($r:185: p= ,026$) sub-dimensions of competition dimension in terms of age variable. Regarding sport year, positive significant relationship in emotion control ($r: -199: p=, 017$), self-talk ($r:196: p= ,018$) and attention control ($r:210: p=, 011$) sub-dimensions of practice dimension and emotion control ($r:-189: p=,022$), goal setting ($r:241: p= ,003$), imagery ($r:168: p=,044$) and relaxation ($r:219: p=,008$) sub-dimensions of competition dimension. Also, significant difference was found in goal setting ($p= ,035$) sub-dimension of practice dimension and automaticity ($p= ,030$) and goal setting ($p= ,003$) sub-dimensions of competition dimension regarding education level.

Conclusion: In the light of the findings in the study, it can be concluded that psychological performance strategies differ regarding age, sport year, education level.

Keywords: Athletes, psychological performance, strategy

O24 Comparison of Differences in Body Compositions and Exercise Behaviour of Tekirdağ Namik Kemal University Staff Who Take or Don't Take Exercise Consultancy

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Aim: The aim of this study was to comparison of exercise behavior and body compositions of Namik Kemal University staff who take or not take 8 week exercise consultancy.

Method: 78 university staff (n_{male}=35; X_{age}=44.09±8.84 and n_{female}=43; X_{age}=38.46±7.59) voluntarily participated in this study. The personal information form and Exercise Stages of Change Questionnaire (ESCQ) were administered to all participants and TANİTA BC 545 N was used to determine the body compositions of the research group before and after 8-week exercise program. Exercise counseling was provided to participants who participate to exercise program before and during exercise program. An information seminar was given to the participants before starting the exercise program. Physical activity levels of participants were determined using a pedometer during the study and an exercise booklet which was to be gathered after exercise program was given to participants to let them record their daily physical activity levels. Moderate intensity exercise program was applied to the experimental group during 8 weeks (30 min paced walk + 30 min resistance exercise) in company with trainers. The measurements which taken at the beginning of the research were repeated after exercise consultancy and exercise applications to both group (experimental and control). To define the features of research group descriptive statistical analysis (average, standard deviation, frequency and percentage), to examine the body composition difference and physical activity level of groups which take or don't take exercise consultancy t test statistical analysis method in independent groups, to examine the difference of exercise behaviors (frequency, duration, intensity and exercise stage) whether they take or don't take exercise consultancy crosstabs was used.

Findings: As a result of the analysis, an increase in physical activity level and a decrease in weight and fat rates were observed of the group which take exercise consultancy rather than not take exercise consultancy group. In addition, crosstabs results were showed significant differences according to the stage of change in exercise, level of exercise frequency, exercise durations and exercise intensity.

Result: According to these findings, exercising with a counselor has positive effect on physical activity level, exercise habits and body compositions.

Key words: Exercise Consultancy, Body Composition, Exercise Behavior

O25 The Effect of Implementation of A 6-Week Basketball-Specific Aerobic Training on Mental Toughness and Anxiety Variables

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Objective: Apart from team training in a basketball, which is a team sport, individual training is known to have positive effects on the performance of the team. However, when these positive effects are considered, physiological changes come to mind. The purpose of this study is to examine the effect of a 6-week individual aerobic training in basketball on mental toughness and anxiety, which are important in terms of psychological performance.

Method: A total of 63 athletes (\bar{x} age = $17.93 \pm .75$) participated in the study: 23 in the experimental group (\bar{x} age= $18.08 \pm .79$) and 40 in the control group (\bar{x} age= $17.85 \pm .73$). The demographic information form, Sport Mental Toughness Questionnaire (SMTQ-14) and Sport Competition Anxiety Adult Form (SCAT-A) were used as data collection tools in the experimentally designed study. 70% heart rate was targeted during training in experimental group. This goal was followed by means of a transmitter placed on the chest and telemetric monitors (Polar, Finland) attached to the athletes' arms during the individual improvement-oriented program in basketball. SPSS 24 program was used for the statistical analysis of the data.

Discussion and conclusion: According to the statistical analyzes, there is a significant difference between the experimental group and the control group in terms of mental toughness subscales and total anxiety scores. In addition, when the initial test and post-test results of participants in the experimental group were compared in terms of heart rate variability, there was a significant difference in as well. It can be claimed that 6-week basketball-specific individual aerobic training reduces basketball players' anxiety levels and contributes to the increase of aerobic capacities as well their mental toughness.

Key Words: young basketball player, mental toughness, anxiety, aerobic training

O26 Investigation of Basic Psychological Needs of Shooting Coaches Regarding Various Variables

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Purpose: The purpose of this study was to investigate the coach-athlete relationship in the context of the basic psychological needs of serving shooting coach in Turkey.

Method: For this purpose, the study was carried out with a total of 103 coaches, 32 female and 71 male, participated in rifle, pistol and shotgun seminar held in Antalya between February 2-4, 2018. The Basic Psychological Needs Scale developed by Deci and Ryan (2000) and adapted to Turkish by Kesici Üre et al. (2002) was developed by Jowett and Ntoumanis (2004) and Turkish adaptation by Altıntaş et al. (2002) Coach Sportsman Relationship scale was used. In the analysis of the obtained data, descriptive statistics, Pearson correlation analysis and One Way ANOVA test for the difference between the groups were used and Tukey test was used to determine where the difference occurred. The data were analyzed in the SPSS 16 program. The level of significance was accepted as 0.05.

Findings: When the findings obtained in the study were examined, the main psychological needs of the coaches and the autonomy and closeness with respect to the coach athlete relation; relatedness and commitment; there was a significant negative correlation between coaching age and autonomy ($p < 0.05$) in the positive direction, competence and complementarity. As a result of the one way analysis of variance, it was found that there is a difference between the coach grades in the closeness sub-dimension ($p < 0,05$) and the difference is due to the coaches having the 1st and 2nd rank. There was no significant difference between genders ($p > 0,05$).

Conclusion: The increase in the need for autonomy and the respect and confidence between the athlete and the coach in the light of the findings of the study indicates that the increase in the need for social interaction indicates a commitment and continuity between the coach and the athlete. With the increase in the age of coaching, the coaches need to be more autonomous. Coaches who felt the need for competence were seen to have less responsibility and a desire to win together. There was no significant difference between male and female coaches in terms of basic psychological needs and coach athlete relationship.

Key words: Basic psychological needs, coach-athlete relationship, shooting

O27 Investigating The Basic Psychological Needs of University Students According to The Status of Their Physical Activity

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Aim: The aim of this research was to investigate the basic psychological needs of university students according to the status of their physical activity.

Method: 235 (%76.8) males and 75 (%23.2) females as a total of 306 students (Mage: 21.34±2.19) voluntarily participated in the research. Basic Psychological Need Scale, which measures autonomy, competence and relatedness as outlined by Self Determination Theory, was used as the data collection tools. Participants were examined into four groups which are regular exercise participants, individual sports participants, team sports participants and non-regular physical activity participants.

Results: The data was analysed by SPSS 22 program by descriptive statistics and Multivariate analysis of variance (MANOVA). Level of significance was determined to be 0.05 in all the analysis. According to the results, there was not any significant difference among the four groups $F(9, 730.272) = .948, p = .428$; Wilks' $\lambda = .972$; Partial $\eta^2 = .009$. Analysis for each dependent variable showed that need for autonomy $F(3,302) = .914, p = .435$, Partial $\eta^2 = .009$; need for competence $F(3,302) = .600, p = .616$, Partial $\eta^2 = .006$ and need for relatedness $F(3,302) = .439, p = .688$, Partial $\eta^2 = .005$ did not significantly differed among the groups.

Conclusion: As a conclusion, it can be said that there was not any significant difference in the basic psychological needs' scores among the research groups. Experimental studies which will be conducted in the future could extensively reveal the relationship between physical activity and the basic psychological needs.

Keywords: Exercise, sport, basic psychological needs.

O28 Effects of Pilates Exercise on Body Composition, Self Esteem and Depression Level

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Purpose: The purpose of this study is to examine the effects of 12 week pilates exercise on female university students in terms of body-mass index (BMI), waist to hip ratio (WHR), waist to height ratio (WHtR), self esteem, and depression level.

Method: The study adopted a one group pre-test post-test experimental design as a quantitative research method. 31 female students (\bar{x} age=20.741±1.65), who study at Namık Kemal University in 2016-2017 academic year and carry on pilates exercises regularly, have voluntarily participated in the research. Body compositions, depression and self-esteem level of the participants were measured before and after the exercise; "Coopersmith Self Esteem Inventory" was used in order to evaluate self-esteem, and "Beck Depression Inventory" was used in order to evaluate depressive symptoms. Descriptive statistical analysis was used to define the characteristics of the research group, t-test statistical analysis method was used in dependent samples to examine the differences between the variables studied in the study before and after the 12-week pilates exercise.

Findings: As a result of the analyses, a decrease in BMI ($t=4.09$, $p<0.001$), WHR ($t=2.45$, $p<0.01$), WHtR ($t=5.75$, $p<0.001$), and depression levels ($t=5.63$, $p<0.001$) of the participants was observed, although no changes were observed in terms of self esteem ($p>0.05$).

Result: In accordance with these findings, it is possible to say that regular pilates exercises have a positive effect on body compositions and depression levels of female university students.

Keywords: Body-mass index, waist to hip ratio, self esteem, depression, pilates.

O29 Sport Coaches' Perception of Sports Psychology Concept: A Metaphor Analysis

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Purpose: The aim of this research was to examine sport coaches' perceptions of sport psychology concept via metaphors.

Method: 83 males ($M_{age}=27.66\pm 8.43$; $M_{experience}=5.49\pm 4.55$) and 36 females ($M_{age}=25.69\pm 5.03$; $M_{experience}=3.37\pm 2.39$) as a total of 119 sport coaches, who work as a sport coach in Sakarya, voluntarily participated in the research. In data collection process, firstly, participants were informed about the aim of the research and metaphor technique. The data was collected via demographic questions and a prompt "sport psychology is like... because..." in an online questionnaire. The process stated by Saban (2008) used in this research. The steps of this process are 1) Naming, 2) Elimination and purification, 3) Compilation and categorization 4) Validity and reliability 5) Transferring the data to SPSS for quantitative analysis. Each metaphor was examined according to their meanings and then categorized. All the metaphors and the categories were also analysed by frequency analysis in SPSS 22 program.

Results: There were 95 different metaphors which were categorized into 14 categories. Some of the mostly mentioned metaphors were key, father and mother, doing training, friend, child, sea, education, life, hearth and fruit etc. The metaphor categories were "leading to success-increasing the performance" (25), "providing information" (6), "requiring individual approach" (6), "supporting-developing" (12), "requiring necessity to be used correctly" (8), "requiring endeavour" (10), "requiring different point of view" (1), "being comprehensive" (3), "delighting" (2), "effecting positively or negatively according to the way of using" (6), "preparing mentally" (2), "constituting a basement-essential" (22), "being a guide" (8), "other" (8).

Conclusion: The findings of this research revealed the perceptions of sport coaches about sports psychology. It was seen overall that sport coaches have positive perceptions about sports psychology. Also, the findings could also show what sports coaches expect from sport psychology.

Keywords: Metaphor, sports psychology, sport coach.

O30 Determinants of Moral Decision-Making Attitudes of Young Athletes: Parents, Coaches And Peers

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Purpose: The aim of this study was to examine the role of parents, coaches and peer group in determining moral decision-making attitudes of young athletes.

