



A study on soccer coaches' anxiety, problem solving, social self-sufficiency, and social proficiency expectations

Kursad Han Donmez¹

¹ Giresun University, Faculty of Sport Sciences, Giresun, Turkey.

kursad.han.donmez@giresun.edu.tr

Abstract

This study aims to examine the state anxiety, trait anxiety, problem solving skills, social self-sufficiency skills, and social proficiency expectations of coaches participating in the “Giresun Soccer Coaches Improvement Program”, which is a program organized in collaboration between the Giresun Province Branch of Soccer Coaches Association (TÜFAD) and Giresun University’s Faculty of Education Physical Education and Sports. The study group includes 65 coaches all of whom are members of the Soccer Coaches Association (TÜFAD) in the province of Giresun. Over a four-month period, the coaches were given training twice a month in sports psychology, athlete health, choice of talent, and sports injury, as well as various subjects within education. The State and Trait Anxiety Inventory, Problem Solving Inventory, Social Self-Sufficiency Scale, and Social Proficiency Expectation Scale were used for the purpose of data collection. Data analysis conducted by computer using IBM SPSS Statistics 17.00. Upon completion of the study, it was established that coaches experienced a significant increase in their state and trait anxiety levels, problem solving skills, social self-sufficiency, and social proficiency expectations. This study important in that it pioneers research in this field, opening the door to further more detailed studies on this subject.

Keywords: Problem solving, social proficiency, anxiety, social self sufficiency, education, sports

INTRODUCTION

Human beings are social creatures. They carry on with their lives by occupying different positions within a given society, and through assuming different roles (Dönmez, 2010). Nowadays, it seems that people have difficulty in recognizing and understanding both themselves as well as others. Ensuring that individuals get to know and perceive themselves and others in a correct manner, and thereby realizing their own potential, adapting to the society efficiently, and being happy over the course of this journey is regarded as one of the fundamental goals of contemporary societies. This is because individuals are socially adapted to society, and are able to develop social attitudes alongside gain satisfaction from their behaviors. It is possible for us to get along well with other people, and therefore lead happier and fulfilling lives in so far as how we perceive ourselves and others (Kat, 2009).

Sports scientists go to great lengths in order to improve sportive performance. They are constantly on the lookout for new training principles and ways to improve the performance levels of their players. Self-sufficiency is influential over academic motivation, learning, and overall success (Schunk ve Pajares, 2001). Self sufficiency is about people's individual judgments as to how well they could manage to do what is necessary in order to deal with all possible situations (Bandura, 1982). According to Haycock et. al (1998), the existence of a sufficient level of motivation and skills will help individuals to start working and maintaining a given task by revealing their self-sufficiency (Aydoğan and Özbay, 2012). The level of anxiety occupies a significant place in education.

Anxiety is a state whereby stimuli that would otherwise induce no sense of fear under normal circumstances triggers a set of reactions (Tavacıoğlu, 1999). This is further divided into two categories: state anxiety and trait anxiety. Trait anxiety is the tendency of an individual to have longer-term and more severe anxiety. It could also be described as the individual's tendency to perceive and interpret nearly every situation he encounters as being stressful. It could also be described as a sense of unhappiness and discontent induced upon the individual as a result of perceiving objectively neutral situations as being potentially dangerous and self threatening. Individuals with a high level of trait anxiety experience state anxiety more frequently and intensely than others (Öner, 1996). State anxiety is a sense of subjective fear experienced by an individual due to the stressful circumstances that he/she finds him/herself in. Such anxiety is usually dependent on temporary situations that every individual usually experiences. The severity of the state anxiety as well as the degree of perceived threat is associated with the permanence of the individual's interpretation of the dangerous situation in question. State anxiety passes once the situation triggering the said tension and anxiety within the individual vanishes. State anxiety increases in times of extreme stress; whilst it decreases when such stress disappears. Individuals who are adept at coping with their anxiety levels will generally also deal with any issue and problem they encounters with relative ease.