Method: One hundred and forty females (Mage=14.99±1.58), 200 males (Mage=15.61±1.63) totally 340 young athletes (Mage=15.36±1.64) voluntarily participate in this study. The Parent-Initiated Motivational Climate Questionnaire-2, Perceived Motivational Climate in Sport Questionnaire, Peer Motivational Climate in Youth Sport Questionnaire and Attitudes to Moral Decision-Making in Youth Sport Questionnaire were used as the data collection tools. Stepwise multiple regression analysis was used to assess the relationship between parents, coaches, peers' motivational climate and moral decision-making attitudes of young athletes.

Results: The results of the analysis indicated that performance, mastery, parents ego and peers ego climates were the significant predictors of acceptance of cheating ($R=0.49$; $R^2=0.24$; $p<0.05$). Another result showed that mastery and performance climates were the significant predictors of acceptance of gamesmanship score ($R=0.27$; $R^2=0.08$; $p<0.05$). Lastly, parent task, parent ego and mastery climates were the significant predictors of keep winning in proportion ($R=0.44$; $R^2=0.19$; $p<0.05$).

Conclusion: As a conclusion, it can be said that parents, coaches and peers' motivational climates effect moral decision-making attitudes of young athletes.

Keywords: Parents, coaches, peers, motivational climate, moral decision-making

O31 Dispositional Flow in Physical Education Classes: The Role of Motivational Variables

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Purpose: The aim of this study was to investigate the role of intrinsic motivation, motivational climate perceived sport competence and perceived autonomy support in determining flow experience in physical education classes.

Method: One hundred-seventy seven girls ($M_{age}=13.13\pm0.98$) and 126 boys ($M_{age}=13.10\pm0.96$) totally 303 ($M_{age}=13.12\pm0.97$) middle school students voluntarily participated in this study. “Personal Information Form”, “The Dispositional Flow Scale Short Form”, “Intrinsic Motivation Subscale of Situational Motivational Scale”, “Perceived Sport Competence Subscale of Children and Youth Physical Self-Perception Profile”, “Perceived Autonomy Support Scale (P.E. Teachers Form)” and “Trichotomous Motivational Scale” were administered to students. Descriptive statistics and hierarchical regression analysis were conducted to analyze the data.

Results: Hierarchical regression analysis indicated that intrinsic motivation, perceived sport competence, autonomy support from P.E. teachers and motivational climate explained 21 % of variance of dispositional flow. The intrinsic motivation was the most dominant predictor of dispositional flow ($R^2= 0.11$; $p<0.01$) and positively correlated with it ($\beta=.33$, $p<0.01$). Regression analysis indicated that the perceived sport competence ($\beta=.15$, $p<0.01$) and autonomy support ($\beta=.24$, $p<0.01$) were also significantly and positively correlated with the dispositional flow in physical education classes. These two motivational variables explained % 2 and % 6 variance of dispositional flow, respectively. On the other hand, the motivational climate did not predict the dispositional flow significantly ($p>0.05$).

Conclusion: It can be concluded that the intrinsic motivation can be said that the most significant predictor for the dispositional flow experiences of students. Additionally, autonomy support from P.E. teachers and perceived sport competence play role in determining the dispositional flow.

Keywords: physical education, dispositional flow, motivation, autonomy support, sport competence.

O32 Questionnaire of Reasons for Attrition into Turkish: A Validity and Reliability Study

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Purpose of this study was examining validity and reliability values of “Questionnaire of Reasons for Attrition” (QRA).

Method: Sample consisted of 140 females, 148 males, and 288 in total athletes (Mage = 16.51 ±2.20 years) who participated to team or individual sports for at least 1 year, then withdrew from sports. The questionnaire was developed by Gould et. al. (1982). The original questionnaire included 31 items. Since we couldn't reach the original form, we used Rottensteiner et. al.'s (2013) adaptation construct. This adaptation consisted of 18 items and 4 sub-dimensions. It is a 4-point likert scale differs between 1 (not at all true) and 4 (completely true). Descriptives, Cronbach's Alpha, internal consistency coefficients, and confirmatory factor analysis were employed in data analyses. The scale is checked in terms of comprehensibility in Turkish language right after translation and views of three expert taken regarding back translation results. Scale is updated with necessary corrections.

Findings: Sub-dimensions' Chronback alpha reliability coefficients were computed as; social issues / components $\alpha= 0.81$, ability related $\alpha= 0.75$, extrinsic motivation $\alpha= 0.64$, and lack of interests $\alpha= 0.61$. These values show acceptable internal consistency coefficients for the questionnaire. Confirmatory factor analysis results distributed factor loadings differing between 0.43 and 0.85. Chi square value divided by degrees of freedom value (χ^2/df (313.32/127)= 2.47, $p<.01$) and the root mean square error of approximation (RMSEA= 0.078) proved that the model is in acceptable threshold. In addition, CFI= 0.96, NFI = 0.94, NNFI = 0.96, IFI = 0.96, AGFI = 0.84 values which are related with model data fit also signed model data fit.

Results: When findings are evaluated, it can be said that the model was found fit and questionnaire has construct validity. Consequently, as a valid and reliable scale, Turkish version of “Questionnaire of Reasons for Attrition” can be used in forthcoming studies.

Keywords: participation to sports, withdraw from sports, attrition from sports

O33 A Critical (Re)View On Outsider Position and Objective Researcher Identity in Sport Psychology Research

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Trying to understand human behaviors in sport attract the attention of researchers for a long while. By investigating human behaviors in sport, researchers have positioned outside and applied quantitative method as they have situated inside and employed qualitative method. Both of these methods should not have specific and standard prescription while identifying and understanding a phenomenon in social aspects of sports sciences. Since, individuals experience social world (such as, sport career, education, job, art, family life) in many different ways. Further, individuals have notably different identities (such as gender, culture, ethnicity, race, age, religion, and nation) in sport domain which determine the experiences and vice versa. But then, as is known to all, both national and international methodology of sport psychology researches have tendency toward quantitative approach. From this point of view, the main aim of this review is to endeavor to show why quantitative methodological approach is pretty dominant in sport psychology which is sub-discipline of social science. Likewise, opening this domination up for discussion by identifying and questioning research methods in sport psychology is the second aim of this review. While entering into the field of sport psychology, we take advantage of master and doctoral dissertations, scientific articles, journal referees, opinion of academicians and our academic study experiences. Furthermore, we have a mind to ask “Does sport psychology is conservative, traditionalist?” or “Is the nature of sport psychology quantitative?” To be worthy to discuss for innovative and genuine research in sport psychology, we should answer these questions all together.

O34 Investigation of Attention, Concentration and Mental Toughness Properties in Tennis, Table Tennis and Badminton Athletes

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Aims: Attention, concentration and mental toughness characteristics are known to be important components of athletic performance. The aim is to examine the attention, concentration and mental toughness characteristics of athletes, tennis, table tennis and badminton athletes by considering the physical and mental stability of the athlete in the tennis, table tennis, and badminton sports branches.

Methods: A total of 61 athletes participated in the study, with a mean age of 21.18 ± 2.96 , playing tennis (n: 21), badminton (20) and table tennis (20). The d2 attention test developed by Brickenkamp (1966) was used to determine the level of attention of the athletes participating in the study. The Letter Cancellation Task, developed by Kumar and Telles (2009), to determine the concentration level, Sheard et al. (2009) developed "Sports Mental Toughness Questionnaire-SMTQ-14".

Findings: In the Analysis of Data, ANOVA test was used to identify differences between groups, and Tukey HSD analyzes were used to determine which branches were different. According to findings; attention (tennis: 514.48 ± 97.37 , table tennis: 521.45 ± 69.45 , badminton: 531.70 ± 61.08) and mental toughness performance (tennis: 32.46 ± 3.27 , table tennis: 34.40 ± 4.83 , badminton: 35.55 ± 3.34) there was no significant difference between the groups ($p > 0.05$). Concentration performance (tennis: 39.38 ± 7.55 , table tennis: 36.20 ± 10.16 badminton: 29.20 ± 10.93) was significantly different between the groups ($p < 0.05$). It was determined that tennis athletes were more successful in concentration performance than table tennis and badminton athletes.

Results: As a result; attention and mental toughness performance there was no significant difference between the groups. Concentration performance was significantly different between the groups. It was determined that tennis athletes were more successful in concentration performance than table tennis and badminton athletes. It is recommended that special exercises should be carried out by the athletes to improve attention, concentration and mental toughness characteristics.

Key Words: Tennis, Table Tennis, Badminton, Attention, Concentration, Mental Toughness.

O35 Motor Proficiency and Physical Self-Perception of 10-14 Years Old Children

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Aims: The aim of the study was to determine the role of age and physical self-perception of children on motor proficiency level.

Methods: The participants of the study was included 113 girls (MAge=11.96±1.34), 103 boys (MAge=11.91±1.32) and total 216 children (MAge=11.93±1.33). The Bruininks-Oseretsky Test of Motor Proficiency, Second Edition (BOT-2) was used to assess children's motor proficiency. BOT-2 is an individually-administered test that uses engaging, goal-directed activities to measure a wide array of motor skills in individuals aged 4 through 21 and it has 8 subtests with 53 items. "The Children and Youth – Physical Self-Perception Profile (CY – PSPP)" was used to test the physical self-perception of children. The CY – PSPP consists of 36 items that represent six domains: The Global Self-Esteem, Physical Self-Worth, Sport Competence, Body Attractiveness, Physical Strength and Physical Condition. A stepwise multiple linear regression was conducted to test whether the participants' age and physical self-perception subdomains predicted the participants' motor proficiency levels.

Results: A stepwise multiple linear regression was conducted to test whether the participants' age, the global self-esteem, physical self-worth, sport competence, body attractiveness, physical strength, physical condition predicted the participants' BOT-2 total scores. At step 1 of the analysis age entered into the regression equation and was significantly related to BOT-2 total scores, $F(1, 214) = 27.385$, $p < .001$. The multiple correlation coefficient was 0.34, indicating approximately 11.3% of the variance of the BOT-2 total scores could be accounted for by participant's age. At step 2 of the analysis, sport competence also entered into the regression equation, $F(2, 213) = 26.678$, $p < .001$. The multiple correlation coefficient was 0.45, indicating approximately 20.0% of the variance of the BOT-2 total scores could be accounted for by participant's age and sport competence. At step 3 of the analysis, physical condition also entered into the regression equation, $F(3, 212) = 20.172$, $p < .001$. The multiple correlation coefficient was 0.47, indicating approximately 22.2% of the variance of the BOT-2 total scores could be accounted for by participant's age, sport competence, and physical condition.

Conclusion: Regression analysis results proved that age, perceived sport competence and perceived physical condition have significant effect on motor proficiency of 10-14 years old children. On the other hand, perceived global self-esteem, physical self-worth, body attractiveness and physical strength did not significant effect on motor proficiency of the participant children.

O36 Touching the Void Movie Content Analysis in the Context of Psychological Skill Factors in Sports

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Purpose: The purpose of this study was to examine the contents of touching the void movie in the context of psychological skill factors in sports.

Methods: Document analysis method was used in qualitative analysis methods. In the analysis process, all the dialogs in Touching the Void movie were transcribed. The transcribed dialogs were watched separately by the first and second writers at the same time with the image, and the psychological skills strategies that two climbers used against hardships were coded. Afterwards, codes were examined, and basically existing psychological skills were developed.