Problem solving is the level of attainment of the rules that leads a person to the solution, and incorporating those rules in such that they can be used to solve problems (Bilen, 1999). Saygılı (2000) has divided the factors instrumental in problem solving into two groups. The first of these two groups includes individual factors. Individual factors include intelligence, motivation, level of readiness, and functionality. The second group on the other hand includes social factors. Social factors include socio-economic and socio-cultural levels, an individual's social development, parental attitude, and individual's level of education. In order for a person to achieve success, he has to recognize himself as being better.

According to Korkmaz (2009) proficiency expectation is being aware of oneself. The individual makes a comparison between his own capacity and the performance he is expected to deliver and acts accordingly. Proficiency expectation the self-reliance on the part of the individual in terms of how successful they will be in the face of the challenges they encounter. Short proficiency expectation is being aware of one's own capabilities. What makes this study thus important is the fact that it will be a pioneering study in this field, in that it involves determining the state and trait anxiety levels, problem solving skills, social self-sufficiency skills, and social proficiency expectations of Giresun soccer coaches, and will thus lead the way for future studies to be conducted on this subject.

METHODS

As a result of the literature review, it has been established that no training program is currently being pursued that covers the issues such as training intended for soccer coaches, the diets of athletes', sports injuries, talent selection, or sports psychology. In using such deficiencies as a starting reference point, this study has been conducted for the purpose of nurturing coaches who have improved themselves in terms of socialization, culture, and well-being. The data analysis of this experimental study was done on computer using the IBM SPSS Statistics 17.00 computer program. Data was collected over two sessions. Prior to distributing the surveys, the rules and regulations for filling out the survey was read by the researcher, and it was made clear that participation was to be voluntary. Moreover, as part of the confidentiality clause, it was ensured that the personal participants was to be used, and thus was not collected.

Study Group

This study aims to examine the state anxiety, trait anxiety levels, problem solving skills, social self-sufficiency skills, and social proficiency expectations of the coaches participating in the "Giresun Soccer Coaches Improvement Program" organized in collaboration between the Giresun Province Branch of Turkish Soccer Coaches Association (TÜFAD) and Giresun University's Faculty of Education Physical Education and Sports. The study was conducted involving 65 soccer coaches. In this respect, a study program consisting of 8 subjects was implemented twice a month over a four-month period. Candidates were asked to fill out surveys before and after the study program on the survey focused on the relationship between the coaches' levels of education (18 primary school, 32 secondary school, and 15 university graduates), the number of years of experience in coaching (16 people with 0-5 years, 19 people with 6-10 years, 19 people with 11-15 years, and 11 people with 16 plus years of experience), and at what level they coached (29 upper level and 36 lower level coaches).

Table 1. Study program

Module	Contents	Objectives	Method and Procedure	Duration
Training management and learning motivation	<ul style="list-style-type: none"> - A general description of training - A general description of management and learning - Description of Motivation - Place and importance of motivation in sports 	<ul style="list-style-type: none"> - Improving a coach's management and teaching quality - Emphasizing the importance of motivation in management and learning 	<ul style="list-style-type: none"> - PowerPoint presentation - Face to Face lecturing - Q&A Method 	2*45=90'
Talent selection in sports	<ul style="list-style-type: none"> - Athlete scouting and recognition methods - Criteria to be taken into consideration during talent selection 	<ul style="list-style-type: none"> - Teaching the ways to find talented players 	<ul style="list-style-type: none"> - PowerPoint presentation - Face to Face lecturing - Q&A Method 	2*45=90'
General nourishment and diet of athletes	<ul style="list-style-type: none"> - Regular nourishment and health - Athletes' diets 	<ul style="list-style-type: none"> - Raising healthy and strong athletes 	<ul style="list-style-type: none"> - PowerPoint presentation - Face-to-face lecturing - Q&A Method 	2*45=90'
Sports Injuries and First Aid	<ul style="list-style-type: none"> - Protection against on the pitch injuries - Protection against off the pitch injuries - First aid for injuries and wounding - General first aid issues 	<ul style="list-style-type: none"> - Improving upon first aid knowledge in on the pitch and off the pitch injuries and wounding 	<ul style="list-style-type: none"> - PowerPoint presentation - Face to-face lecturing - Q&A Method 	2*45=90'
A current look at amateur and professional Soccer	<ul style="list-style-type: none"> - Nice and bad examples in today's soccer - Presenting examples of successful athletes - Analyzing sports in developed countries 	<ul style="list-style-type: none"> - Improving general soccer culture 	<ul style="list-style-type: none"> - PowerPoint presentation - Faceto-face lecturing - Q&A Method 	2*45=90'
Relationship among coaches, athletes and spectators	<ul style="list-style-type: none"> - Ways in which to improve the quality of communication between the coach and the athlete - Methods for identifying the athletes' relationship with spectators 	<ul style="list-style-type: none"> - Ensuring the establishment of sound communication between the coach, athletes and spectators 	<ul style="list-style-type: none"> - PowerPoint presentation - Faceto-face lecturing - Q&A Method 	2*45=90'
Self disclosure	<ul style="list-style-type: none"> - Importance of coach's ability to express herself to the athletes 	<ul style="list-style-type: none"> - Raising coaches who are able to express themselves clearly to the society, athletes and executives 	<ul style="list-style-type: none"> - PowerPoint presentation - Face to-face lecturing - Q&A Method 	2*45=90'
Emotion Management	<ul style="list-style-type: none"> - Management of emotions expressed by coach in the event of defeat or win 	<ul style="list-style-type: none"> - Raising coaches successfully dealing with emotion management 	<ul style="list-style-type: none"> - PowerPoint Presentation - Face-to-face lecturing - Q&A Method 	2*45=90'

Data Collection

State and Trait Anxiety Inventory (STCAI) was localized into Turkish by Le Compte and Öner (1976). Öner (1977) conducted the reliability and validity studies of the scales (Özgülven, 1998). It was determined that reliability was between 0.83 and 0.87 for the "Trait Anxiety Scale"; whilst it was between 0.94 and 0.96 for the "State Anxiety Scale". There are ten inverse expressions on the state anxiety scale, and are listed as being 1, 2, 5, 8, 10, 11, 15, 16, 19, and 20. There are seven inverse

expressions on the trait anxiety scale and are listed as being 21, 26, 27, 30, 33, 36 and 39. For scoring, the total weighted score of inverse expressions are deducted from the total weighted score of the direct expressions. The total score varies between 20 and 80. Higher scores demonstrate a higher level of anxiety, whereas lower scores demonstrate a lower level of anxiety (Öner and Le Compte, 1985). The original version of problem solving skills scale was developed by Heppner and Petersen, and localized into Turkish by Şahin and Heppner in 1993. Depending on the answers given, scores are thus awarded on a scale of between 1 and 6. In scoring, the items 9, 22 and 29 are kept out of the scoring. Scoring is done based on 32 items. These items include 1, 2, 3, 4, 11, 13, 14, 15, 17, 21, 25, 26, 30 and 34, and are scored inversely. The internal consistency (Cronbach Alfa) reliability coefficient was found to be 0.88 (Dönmez, 2010). The original version of social self-sufficiency scale was developed by Smith-Betz (2000), and was later adapted into Turkish by Palancı (2002). The degree of social self sufficiency perception is determined as per higher points scored from the Liker type scale, which ranges from “I can not feel secure at all under these circumstances” to “I feel totally safe, and sits within a spectrum of 1 to 5. The reliability coefficient of the study conducted by Palancı was found as .89 through internal consistency (Cronbach Alfa) method (Dönmez, 2010). The Social Proficiency Expectation Scale was developed by Bilgin in 1999. The internal consistency coefficient for the Social Proficiency Expectation Scale Adolescent Form was found to be 0.93 by using Cronbach Alpha equation. The reliability coefficient of the scale found by going halfway through the test was identified as being 0.86. The total item score correlations of the scale was calculated, and it was established that the articles presented varying degrees of correlations ranging from 0.43 to 0.56 (Bilgin, 1999).