Results: One of the ways to ensure the performance for athletes is to use psychological skill factors. Psychological skill factors can also be visually explained over sports films and documentaries to athletes and other people in the sports field. To illustrate this, three main themes from the contents of "Touching the Void" movie were defined in this study, namely the concepts of mental endurance, goal setting and self-talk among the psychological skills factors in sports. The way Joe and Simon used their psychological skills before, during, and after the hardships they had experienced and their decisions according to these skills were analyzed.

Conclusion: It is thought that this study can give an idea about how the psychological skills factors in sports can be applied in practice and removed from the theoretical framework.

O37 Investigation of Competition Levels of Athletes' by Winter Sports

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Turkey is a mid-rail country, it has nationally and internationally important winter tourism centres due to its special location and privileges. With these centers, sports enthusiasts interested in winter sports offer sports facilities in various areas. The propose of this study is to examine the competition concerns of national and club athletes operating in the winter sports field in our country. the effects of variables such as age, gender, sporting level, and duration of sporting athletes' anxiety levels will be examined. Working in this direction; the level of competition anxiety, which is important for the success of winter sports athletes, will reveal the relationship of the athletes to the specified variables. In this context, it is important to provide suggestions in order to reduce anxiety levels. Research group of the study was composed of Turkey Ski Federation, Turkey Ice Skating Federation and Turkey Curling Federation. In this study, data obtained from 161 athletes were used by questionnaire method. In current study, the Competition Anxiety Test (SCAT-A) developed by Rainer Martens was used as measures. Accordingly, we have analyzed factors based on the t-test and ANOVA test. As a result; between anxiety levels it was determined by gender and age is a significant difference. It was determined that there is no significant difference between the sporting branches, sports year, competition levels and education levels

Keywords: Sport Psychology, Competition Anxiety, Winter Sports, Athlete

O38 How Do Atheist, Christian and Muslim Elite Athletes Motivate Themselves?

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Purpose: The purpose of this study is to compare Atheist, Christian and Muslim elite men's volleyball players motivation styles before competition.

Method: In this research, semi-structured interview which is dealt with by qualitative research method was used to collect data. "How do you motivate yourself before competition?" question was asked to the participants.

Participants: Criterion and convenience sampling were carried out together to determine the participants. In this context, while 5 Muslim 1st league men's volleyball players were selected in Turkey, 4 Christians and 8 Atheists 1st league men's volleyball players were selected in Czech Republic.

Data Analysis : Qualitative content analysis was employed for the data analysis. First of all, the interviews were performed by using the voice-records and some notes were transformed into a written text on the computer. Secondly, written text was read too many times for focus points. The focus points were compared with the interviews. At last, the focus points comprised of the category called as "Motivation Styles".

Findings: According to Muslim athlete's data, the focus points were divided into six different parts as hierarchically; "Praying (f=4)", "Stay alone (f=2)", "Want to do best (f=1)", "Teammates (f=1)", "Family responsibilities (f=1)" and "Contribute to team success (f=1)". Christian athlete's data divided into five different focus points as hierarchically; "Desire to win (f=2)", "Stay alone (f=1)", "Want to do best (f=1)", "Listen to music (f=1)" and "Visualizing (f=1)". Besides, atheist athlete's data divided into seven different focus points as hierarchically; "Desire to win (f= 3)", "Listen to Music (f=3)", "Want to be successful (f=2)", "Health problems (f=1)", "Drink coffee (f=1)" and "Sleeping (f=1)".

Results: When we examine the expressions belong to Atheist, Christian and Muslim athletes, we can see praying is the most common motivation style among Muslim athletes. However, according to Christian athletes, mentally preparing mostly motivates them. For Atheist athletes, winning the game is the biggest motivation. Muslim, Christian and Atheist athletes have similar motivation focus points such as; "Want to do best". When we compare the Muslim and Christian athletes, "stay alone" and "want to do best" is common motivation styles for them. They prefer to stay alone because of some reasons such as; suppress excitement, to imagine and relaxing. There is no similar expressions between Muslim and Atheist athletes. "Desire to win" and "Listen to music" is common expressions between Christian and Atheist athletes. As a result, when we compare Atheist, Christian and Muslim athletes, they share some common motivation styles before competition. While Christian and Muslim athletes mostly prefer to pray as a motivation method before competition, desire to win and listen to music mostly motivate the Atheist athletes.

O39 Unethical Behavior Perceived by Athletes From Coaches Based On Moral Disengagement

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Purpose: The purpose of this study is to identify the relationship between moral disengagement of athletes and perceived unethical behaviour from coaches.

Method: The study sample consisted 305 athletes working with the same coach for an average of 2.01 (SD=1.69) years from basketball, football, and volleyball with an average age of 20.45 (SD=4.68). Data was collected using the Moral Disengagement in Sports Scale and the Athlete Perception Scale About Coaches' Unethical Behaviours. Descriptive statistics, t-tests, ANOVAs, and Pearson Correlations were used in the data analysis.

Findings: Regarding the average values of scales, it was found that athletes slightly disagreed in moral disengagement, whereas disagreement in the Athlete Perception Scale about Coaches' Unethical Behaviours showed that participants somewhat disagreed with the athlete-coach relationship and the personal properties dimension, and completely disagreed with the unethical behaviour in fair play dimension. According to correlation analysis, there was positive low level significant relationship between coach-sport athlete relationship sub-dimension of moral disengagement and the perception of athletes regarding the unethical behaviours of coaches, fair play dimension, and personal properties dimension. Regarding gender, there was a significant difference in moral disengagement scale, with male participants showing higher divergence than female participants. Participants who accepted insufficient amounts of engagement showed higher unethical behaviour perception than participants who accepted sufficient amounts of engagement. Based on whether the interaction with coaches in social environment variable contributed to the unity of the team, there were significant differences for all sub-dimensions of perception of athletes. Participants who stated that engagement with coach in social environment will fail to contribute unity of the team showed higher unethical behaviour perception than participants who believed it would contribute. Based on the communication levels with coaches, there were significant differences for all sub-dimensions of perception of athletes regarding unethical behaviours of coaches. Participants with poor communication with coach had higher unethical behaviour perception than participants with moderate and high levels of communication. The results showed that as moral disengagement level of sports athletes increased, the level of perceived unethical behaviours increased. It was also found that participants with insufficient engagement with coaches in social environments and believed such engagement will fail to contribute to the unity of the team, as well as athletes that believe to have poor communication with coaches, had higher level of perception for unethical behaviours of coaches. Based on these results, it seems that supporting the sports athlete-coach relationship in social environment could contribute for sports athletes to positively regard coaches.

Keywords: Ethic, Morals, Sport, Coach

O40 Development of The Sport Mental Toughness Scale (SMTS)

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Purpose: The aim of this study was to develop psychometrically sound Sport Mental Toughness Scale (SMTS) to be used in sports in Turkey.

Methods: 110 female ($M_{age} = 20,71 + \sqrt{4,10}$), 269 male ($M_{age} = 22,65 + \sqrt{5,10}$) and total 379 ($M_{age} = 22,10 + \sqrt{4,92}$) athlete between the ages of 18-38 voluntarily participated to the study. Explanatory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted for the construct validity, and for criterion validity the relationship between Sport Mental Toughness Scale (SMTS) and Sport Mental Toughness Questionnaire (SMTQ) was examined with Pearson Product Moment Correlation. To test the reliability of the scale, the Cronbach's alpha reliability coefficient was calculated.

Results: The sample adequacy coefficient of Kaiser-Meyer-Okin obtained in the study was found to be .88, and Barlett's Sphericity Test Approximate Chi-Square Value was 2525.19 ($df = 231, p < .01$). The SMTS was first shown to be composed of 4 subscales and 22 items in the EFA resulting from varimax rotation. The CFA results showed that the values of goodness of fit index of the scale were ($\chi^2 / sd = 2.08$, AGFI = 0.88, GFI = 0.91, CFI = 0.91, RMR = 0.06, RMSEA = 0.05, IFI = 0.91, TLI = 0.89). The Cronbach Alpha values of the subscales were; 0.82 for the "Control" subscale, 0.75 for the "Commitment" subscale, 0.74 for the "Challenge" subscale, 0.72 for "Disintegration" subscale and 0.86 for the total scale. The result of the criterion validity analysis of the scale showed that there were significant ($p < 0.01$) correlations between the subscales of SMTS and subscales of SMTQ and between total scale scores.

Conclusion: The results indicated that Sport Mental Toughness Scale can be used to determine the mental toughness level of athletes in Turkey.

Keywords: Mental toughness, validity, reliability

O41 Psychometric Properties of the Perceived Social Loafing Questionnaire - Turkish Form

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Purpose: The aim of this study was to examine the validity and reliability of the Perceived Social Loafing Questionnaire (PSLQ) (Høigaard, 2002) – Turkish form.

Method: The study was carried out using data collected from convenience samples of 73 female (Age=21.39, Ss=2.70 years) and 128 male (Age=21.70, Ss=4.36 years), 201 adult athletes (Age=21.59, Ss=3.84) in total from team sports. PSLQ consists of 5 items and scored on a 5-point Likert-type scale. Confirmatory factor analysis (CFA) was used to test the factor structure of the PSLQ, convergent and discriminant validities were evaluated by using CR, AVE, MSV and ASV indicators. Internal consistency of the PSLQ was assessed by Cronbach's alpha coefficient and composite reliability, together with item-total correlations.

Results: CFA results indicated that one factor measurement model fit the data adequately well (chi-square/df = 1.38, RMSEA = 0.44, CFI = 0.99, SRMR = 0.02, TLI = 0.98, NFI = 0.98). Evidence for convergent and discriminant validity was provided by aforementioned indicators. Coefficient alpha and composite reliability for the measure were calculated as 0.79 and 0.78, respectively. Corrected item-total correlations ranged from .55 to .63 and t-test carried out with each item's means of upper27% and lower%27 showed significant differences ($p < .001$).

Conclusion: The results of this study suggest that PSLQ – Turkish form is a psychometrically sound and valid instrument to assess social loafing in team-sport settings.

O42 Impulsive Sensation Seeking Scale: Validity and Reliability Of Turkish Version

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Purpose: The purpose of this study is examining validity and reliability the Turkish version of Impulsive Sensation Seeking Scale (ImpSS) developed by Zuckerman and others (1993).

Method: The study group consists of 133 female and 124 male total 257 participants (Mean age= 35.60 ±11.21 years old – between 18-63 years). ImpSS was developed by Zuckerman and others (1993) for measuring general sensation seeking. The scale consist of 19 item and two subdomain; impulsivity and sensation seeking. The items are answered as true or false. The Pearson correlation coefficient, Kuder-Richardson 21 (KR-21) and confirmatory factor analysis were used for statistical analysis.

Findings: Test-retest correlation coefficient for impulsivity is 0.75, for sensation seeking is 0.79 and for total scale is 0.82. The result of KR21 validity test for impulsivity subdomain is 0.77, for sensation seeking is 0.73 and for total scale is 0.81. According to confirmatory factor analysis the scale's factor load values changes between 0.30 and 0.67. The 15th item was removed from the scale because of the factor load value of the item was 0.24. The result obtained by dividing chi-square value by the degree of freedom (χ^2/sd (314.72/133)= 2.37, $p<.01$) and Root Mean Square Approach Error (RMSEA = 0.073) shows the model's data fit is in acceptable limits. In addition to this, the Comparative Fit Index (CFI= 0.92), Non-Normed Fit Index (NNFI) = 0.91, Goodness of Fit Index (GFI) = 0.88 values that related to model's data fit shows model's data fit.

Results: The results show that it has seen that the model consisting of 18 items and two subdomains conforms to the data and the scale has construct validity. In conclusion, the Turkish version of Impulsive Sensation Seeking Scale can be used in researches as a valid and reliable scale.

Keywords: sensation seeking, impulsivity

**O43 Psychometric Properties of the Observational Collective Efficacy Scale for Sports
- Turkish Form**

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Purpose: The purpose of this study was to assess the validity and reliability of the Observational Collective Efficacy Scale for Sports (OCESS) (Fransen et al., 2014) – Turkish form.

Method: A convenience sample of 219 athletes (Age=21.29, Ss=3.80) from team sports aged 18 years or older (78 female, Age=21.17, Ss=2.74 years; 141 male, Age=21.36, Ss=4.29 years) participated in the study. OCESS is a unidimensional measure of collective efficacy consists of 5 items in a 7-point Likert format. Confirmatory factor analysis (CFA) was used to test the factor structure of the OCESS, convergent and discriminant validities were evaluated by using CR, AVE, MSV and ASV values. Internal consistency of the OCESS was assessed by Cronbach's alpha coefficient and composite reliability, together with item-total correlations.

Results:CFA results indicated that one factor measurement model fit the data adequately (chi-square/df = 2.04, RMSEA = 0.69, CFI = 0.98, SRMR = 0.02, TLI = 0.97, NFI = 0.97). Evidence for convergent and discriminant validity was provided by aforementioned indicators. Coefficient alpha and composite reliability for the measure were calculated as 0.80 and 0.82, respectively. Corrected item-total correlations ranged from .38 to .84 and t-test carried out with each item's means of upper27% and lower%27 showed significant differences (p<.001).

Conclusion: This study demonstrates that the OCESS - Turkish form retains good psychometric properties of the original scale.

O44 Sense of Community in Sport Instrument: A Validity and Reliability Study

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Purpose: Purpose of this study was examining validity and reliability values of “Sense of Community in Sport Instrument” (SCS).

Method: Sample consisted of 124 females, 98 males, and 222 in total athletes (Mage = 15 ± 1.91 years).SCS was developed to assess sense of community in sport setting. The scale includes 21 items and 6 sub-dimensions: Administrative Consideration, Common Interest, Competition, Equity in Administrative Decisions, Leadership Opportunities, and Social Spaces. The scale is 4-point likert scale and ranges from 1 (not at all true) to 4 (completely true). Descriptives, Cronbach’s alpha internal consistency coefficient, Pearson correlation analysis, and confirmatory factor analysis was used in data analyses.

Findings: Correlation values between Turkish and English forms differ between 0.76-0.93 for sub-dimensions, and 0.97 for the whole scale. Cronbach’s alpha coefficients were found as; administrative consideration $\alpha= 0.78$, common interest $\alpha= 0.68$, competition $\alpha= 0.67$, equity in administrative decisions $\alpha= 0.81$, leadership opportunities $\alpha= 0.83$, social spaces $\alpha= 0.84$ and the whole scale $\alpha= 0.90$. These findings reflected acceptable internal consistency coefficients. According to confirmatory factor analysis, factor loadings of the scale range between 0.59 and 0.81. Chi square value divided by degrees of freedom value (χ^2/df (339.98/174) = 1.95, $p<.01$) and the root mean square error of approximation (RMSEA= 0.066) proved that the model is in acceptable threshold. Moreover, CFI= 0.97, NFI = 0.94, NNFI = 0.96, GFI = 0.87, values which are related with model data fit also remarked model data fit.

Results: When findings are interpreted, it may be said that the model was found fit and questionnaire has construct validity. Therefore, as a valid and reliable scale, Turkish version of “Sense of Community in Sport Instrument” can be used in forthcoming studies.

Keywords: sense of community, sense of community in sports, sports and adolescents

O45 Importance of Positive Self Talk in Sport

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One of the most important factors that manifest the athletes' psychological resilience or stamina is the positive or negative talks and / or discourses that they perform on their own whenever they are under pressure or they face tough moments.

It is possible to reveal the current state of mind pertaining to the athletes on the basis of their self- talks or their discourses. In cases when the state of mind of the athlete is negative, the athlete may lose his / her calmness and tranquility as well as control over his / her performance. For this reason, the athlete will be distracted from the position of winning the match or the race. In some cases, it is also likely that the athlete is detached from the match or the race.

It is possible for the athletes to learn self-talk, which is an attribute of psychological competence, so that they can gain control over their performance under any circumstance, sustain their concentration and display the desired performance. By doing so, athletes can learn how to maintain their concentration under any sort of pressure and tough situations.

Key words: Positive Self-Talk, Mental Toughness in Sport.

O46 Identifying The Levels of Self-Confidence of High School Students

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Aim: Aim of this study is determine whether the levels of high school students vary according to their gender, participation/nonparticipation in sports activities, and staying/not staying in students hostels or not.

Method: The universe of this study consisted of a total of 2504 students that attended Bolu Science High School and TOBB Zübeyde Hanım Girls Vocational and Technical High School in 2017-1028 academic year, whereas the sample of this study was made up of 438 students from both schools. In the study, self-confidence scale developed by Akın (2007), and the reliability and validity of which was proven, was used. The scores that can be obtained from the scale range between 33 and 165. The analysis and the interpretation of the data gathered through the scale were carried out in computer environment. The scores about the students' levels of self-confidence were described by using arithmetic means (X) and the standard deviations (sd). When the data showed normal distribution, Independent Sample Test was used in comparing two groups, and Mann Whitney U Tests were used to compare the groups when the data did not show normal distribution. The significance level was accepted as ($p < 0,05$).

Findings: In comparing the levels of self-confidence of high school students in terms of where they stay, no statistically significant difference was found ($p > 0,05$). Similarly, no statistical difference was found when the students' levels of self-confidence were compared according to their gender ($p > 0,05$). No statistical difference was found in their levels of self-confidence according to the gender of the students who stay at their homes ($p > 0,05$). No statistical difference was found in their levels of self-confidence according to the gender of the students who stay in dormitories ($p > 0,05$). However, there was a statistically meaningful difference between their levels of self-confidence in terms of whether they participate in sports activities or not ($p < 0,05$). In comparing the levels of self-confidence of those who are engaged in sports, no statistical difference was found according to their gender ($p > 0,05$). In comparing the levels of self-confidence of those who are not engaged in sports, no statistical difference was found according to their gender ($p > 0,05$).

Key Words: Self-confidence, High School, Students.

O47 Measuring The Effects of The Instability of The Technical Directors on The Performance of The Football Teams

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Purpose: Super league, which is at the top of the list of the most common technical directors change league in Europe, is also in instability about the number of the transfers made. (www.transfermarkt.com.tr. Date of Access: 30.11.2017). According to Berman and his friends study (2002), it is known that with this instability image, success can come from time to time. However, according to Bantel and Jackson (1998), frequently changed technical directors, frequently changed rules, and movements which can change the fate of the league, is sometimes the reason of the failure. In accordance with Konter (1996), although the changes of technical directors are, in fact, sport management functions, it is generally used as a sports psychology maneuver. With this research, it is searched how the changes of technical directors affects the teams performances.

Method: The changes of technical directors done by football clubs between the years of 2007-2008, 2016-2017 for 10 years in Super League are analyzed. It is found that there is not a normal distribution between the average scores of the technical directors with the test of Shapiro-Wilk and the test of Mann Whitney U which are applied.

Findings: When the 5 and 10 matches after and before the changes of the technical directors are compared, it is seen that averages are significantly increased in favor of the next 5 and 10 matches at 115 changes ($p = 0,000 < 0,05$), ($p = 0,000 < 0,05$). Being looked up without limiting the number of the matches, it comes out that average scores and the number of goals make a meaningful difference between the first technical directors and the other technical directors ($p = 0,000 < 0,005$). Coming a native technical director in the first 5 and 10 match periods, it is seen that analyzing average score changes before 5 and 10 matches periods, there is a meaningful and positive increase of the change ($p = 0,000 < 0,05$), ($p = 0,000 < 0,05$). It does not come up significant difference in the performance with foreign technical directors. In addition to this, in stable clubs which are at the Super League at tenth season do not come up a significant difference at the average scores before and after the change. However, in unstable clubs come up that the changes are the elements of the increase of the average scores ($p = 0,001 < 0,005$).

Conclusion: It is come up that changing technical director brings success in certain conditions at Super League. In this conditions, stability takes an important place, and the technical directors who come the position being native or foreign is also important. A foreign technical director who do not know the league may not be able to change the negative stability things to the positive at the average score performance. It can be explained that the consequence of native technical directors' and players' quick, direct and correct communication can be more effective about preparing players both mentally and tactically to the matches than foreign technical directors.

O48 How Do Elementary Students in the Czech Republic and Turkey Perceive the Sport Concept? A Phenomenographic Study with Draw and Write Technique

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Purpose: The purpose of this study is to compare the perception concerning game concept of 4th grade students in Turkey and the Czech Republic.

Method: Draw and write technique was used to identify participants' cognitive structures concerning game concept. Draw a picture "What is the meaning of game for you?" and write a few sentences "What is the meaning of game for you?" questionnaire was used as a study tool.

Participants: Criterion sampling and convenience sampling were used together. 4th grade in range of 8-10 years old 18 students (9 girls 9 boys) selected from Brno Nursery and Primary School in Brno province of the Czech Republic. 4th grade in range of 8-9 years old 21 students (12 boys and 9 girls) selected from Ulubatlı Hasan Elementary School in Ankara province of Turkey.

Data Analysis: Phenomenographical data analysis was employed for analytic strategy. The following steps have been taken in this direction. Becoming familiar with the data, identifying relevant parts of the data, comparing extracts to find sources of variation or agreement, grouping similar segments of data, articulating preliminary categories, constructing labels for the categories and determining the logical relationships between the categories.

Findings: Students writing and drawing findings comprised of five main categories in the Czech Republic hierarchically, Branch of Sports (f=32), Sports Environment and its Features (f=15), Sports Equipment (f= 15). Students writing and drawing findings comprised of six main categories in Turkey hierarchically, Branch of Sports (f=54), Sports Environment and its Features (f=22), Sports Equipment (f=19), Other Thoughts about Sport (f=14)

Results: As a result of the study, students perceive the game concept mostly as sport branches in the Czech Republic and Turkey. In this main category, while boys have the highest writing and drawing frequency in "Kick Box (f=4)" subcategory, girls have the highest writing and drawing frequency in subcategories of "Floor ball (f=2)", "Ice Skating (f=2)", "Horse Riding (f=2)" and "Handball (f=2)". Boys and girls have the lowest writing and drawing frequency in the "Sports Equipment (f= 15)" subcategory. When we examine the boy and girls' writing and drawing data in Turkey, both of them have the highest writing and drawing frequency in "Basketball (f=10)" subcategory. However, they have the lowest writing and drawing frequency in the subcategory of "Other Thoughts about Sports (f=14)".

O49 Examining Personal Orientations within the Context of Adult Recreational Sports Participants' Self-Actualizations

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Purpose: The purpose of this study is to examine the values of personal orientation leading to self-actualization from the perspective of adult recreational sports participants.

Method: The data of the study were obtained from 348 volunteer participants, 61.2% (n = 213) of them women and 38.8% (n = 135) men, who were instructors or students of different Recreational Sports Centers operating in Istanbul. In the working group a Personal Information Form is provided to identify individual characteristics. For the analysis of self-actualization values the Personal Orientation Inventory developed by Everett Shostrom and adapted into Turkish by Yıldız Kuzgun was used. In the study conducted in the relational screening model, SPSS 20 was used. By Evaluation of research data as descriptive statistical methods; average, standard deviation, median, frequency, percentage, minimum, maximum and ratio was utilized. Besides, Mann Whithney U was used for comparing of two groups and Kruskal Wallis was used for comparing of three or more groups which were non-normally distributed quantitative data and Mann Whitney U was applied to determine the group causing the difference. Significance levels were tested for $p < .05$ and $p < .01$ levels.

Results: According to the results of the analysis conducted to examine the personal orientation values of adult recreational sports participants in terms of gender variation statistically significant differences were found in all subscales of the scale. Assessment of Personal Orientation Inventory (POI) lower dimension points according to the age groups of the participants has shown significant differences in some sub-dimensions, such as time competence, inner directed support, self actualizing values, existentiality and self respect. There was also statistically significant differences between the scores of the self-acceptance, acceptance of aggression and capacity for intimate contact subscales of POI according to the age groups of the subjects participating in the study. A statistically significant differences were found between the scores of the POI time competence, inner directed support, existentiality, spontaneity and being close to others sub-dimensions according to the occupations of the subjects participating in the study. In addition, statistically significant differences were found in the analysis of exercise participation times and recreational sport participation causes of the participants in the study.

Conclusion: As a result, it was found that participation in recreational sports activities showed significant differences compared to some demographic variables belonging to study group. According to the findings, it can be said that recreational sports activities positively affected the personal orientation of adult individuals in terms of their self-actualization.

Key Words : Exercise and Sports Psychology, Recreational Sports, Self Actualization, Personal Orientation, Adulthood.

**P1 Determination of The Relationship Between Elementary School Students
'Intelligence Score, Strength, Speed, Computer Game Playing and Sports Habits**

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Aim: The purpose of this study is to determine the intelligence score of elementary school students, some physical fitness parameters (strength and speed), computer game playing and sports habits.

Methods: Thirteen-year-old elementary school students in the 6th class participated for study. In this study, Cattell 2A Intelligence Test was performed to the participants by the psychological counseling and guidance teachers in order to reveal the intelligence levels of participants and sit up and push up tests were performed by the physical education teacher to measure the strength and 30 m running test was performed to measure the speed and the sports and computer game habits of the participants were determined by interviewing them in a one-to-one way. Participants' intelligence scores difference were determined by the Mann Whitney U test according to the habit of sports with computer games;

Findings: The relationship between intelligence scores and strength and speed was tested by Spearman Correlation Analysis. According to the findings of the study, there was no statistically significant difference in intelligence scores of elementary school students in terms of sport and computer game habits. Statistically no association was found between participants' intelligence scores and strength and speed scores.

Conclusion: According to the findings of this study, it was concluded that there is no interaction between intelligence levels, strength and speed abilities of students in elementary school of 6th grade and that the habits of sports and playing computer games do not cause a difference in intelligence level.

Keywords: Intelligence, Sports, Strength, Speed, Computer Game

P02 A Comparison of Parents Who Engage Their Children in Sports and Those Who Do Not in Terms of Their Attitude Towards Physical Education Courses

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Aim: Aim of this study is to compare the attitudes of parents, who engage their children in sports and those who do not, toward physical education courses.

Method: The universe of this study consists of 480 parents, who were selected by lot and whose children attended one class designated at Milli Egemenlik Middle School and one at Atatürk Middle School in Bolu province during 2017-2018 academic year; and the sample of the study consists of 200 parents in the same classes. To collect data for the study, “Parents Attitude Towards PE Courses Scale” (BEDYABTÖ) was used, developed by Öncü and Güven and the validity and reliability of which were proven. Along with 5 descriptive questions, there are 21 items. The scale consists of 4 sub-dimensions. The first is “Perceptual Dimension”; the second is “Functional Dimension”; the third is “Dimension of Support” and the fourth is “Dimension of Importance.” The lowest score that can be obtained from the scale is 21 (average is 1), and the highest is 105 (average is 5). For the 21 items of the scale, Cronbach Alpha was found to be 0.90.

Findings: In comparing the parents’ attitudes towards PE courses according to gender, no statistical difference was found ($p>0.05$). In comparing the parents’ attitudes towards PE courses according to the gender of their children, no statistical difference was found ($p>0.05$). In comparing the parents’ attitudes towards PE courses according to whether their children are engaged in sports or not, no statistical difference was found ($p>0.05$). In comparing the parents’ attitudes towards PE courses according to gender, no statistical difference was found in the total score and in the sub-dimensions of support and function ($p>0.05$). In the sub-dimensions of perception and importance, there was a statistical difference ($p<0.05$). In Tukey analysis of Post Hoc Tests done, there was a statistical difference of ($p<0.01$) between 6th and 7th graders in terms of perceptual sub-dimension, and again a statistical difference of ($p<0.05$) in the sub-dimension of importance between the 6th and 7th graders.

Key Words: Attitude, Middle School, Physical Education

P03 Investigation of Physical Activity Levels of Physical Education and Sports Teachers According to Various Variables

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Purpose : The purpose of this study was to investigate the physical activity levels (FAD) of the physical education (PE) teachers in terms of gender, age, body mass index (BMI), marital status, occupational status, living place, institution type (private / state institution) Middle School / High School).

Method : 77 PE teachers (nerkek= 53; Xyaş= 38.57±9.26 ve nkadın= 24; Xyaş=29.29±6.97) participated voluntarily in this study. The personal information form and the International Physical Activity Questionnaire (IPAQ) Short Form were applied via the internet for the purpose of collecting data in the survey. 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 test was used because of the data was not normal distribution and inhomogeneity of variance was observed. Mann-Whitney U test and Spearman correlation analysis were used to analyze the data.

Findings : According to the obtained data, there was a difference in FAD index according to institutional type. FAD levels of PE teachers in public schools were found to be lower than those in private schools (U= 307.00; p< 0.05). When the relationship between FAD, occupational age and BKI is examined; it was found that physical education teachers' profession age and FAD decreased as the BKI increased.

Result : Findings from the research have showed that PE teachers in private schools are more active than public school' s PE teachers and their FAD levels were affected negatively by the duration of study and BMI.

Key Words: Physical Activity Level, Physical Education Teacher, Body Mass Index

P04 Reviewing the Attitudes of Middle School Students Toward Physical Education Lesson

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Purpose: The purpose of this research was to determine the attitudes of middle school students toward physical education and sports in İzmit District of Kocaeli Province.

Method: Descriptive research consists of 120 students (49 female, 71 male) from 3 middle schools in İzmit District in 2015. An information survey with 12 questions that specify the gender, class level, place of residence, status of playing sports and school success of students in the light of literature was used in this study. Besides, Physical Education and Sports Attitude Scale (PHSAS) that is in the form of 5 points Likert Scale was utilized as well. Since the data showed normal distribution, independent group T-test was used for binary set comparisons; One Way-ANOVA test was used for three or more than three sets comparisons. Finally, tukey test helped to found the group that was the source of the difference. The data obtained were analyzed in SPSS 16. 0 packaged software, the significance of the same data was tested at 0,05 significance level.

Findings: Table-1: It is seen when the attitudes of participants toward physical education lesson based on their personal characteristics are analyzed that the scores ($4,42\pm 0,44$) of the registered players are higher than the scores ($3,88\pm 0,88$) of unregistered players. The results of these same registered ones are significant to the highest degree as well (0,001). The scores of participants ($4,29\pm 0,75$) who join to out-of-school sports events are higher than the scores ($3,89\pm 0,82$) of the participants who do not join to this kind of activities. The results of these same participants who like to join to the activities are significant as well (0,010). Moreover, the results are on the highest degree of significant ($p=0,001$) and for the benefit ($4,20\pm 0,48$) of the participants whose mothers' educational background is the primary school.

Conclusion/Result: It was seen that the attitudes of the general run of middle school students toward physical education lesson were positive. Their attitude scores did not vary ($P<0,05$) by the status of being licensed, the status of joining to the events and the educational background of the mother. Attitude scores of students had not a significant difference ($P>0,05$) in terms of the gender, age, place of residence, the status of having a parent who plays sports, class level, educational background of the father, lesson success, family income level, the status of getting permission for sports variables.

P05 “Parental Involvement in Sports Questionnaire” (PISQ): Reliability and Validity study on Turkish Adolescent Athletes

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Aim: The purpose was to test the validity and reliability of Turkish version of “Parental Involvement in Sports Questionnaire” (PISQ) on adolescent athletes.

Method: The Parental Involvement in Sport Questionnaire assess parental behavior within the sport context. It was originally developed by Lee and McLean (1997) for British swimmers and then revised by Wuerth et al. (2004) on German young athletes. In this study Wuerth et al’s (2004) form was used. The questionnaire includes 20 items with four subscales -Active Involvement (3 items), Praise and Understanding (7 items), Directive Behavior (6 items), and Pressure (4 items). Ninety three girls (Mage= 14.72 ± 1.81) and 142 boys (Mage= 14.63 ± 1.85) totally 235 adolescent athletes (Mage=14.66 ± 1.83) voluntarily participated in this research. The validity of the questionnaire was evaluated with the Principle Component Factor Analysis with varimax rotation. The reliability of the scale was determined by Cronbach Alpha coefficient.

Results: Principal Component Factor Analysis revealed four factors structure which is consistent with the original form. Four factors explain 49.86% of whole scale. The factor loading of items were ranged from 0.41-0.73. Inconsistent with the original form, item 5 and item 3 loaded on different factor in Turkish version. The internal consistency of subscales was 0.68 for Praise and Understanding (7 items), 0.83 for Directive Behavior (7 items), 0.64 for Pressure (4 items), 0.45 for Active Involvement (2 items).

Conclusion: According to results, Turkish version of the PISQ can be used to determine Turkish adolescent athletes’ perception of parental behavior in sport.

Keywords: Parental Involvement, Adolescent Turkish Athletes, Sports, Validity, Reliability

P06 Physical Self Perception Views of Private School Physical Education Teachers

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Purpose: The purpose of this study was to determine private school teachers' views on their physical self perception.

Method: Thirty physical education teachers on the basis of maximum variation sampling participated in this study. The study was based on a qualitative research design and data concerning physical self perception were collected by using semistructured interview technique. The answers given by the participants for each questions during the interviews were analyzed by using the descriptive analysis method and grouped in terms of similar characteristics. All data are shown as frequency (f) and percentages (%) on tables.

Findings: Results showed that the 86.6 % of the physical education teachers found happy with their physical self perceptions. Moreover % 60 of the physical education teachers stated that they are training for to stay in shape and looking good in order to have a good impact on their students.

Implications for Research and Practice: Physical education teachers physical appearance influence the students attitudes to the physical education lessons. Moreover well educated teachers and well designed physical education lectures can increase the level of physical education lessons. This increase can help to develop students socially, physiologically and psychologically.

Keywords: Physical Education, Education, Physical Self Perception, Teacher.

P07 Effect of Anaerobic Fatigue on Hand-Eye Coordination and Reaction Time

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Purpose: The purpose of this study was to examine the effect of anaerobic fatigue on hand-eye coordination and reaction time.

Method: This study was conducted with 29 male volunteer students studying at the School Physical Education and Sport at Akdeniz University in 2014-2015 education year. In order to determine effects of anaerobic fatigue on hand-eye coordination and reaction time we used Two Arm Coordination Test (Lafayette Instrument) and Reaction Time Test (ProComp Infinity Device, Biograph Infinity Program, Reaction Time Suit Softwar). We applied all tests to participants in rest and after Wingate Anaerobic Power Test (WAnT).

Findings: As a result of hand-eye coordination test it was determined that all the variables did not show normal distribution as a result of statistical analysis of the values obtained. According to Wilcoxon Sign Test results, rest and after WAnT clockwise time ($Z = -4.35$, $p < .01$), anticlockwise time ($Z = -4.05$, $p < .01$) and anticlockwise error ($Z = -2.18$, $p = .03$) statistically significant difference was found. There was no statistically significant difference between clockwise errors, rest and after WAnT condition measurements ($p > .05$). The clockwise time obtained after WAnT, the clockwise reversed time and the clockwise reversed number of errors were observed to be lower than the resting measures. When the reaction time values were examined, the values revealed from the dominant hand did not show normality distribution. But the values revealed from the non-dominant hand showed a normality distribution. According to Wilcoxon Sign Test results, there was no statistically significant difference between rest and after WAnT dominant hand reaction time values ($Z = .24$, $p = .81$). The paired t-test showed that the value of non-dominant hand reaction time was similar rest and after WAnT condition measurements, but the difference was not statistically significant ($t = -1.52$, $p = .14$). The value of non-dominant hand reaction after WAnT condition measurements increased but there was no statistically significant differences.

Results: It is seen that fatigue does not affect the reaction time and hand-eye coordination negatively according to the obtained results, but it is seen that even in the case of fatigue even with the increase of the learning levels of the participants, the results are better than the first cases. The reason for this is thought to be the learning effects of test protocol.

**P08 Students Comments On Physical Education Courses Which are Administered in
The Primary Schools of Trnc**

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This study aims to determined reasons for problems in physical education courses, administered according to main aims of Turkish Republic of Northern Cyprus education system and suggest solutions for more efficient lessons. The study involves 1783 students from 21 primary schools in Turkish Republic of Northern Cyprus. Questionare aims to identify the aim of physical education, proficiency of the level of activities, popular activities, unwanted situations during the lesson, duration of the lesson, differences required for the lesson, evaluation criteria of the lesson. The findings analysed by frequency, percentage, and mean. For the analysis of findings SSPS program have been used. In conclusion, it has been found that primary school students know the aim and importance of physical education. It has also been found that low number of class hours result in problems. Another important result is findings related to most popular sport activities.

Keywords: physical education courses, curriculum, activities, duration of course, primary school

P09 Determination of Cheating in College of Physical Education and Sport and Educational Faculty Students

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One of the most important criterions for evaluating the students is the exams. Cheating is one of the most important obstacles to making an accurate assessment. Not getting good grades, fear of failing, negative teacher attitudes, crowded classes, lack of deterrence punishment for cheating, lack of studying habits for students might lead students to cheating.

Purpose of Study: The purpose of this study is to determine cheating habits of students from College of Physical Education and Sports and Educational Faculty according to their classes, gender, academic achievements and faculties.

Method: A total of 252 students were participated this study. Cheating Attitude scale was used which was developed by Mustafa Fatih Ay and Ahmet Çokmak in 2014. There are 16 questions. This scale has 3 sub-scales which are ethical attitudes, environmental conditions and opportunity and skill. The scale has 5 points Likert type scale, ranges from 1 which is absolutely disagree to 5 absolutely agree. Highest scores indicate high cheating attitude.

Results: The mean of the cheating is found to be $\bar{X} = 2.99$. A significant difference of cheating attitude is found according to gender. Male students had higher cheating attitude ($\bar{X} = 3.09$) than female students ($\bar{X} = 2.94$). As a result of analysis cheating attitude of students did not change according to their faculty, classes, and academic achievements. Similar results have been found by other researchers. It has been determined that cheating between university students is more common in male students than female students. Also students with high academic achievement were found to be less prone to cheating. Researchers did not find any differences in cheating attitudes of students according to classes.

P10 Success and Happiness Assessment According to Physical Disability Shooting Athletes :Qualitative Study

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The aim of this research was to display success and happiness assessment in sport, according to physical disability pistol and rifle shooting. For this aim “The Case Study Model” and for the sampling selection “Criterion Sampling Method” with the convenient sampling method was used. The 8 participants were determined who 18 years and over, paralympic and nation athletes. In the data collection process, “interview approach” was used and semi-structured interview form was implemented. Descriptive and content analysis methods were used to solve the findings from the research. In terms of findings analyzed in the study, according to the shooters, collected under main themes. This themes are” when emotions are most intense”, “ factors that make you feel successful”, “ situations that make you feel happy”, “ when you feel happy when you are successful”. And this questions was asked training and competetion for events. As a result of this study, it was estimated to give an idea, other athletes and trainers.

Keys: Success, Happiness, Shooting

P11 An Analysis of the Relationship Between the Group Displeasure and Life Satisfaction of the 2nd Women Volleyball Players

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As the purpose of the research, it was aimed to investigate whether the women's volleyball players in the 2nd league had a positive or negative effect on the lives of the situations they encountered in the team. The research group study, struggling in the 2017-2018 season of professional volleyball team playing in the league and 2 in Turkey has created a total of 110 female athletes in the 18-30 age range. The "Group Displeasure Scale" developed by Carron et al. (1985, 1987) and adapted to Turkish by Öcel and Aydın (2006) and developed by Lavalley, et al. (2007) The "Life Satisfaction Scale" adapted to Turkish is used. As a result of the research, it was determined that the life satisfaction and the group habit distribution were normal distribution. There were no significant differences in the age of the athletes. Moreover, it was determined that there is no significant difference between group sincerity and life satisfaction.

Key Words : Group Sincerity, Life Satisfaction, Volleyball , Women's League.

P12 Relation of Physical Exercise with Aggression and Perceived Well-Being

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Yeşilay

The purpose of this study is to examine relationship between frequency of sport and aggression and perceived well-being in the individuals who sport. Whether or not there is meaningful relationship between aggression sub-dimensions (physical, rage, hate, verbal) and Perceived Well-Being Scale sub-dimensions (psychological, emotional, social, physical, spiritual, intellectual) belong to individual who sport (age, how many days in a week, how many hours spent in a day, kind of variable things.) in this study was examined. There are 103 participants. The scales which used is Buss-Perry Aggression Scale and Perceived Well-Being Scale. The scales has been implemented as survey to who joined the study, after face to face interview. The scales which delivered by hand, has collected in borders of Ankara and İstanbul. The prepared informed consent form has been transmitted to participants before the implement. The survey has used after received approval of participants. The credentials of participants was not requested. When considering the research findings: has determined, while there is negative meaningful relationship between aggression sub-dimension, rage and period of exercise regularly; there is positive meaningful relationship between verbal aggression and frequency of sport (average day of week). With respect to current study, has not determined meaningful finding between, physical aggression and verbal aggression sub-dimension to the others variances. Significant correlation were found between perceived well-being sub-dimensions: psychological, social, intellectual well-being and average weekly sport duration (evaluate as hour). There was not significant relationship, between emotional, physical, spiritual dimension and other variances. These findings indicate that as long as increase weekly sport, individual well-being will increase.

Keywords: fitness, aggression, well-being

P13 Investigation of Individual's Psychological Resilience, Optimism, Happiness, and Life Satisfaction Levels with and Without Sports

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Purpose: The purpose of this study was to examine the psychological resilience, optimism, happiness and life satisfaction levels of individuals who do and don't do sports.

Methods: Within the scope of the research, the study group is composed of 123 female students and 87 male students studying at Faculty of Sports Sciences and Faculty of Education at Akdeniz University in the 2017-2018 spring semester. Psychological Well Being Scale, Optimism Scale, Happiness Scale, Life Satisfaction Scale and Personal Information form were used to collect data for the study purposes. Before the data analysis process, the normal distribution characteristics of the scores were examined using 3 methods. 1 -) If the coefficient of skewness is 0, the distribution is normal. 2-) Observed by normal distribution curve. 3-) Normality tests showed that the data showed a normal distribution. The Kolmogorov-Smirnov test was interpreted for normality because the group size was greater than 50. Tests of Normality p values were normally distributed since they had values above .05 in all variables. In addition, t test was used in hypothesis tests. In the study, the significance level was determined as 0.05 in statistical procedures. SPSS 22 statistical package program was used in the data analysis.

Results: When the research results were examined, the optimism level varied according to the variable of the sports level. In addition, we found that the psychological resilience level differs according to the gender variable.

Conclusion: It can be said that the optimism level of the individuals who do sports is higher than those who do not exercise and that the psychological resilience levels of male participants are higher than those of female participants.

**P14 Investigation of The Psychological Well-Being Level As A Predicting of Passion
in Athletes**

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Purpose: The purpose of this study was to examine the psychological well-being level as a determinant of passion in athletes.

Methods: The study group consisted of 257 athletes, 169 male athletes (Ageave= 23,13 + 5,691) and 88 female athletes (Ageave= 25,15+ 7,702) in the 17-54 age range who are active in active sports life. The Psychological Well-Being Scale developed by Ryff (1989), the Passion in Sports Scale developed by Vallerand et al. (2003), and Personal Information Form created by the researcher was used in the study. Scales were applied to the participant athletes to collect the data. SPSS Package Program was used in analyzing the data. In the study, multi-stage regression analysis was performed to examine the psychological well-being level as a predictor of passion in the athletes. Before the analysis, the data was examined one by one and the remaining 257 athletes' analysis was carried out by excluding the data of 18 deficient and incompletely filled individuals and the data of 52 athletes as a result of the end value analysis.

Results: When the research results were examined, it was observed that Harmonious passion sub-dimension from Passion scale and Environmental Domination, Life Goals, and Positive Relationships with Others sub-dimensions from Psychological Well Being Scale was a statistically positive predictor. It was observed that Obsessive passion sub-dimension from Passion scale and Fixed Life Goals sub-dimension from Psychological Well Being Scale was a statistically negative predictor.

Conclusion: The scores of the environmental domination, life goals, and positive relations sub-dimensions increased from psychological well-being scale as the harmonious passion scores increased. On the other hand, as the obsessive passion scores increased, the score of fixed life goals sub-dimension from psychological well-being scale decreased.

P15 Motor Proficiency for 9-10 Years of Children With Swimming for Healthy Life and Performance

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Introduction and aim: The aim of this study was to examine the motor proficiency of children aged 9-10 who were participating swimming for healthy living and performance.

Method: The sample of the study consisted of 35 children, 20 of whom continued to the performance and 15 whom continued to the healthy living group in the same sports club. The performance group was training 6 days a week and 2 hours a day, while the healthy group was training 4 days a week and 1.5 hours a day. "General Information Form" prepared by the researcher and consisted of age, gender, training duration a day and per time a week of the sampling group. The Bruininks-Oseretsky Motor Proficiency Test short form (BOT-2 SF), which consists of 14 items measuring was used to determine the motor competence levels of participants (Bruininks and Bruininks, 2005).

Results: Findings of the study indicated that there were significant motor proficiency differences between children for healthy living and performance group participating swimming [$T(111) = 17.58, p < .05$]. According to this, the motor competencies of the children who perform swimming for performance ($X = 72.75 \pm 2.80$) purposes were found higher than the swimming children for healthy life ($X = 46.60 \pm 5.82$).

Conclusion: The performance athletes have higher score than others, because the number of training per week and daily training hours higher than the others. It is thought that the age of the sport, which is not evaluated in this study, can make this difference. Such studies can be added to children who do not participate any sports, so that the results can be presented more clearly among the groups, thus giving more meaningful results towards practice.

P17 Athlete Burnout of Still Rowing and Rower Who Quit

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Purpose: The aim of this study was to examine of elite rowers perceived burnout in still rowing and which rower who quit.

Methods: Scale was completed by 61 elite rowers (46 still rowing, 15 which rower who quit) the Athlete Burnout Questionnaire (ABQ) consist of 13 items assigned to 3 subscales (Emotional/Physical Exhaustion, Reduces Sense of Accomplishment and Devaluation).

Results: No significant differences were observed for Emotional/Physical Exhaustion and Reduces Sense of Accomplishment ($p>0.05$). But Devaluation items a significant still rowing to which rower who quit ($p<0.05$).

Conclusions: The current findings suggest that the rowers which rowers quit decreased achievement perception.

**P18 The Examination of Decision-Making Styles Of High School Level Tennis
Players with Reference to Some Variables**

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The individual differences one possesses have an impact on his/her decision-making behaviour. Multiple choice decision-making processes raise more difficulties for individuals. This situation can cause stress conditions in the individual. This research is conducted, with reference to some variables, to determine how high school level tennis players' self-esteem and decision-making styles are shaped.

A total of 162 people, 67 male and 95 female, participated in the research. Melbourne Decision-making Scale, which is developed by Mann et al. (1998) and adapted to Turkish and tested for validity and reliability by Deniz (2004), is used for data gathering.

Normality distribution is checked before the data gathered from the research sample is analysed, and since it did not meet the parametric test assumptions, Mann Whitney U Test from non-parametric test groups was used for paired comparisons, and Kruscal Wallis Test was used for multiple comparisons. Statistical significance level is accepted as $p < 0.05$.

It is found according to the research results that there is a statistically significant difference in all the sub-dimensions of self-esteem and decision-making styles according to 'age' variable; that there is no difference with regard to 'gender' variable; that there is difference in the avoidant decision-making and postponer decision-making sub-dimensions, while there is no difference in the self-confidence, careful decision-making, and panicky decision-making sub-dimensions with regard to the year of taking up sports. A statistically significant difference is found in the sub-dimensions of self-confidence and decision-making styles, while there is no difference in the careful decision-making sub-dimension with regard to 'education background' variable. The difference is found significant in statistical means regarding avoidant, postponer, and panicky decision-making styles, while no significant difference is determined with regard to self-confidence and careful decision-making with reference to 'the research group's place of living' variable. While there is no difference in self-confidence and careful decision-making dimensions with regard to 'what do you do in your spare time' variable, the difference is found significant in other sub-dimensions.

Key Words: Self-confidence, decision-making styles, Tennis, Athlete (sportsman – sportswoman)

P19 Skill Learning at Sports in Attention Deficit Hyperactivity Disorder

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Aim: The aim is to raise awareness about DHEB and to provide information on the work to be done in this area.

Method: This study is a compilation of skill learning at sports for individuals who have been diagnosed with Attention Deficit Hyperactivity Disorder.

Results: In the study, information on ADHD was given and in order to contribute to the study of psychosocial field at sports and to gain the awareness of Attention Deficit and Hyperactivity Disorder, the literary definition of ADHD, the diagnostic criteria in DSM-5, age characteristics and ADHD information about the tests to be used is included.

Conclusion: It has been determined that attention deficit and hyperactivity impairment are the important items to be taken into account in learning spore skills. Research on this subject should be supported by examples. It is also recommended to create application models.

**P20 University Campus and İzzet Baysal from the Perspectives of Students
(Do I know who is İzzet Baysal and am I happy at campus)**

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Abant İzzet Baysal University, The School of PE

"Abant İzzet Baysal University (AIBU)" was founded by the great business man architect İzzet Baysal in 1992. İzzet Baysal, entrusting the university and the foundation to the Bolu community and the young generation and said " this is your foundation after me, and asked them to cherish this foundation for centuries".

Purpose: The purpose of this study was to determine how students knew İzzet Baysal and whether they were happy on the university campus.

Method: The method applied in this study was qualitative in nature and the case study approach was used. Data was collected by interview technique. "Purposeful sampling method" and "typical case sampling" and "convenience sampling" strategies were used. The research was carried out with a total of 88 university students; 58 students who studied and mostly trained in sport, sport management and recreation in School of Physical Education and Sport and 30 students from other faculties (Economics, Education, Engineering, Fine Arts, Foreign Lang., Health Faculties). Data was collected from students who were enrolled during 2017-2018 semester. Interview method were chosen in the study. The data was collected from students' by gathering their thoughts by short question on-campus daily life. These questions were; a) Are you happy at Abant İzzet Baysal University? Why? b) Who is İzzet Baysal? Can you describe your imaginary İzzet Baysal? The data was coded according to the themes and descriptive analysis were used as qualitative analysis methods in order to analyze and to interpret the data.

Results and Conclusion: The findings of the study were collected under two main themes and sub-dimensions were determined. These themes are ; 1. Happiness: a) I am happy, because; education, academic staff and facilities (facilities, activities, social environment, businesses) are adequate; I love the natural beauties and the city; I love Bolu; b) I am unhappy, because; the quality and standard of education and academic staff are high-qualified (they are pushing us too much on our capacity); I do not like Bolu (I find it small, inadequate and cold); activities, facilities, businesses are insufficient. 2. Who is İzzet Baysal? İzzet Baysal; is a founder of this university; He is the father of Bolu; business man; and an architect. a) İzzet Baysal in my dream: loves knowledge, reading books, fishing, engaged in sports and art; good, helpful, tolerant, respectful to people; forward-looking, successful, authoritarian, disciplined, hardworking and task-oriented person. b) İzzet Baysal (metaphorically): It is gathered under the themes as a sun, candle, flower, a book, a bird, a bee, an ant, an angel, Atatürk, life saver, teacher, superhero.

Key words: İzzet Baysal, Campus Recreation, Happiness

P21 Analysis of The Levels of Self-Confidence of Middle School Students

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Aim: Purpose of this study is to determine whether the gender, class levels, regular participation/nonparticipation in sports activities and in the elective PE courses, and number of their siblings influence the levels of self-confidence of the middle school students or not.

Method: The universe of this study consists of 352 students that attended Beyköy Middle School in the central district of Düzce in 2017-1028 academic year, whereas the sample of the study was made up of 113 students from the same school. The gender, class levels, their regular participation/nonparticipation in the physical education courses and sports activities, and the number of their siblings were determined by personal information form, and their levels of self-confidence by the Self-Confidence Scale. In the analysis of data, Independent Sample T Test was used while comparing two groups when the data showed normal distribution; One-Way Anova Test was used for more than two groups; and Mann-Whitney U statistical test techniques were used in comparing two groups when the data did not show normal distribution. In this study, significance level was accepted as $p < 0.05$.

Findings: In the analyses of the data, no statistical difference ($p > 0,05$) was found in the scores of self-confidence with regard to the students' gender, class levels, regular participation/nonparticipation in the physical education courses and sports activities, and the number of siblings they had. Between the students who take and who do not take elective PE courses, there was a statistical difference of ($p < 0,05$) in their levels of self-confidence in favor of the former.

Key Words: Self-confidence, Physical Education and Sports, Elective PE Course

P22 Comparison of The Time Management of The School of Physical Education Students, Who Stay in Dormitories and Who Do Not

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Aim: Aim of this study is to determine if there are any differences, in terms of some variables, in the time management of students from Abant İzzet Baysal University, School of Physical Education and Sports.

Method: The universe of this study consists of 640 students from the 3 departments of Abant İzzet Baysal University, School of Physical Education and Sports, whereas the sample of the study consists of 334 students from Physical Education Teaching, Coaching Education, and Sports Management Departments of the same School. Time management Inventory (TMI): TMI was developed by Britton and Tesser (1991) in order to assess the time management skills of students, and its validity and reliability were tested by Alay and Koçak (2002). The analysis and the interpretation of the data collected through the scale were carried out in computer environment. Time management scores of the students were described by using arithmetic means (\bar{x}) and standard deviations (sd). Since the data showed normal distribution, in comparing two independent groups Independent Samples Test was used; One-way Anova was used for more than one group, and Tukey Test from Post Hoc tests was used when there was a significant difference. For all analyses, the significance level was set as $p < 0.05$.

Findings: When the students who stay at home and who stay at dormitories were compared in terms of TMI total scores and general time management, there was a statistical difference in favor of the students staying in dormitories in the sub-dimension of time consuming activities ($p < 0.05$). In the sub-dimensions of time planning and time attitudes, no statistical difference was found ($p > 0.05$). As for the sections, in the TMI total scores and time planning sub-dimension of time management and time attitudes, statistical analyses showed no significant difference ($p > 0.005$). As for the sub-dimension of time consuming activities of time management, a statistical difference was found ($p < 0.005$). Students from Sports Management Department were found to be more successful in time management. Considering their class levels, no statistical difference was found in terms of TMI total scores and sub-dimensions of time planning and time attitudes ($p > 0.005$). In the sub-dimension of time consuming activities, a statistical difference was found in favor of the freshmen ($p < 0.001$). As for the statistical analyses of TMI total scores, and sub-dimensions of time management as time planning, time attitude, and time consuming activities, no statistical difference was found ($p > 0.05$).

Key Words: Time management, Sports, Students.

P23 Hopelessness Level in High School Students Who Play Sports and Do Not Play Sports

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Purpose: The purpose of this research was to analyze the hopelessness levels of 11th and 12th-grade students in Sports Department of Hayrettin Gürsoy Fine Arts and Sports High school based on the status of playing sports.

Method: Descriptive population consisted of 159 students whose 132 of them study in 11th and 12th grade of Tevfik Seno Arda Anatolian High School and also 27 of them who study in 12th grade in Hayrettin Gürsoy Fine Arts and Sports High School. The permission was received from Provincial Directorate of National Education. 6 classes were randomized from 20 classes. 159 scales that were filled by voluntary participators after the required information was given about the research. ‘General Information Form’ that was prepared by the investigators was used to determine the socio-demographic features of students. Beck Hopelessness Scale (BHS) that was translated into Turkish by Seber (1991) was used to specify the hopelessness levels of students (Savaşır and Şahin, 1997). Since the data showed normal distribution when they were reviewed in SPSS 16.0 packaged software, independent group t-test was utilized for binary set comparisons, one-way ANOVA was used for three or more than three set comparisons.

Findings: At the end of the research, the data of the gender, the status of playing sports and status of having license were found as insignificant. The hopelessness scores (6.21 ± 4.43) of students of Anatolian High school were found as higher and more significant ($p=0.043$) than the scores (4.33 ± 3.97) of students of Sports High School. Hopelessness score was high and significant ($p=0.036$) for 16-year-olds. It was also determined that the students in numerical department have the highest hopelessness scores; the students in sports department have the lowest hopelessness ratio and significant results ($p=0.009$) Moreover, hopelessness scores (6.46 ± 4.59) of 11th grade students were higher than the scores (4.89 ± 3.91) of 12th grade students; these results were significant as well ($p=0.030$).

Conclusion: Much as the hopelessness scores of male students were not found as significant within the research, their hopelessness scores are higher than the hopelessness scores of females indeed. The reason for this circumstance may be that males feel themselves under pressure because of the traditional social roles such as the necessity for maintaining a family and finding a good job. With reference to other findings of the research, the students who professionally play sports are positive and hopeful individuals in comparison with the students who amateurishly play sports and play sports solely in school. As the school success increases, the hopelessness level decreases at the same time. While the hopelessness score was high in students who study in the numerical department, the scores of students who study in sports department are low. It can be easily said that the students in Sports High School are more hopeful than the students in Anatolian High School.

P24 Examination of Relationship between Attention, Concentration and Academic Achievement in University Students with Gender Differences

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Purpose: The aim of present study was to examine the attention and concentration characteristics of university students with gender differences. The second aim was to determine the relationship between attention, concentration characteristics and academic achievement of students.

Method: The study has been executed on a total of 30 students, 15 male and 15 female, with an age 20-24 yr, studying in Akdeniz Universities School of Physical Education and Sport. The attention and concentration levels of the students were evaluated with two different tests as Cognitrone attention measurement and Grid card concentration measurement. In addition, Grade Point Average (GPA) were obtained from the Student Affairs Department of the School of Physical Education and Sport.

Result: There was no statistically significant difference between males and females ($p > .05$) in the sum of correct reactions and correct rejections variable obtained as a result of the cognitrone attention test. It was determined that the average of the sum of correct rejections of males (32.43 ± 2.47) was higher than the average of the females sum of correct rejections (31.27 ± 3.62), but the difference between them was not statistically significant. It was also found that the average of the sum of correct reactions in male subjects ($22.43 \pm .94$) were higher than women (21.40 ± 1.88), but the difference between them was not significant. When the values obtained by the grid card test were examined, it was found that the value obtained by women ($9,27 \pm 3.26$) was higher than the value obtained by men ($8,71 \pm 4.36$), but the difference between the two groups was not statistically significant ($p > .05$). There was no statistically significant relationship between Cognitrone and Grid Card variables and Grade Point Average(GPA) ($p > .05$).

Conclusion: There were no significant gender differences in attention level measured with Cognitrone test and concentration level measured with grid card test of the students in the School of Physical Education and Sport.

Key Words: Attention, Concentration, Grid Card, Academic Achievement

P25 Ironic Effects of Performance in Air-Pistol Shooting: An Examination of the Precise Nature of Ironic Error Under Pressure

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Introduction: With specific regard to the hypothesized effects of anxiety on performance, the theory of ironic processes of mental control (Wegner, 1994) is largely indiscriminate. From the perspective of applying the Wegner's theory to a performance setting, there are two main shortcomings in the limited research to date. First, researchers have not sufficiently differentiated ironic error from non-ironic error. A second limitation is that the mental load has been largely cognitive with little relevance to performance contexts. Specifically, the aim of the current research was to address these limitations by testing for both non-ironic error and ironic error via an ecologically valid stressor in an air-pistol shooting task.

Method: Forty-one participants (24 men, 17 women; Mage = 26.51, SD = 3.27; 82) completed an air-pistol shooting task (30 shots for each trial) in three trials. Participants were instructed to aim at a specific area of the shooting-target and to avoid another area in a balanced design. Specifically, participants were told that ‘‘please try to shoot the target zone (10 points), or as close to the target zone as possible, but be careful not to shoot the top right quarter as you will score zero points each time you do so’’. Woodman, Barlow and Gorgulu (2015) conceptualized the precision of ironic error and their approach was used to assess ironic error zone via two measures of irony. Participants also completed measures of anxiety using the Mental Readiness Form-3 (MRF-3; Krane, 1994) before each trial. To increase experimental rigor psychophysiological indices of arousal and anxiety, namely heart rate and heart rate variability (SDNN and r-MSSD) were measured via Polar V800 heart rate monitor.

Results: A 2 (anxiety: low, high) \times 3 (zone: non-ironic error, ironic error, target) fully repeated measures ANOVA was conducted. Bonferroni-corrected follow-up paired samples t-tests revealed that, when anxious, participants shot significantly fewer shots in the target zone ($t_{40} = 5.44, p < .001$) and significantly more shots in the ironic error zone ($t_{40} = 5.71, p < .001$), as hypothesized. A repeated measure of MANOVA was conducted specifically on the ironic error data. The multivariate difference between low- and high-anxiety conditions was significant, Wilks' $\Lambda = 0.76, F(2, 32) = 7.75, p = .001$, as hypothesized. Univariate follow-up F tests revealed that both the arc-length of the ironic errors, $F(1, 33) = 13.52, p < .001$, and the radial error within the ironic error zone, $F(1, 33) = 13.49, p < .001$, were significantly greater in the high-anxiety condition compared to the low-anxiety condition.

Discussion: The results of the present research show that when negatively primed, anxious performers do not suffer error of a diffuse nature but rather suffer specifically to be-avoided error. The results provide support for the Wegner's theory that anxious shooters make ironic errors that are more precisely ironic compared to when they are not anxious. The combination of a high-pressure situation and negative instructions is potentially fraught with undesired consequences that are perversely predictable. The present research demonstrates that an ironic performance error is a meaningful and robust potential concern for performers who are required to perform under pressure (e.g., Olympic athletes, police officers, soldiers etc.).

P26 Reviewing The Attitudes of Teacher Candidates Toward Internet Use in Physical Education and Sports High School

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Purpose: The purpose of this research was to determine the attitudes of students of the Department of Physical Education and Games Master toward internet use. Moreover, it was aimed to determine whether these attitudes vary by the variables of the gender, age, economic condition, the status of having computer and internet, place of residence, educational background of parents, the status of having a regular sports event.

Method: The research objective was explained to students of Physical Education and Games Master in Physical Education and Sports High School of Kocaeli University. Then, an information survey that determines the socio-demographic features of students who want to volunteer for the research was applied. ‘Attitude Scale Towards Internet Use’ that was developed by Tavşancıl and Keser (2002) was conducted. After the scale applications, the scales that were completely filled by 55 students from the 1st grade and 55 students from the 4th grade were considered. SPSS 21.0 packaged software analyzed the data obtained. With reference to the test of normality, the data showed normal distribution. Independent group t-test was used for binary set comparisons; one-way variance analysis (ANOVA) was used for three or more than three set comparisons.

Findings: It is seen when the numerical distribution and percentage results of information form are evaluated that 85,5% of teacher candidates use the internet; 14,5% of them have no internet connection. Attitudes of students toward internet use are not significant in terms of the variables of the gender, age, income level, educational background of the parents, the status of having the internet connection, the time to start using the internet and the class level. The attitude scores toward internet use are significantly high ($p=0,040$) when solely the variable of ‘status of having a computer’ is evaluated.

Conclusion: The attitude scores of teacher candidates toward internet use do not vary by the variables of the gender, age, class level, educational background of parents, income status, status of having internet connection, the time to start using internet, internet use frequency, the field that the computer lesson services for. There is a significant difference for the benefit of students who have a computer.

P27 Analysis of the Emotional Control Levels of Students from Two Different Middle Schools in the Central District of Düzce

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Aim: Purpose of this study is to determine whether the school types, gender, class level, and participation/nonparticipation of the students (from two different middle schools in the central district of Düzce) in the elective physical education and sports classes have an impact on their levels of emotional control or not.

Method: The universe of this study consists of 1223 students that attended two different schools in the central district of Düzce in 2017-1028 academic year, whereas the sample of the study was made up of 359 students from the same schools. The schools, gender, classes, their participation/nonparticipation in the physical education courses were determined by personal information form and their levels of emotional control by Courtauld Emotional Control Scale, which was adapted into Turkish, and its validity and reliability was confirmed by Okyavuz (1993). In the analysis of the data, Sample T Test was used to compare two groups, and One Way Anova used when there were more than two groups. The significance level in this study was set as $p<0.05$.

Findings: No statistical difference was found ($p>0,05$) in comparing the emotional control scores of the students in terms of their schools and gender. A statistically significant difference ($p<0.05$) was found in anger sub-dimension in terms of their class levels. This difference was found to be between 5th and 8th grades and in favor of the 5th graders. In comparison of the impact of the students' participation/nonparticipation in physical education courses on the total scores of emotional control, there was a statistical difference ($p<0,05$) in favor of the students taking PE courses. Furthermore, in the sub-dimensions of management of anger and unhappiness, there was a statistical difference ($p<0,05$) in favor of the students taking elective PE courses.

Conclusion: It can be said that the class levels of the students and their participation/nonparticipation of the students in the elective PE courses have an impact on their levels of Emotional Control.

Key Words: Emotional Control, Physical Education

P28 “The Cultural Adaption of Sport Multidimensional Perfectionism Scale’’: Its Reliability and Validity for Turkish Adolescents Athletes

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Aim: The aim of this study was to examine the validity and reliability of revised form Turkish version of “Sport Multidimensional Perfectionism Scale” (SMPS) which was adapted by Çepikkurt (2011) for adult athletes and Özgör, Kocadağ, Altıntaş ve Aşçı (2017) for adolescent athletes.

Method: The scale was developed by Dunn, Causgrove Dunn and Syrotuik (2002) and adapted to Turkish adult athletes by Çepikkurt (2011) and Turkish adolescent athletes by Özgör, Kocadağ, Altıntaş ve Aşçı (2017) for adolescent athletes. In this study Turkish form of scale was revised and some items of scale was reworded based on the findings of Özgör et al’s study. The original version of scale includes 30 items and four subscales -personal standards, concern over mistakes, perceived parental pressure, perceived coach pressure-. One hundred and seven girls (Mage=14.06±1.61) and 97 boys (Mage=14.27±1.72) totally 204 adolescent athletes (Mage=14.16±1.66) voluntarily participated in this study. Confirmatory factor analysis was used to evaluate the construct validity of the questionnaire. The Cronbach alpha internal consistency coefficient was calculated to test the reliability of the scale.

Results: Findings regarding the construct validity of the questionnaire were consistent with the original four-factor structure. Two models were created as a result of analyzes and the model only displayed good fit when a refined scale containing 26 of the original 30 items was used. First model’s (30 items) fit index values were ($\chi^2/sd=2.02$; IFI=0.87, TLI=0.85, CFI=0.87; RMSEA=0.07). Last revised model’s (26 items) fit index values were ($\chi^2/sd=1.84$; IFI=0.91, TLI=0.89, CFI=0.91; RMSEA=0.06). The factor loadings of items ranged from 0.75 to 0.86 for Personal Standards subscale, from 0.74 to 0.82 for Concern over Mistakes subscale, from 0.71 to 0.87 for Perceived Parental Pressure subscale and from 0.71 to 0.80 for Perceived Coach Pressure subscale. Internal consistency coefficients were 0.88 for Personal Standards, 0.94 for Concern over Mistakes, 0.94 for Perceived Parental Pressure and 0.83 for Perceived Coach Pressure subscales.

Conclusion: The results showed that 26 items of Turkish version of the Sport Multidimensional Perfectionism Scale can be used to determine Turkish adolescents athletes’ perfectionism level.

Keywords: Sport, Perfectionism, Validity, Reliability



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