RESULTS

Table 2. t- Test results of the state anxiety (SA) pre-test and post-test average scores

SA	N	X	S	sd	t	p
Pretest	65	48.98	8.56	64	-9.50	.000*
Posttest	65	52.82	8.29			

*P<0.05

It was established that there was a significant increase in coaches' state anxiety levels following the group study ($t_{64} = -9.50$, $p < .01$). While the coaches' pre-study state anxiety score average was $X = 48.98$, at the end of study it was found to be $X = 52$. Such a finding reveals that the practice of the group study has plays an important role in increasing athletes' level of state anxiety.

Table 3. t- Test results of the trait anxiety (CA) pre-test and post-test average scores

CA	N	X	S	sd	t	p
Pretest	65	48.22	6.36	64	-15.87	.000*
Posttest	65	54.91	6.17			

*P<0.05

It was established that there was a significant increase in coaches' trait anxiety levels following the group study ($t_{64} = -15.87$, $p < .01$). While the coaches' pre-study trait anxiety score average was $X = 48.22$, at the end of the group study it had increased to $X = 54.91$. Such a finding goes to show that the practice of group study has a significant impact upon athletes in terms of its raising their trait anxiety levels.

Table 4. t- Test results of the problem solving (ps) pre-test and post-test average scores

PS	N	X	S	sd	t	p
Pretest	65	97.18	22.49	64	-14.75	.000*
Posttest	65	102.62	23.19			

*P<0.05

It was established that there was a significant increase in coaches' problem solving abilities following the group study ($t_{64} = -14.75$, $p < .01$). Their pre-study problem solving score average was $X = 97.18$, whilst their post-study score had increased slightly to $X = 102.62$. Such a finding shows us that the practice of group study has a significant impact in terms of increasing athletes' problem solving skills.

Table 5. t- Test results of the social self sufficiency (sss) pretest and post-test average scores

SSS	N	X	S	sd	t	p
Pretest	65	74.45	26.84	64	-9.94	.000*
Posttest	65	77.62	26.41			

*P<0.05

It was established that there was a significant increase in coaches' social self-sufficiency levels following the group study ($t_{64} = -9.94$, $p < .01$). Before the study, social self-sufficiency score average was $X = 74.45$. Following the study, it was $X = 77.62$. This appears to indicate that practice of group study positively impacts athletes' sense of social self-sufficiency.

Table 6. t- Test results of the social proficiency (sp) pre-test and post-test average scores

SP	N	X	S	sd	t	p
Pretest	65	86.66	25.46	64	-3.75	.000*
Posttest	65	90.43	21.54			

*P<0.05

Here too it was established that there was a significant increase in coaches' social proficiency levels following the group study ($t_{64} = -3.75$, $p < .01$). The pre-study social proficiency score average was $X = 86.66$. The post-study score had increased to $X = 90.43$. This finding reveals that show that the practice of group study appears to increase athletes' level of social proficiency.

DISCUSSION

It was established that there was a significant increase in coaches' state anxiety levels following the group study. Such a finding shows that that the practice of group study increases coaches' state anxiety levels. It is believed that when coaches receive planned and informed training, their perspective on games, life, and events change, and their state anxiety increases accordingly. Çelik's (2010) study seems to support such this finding. Çelik had compared the pre-match state anxiety scores of both male and female athletes to one another, and had found that, the state anxiety scores of the male subjects were lower than those of the female subjects. When the test results were examined, it was established that there was a statistically significant difference between the state anxiety scores of the male and female subjects. The studies conducted by Dönmez (2002), Bedir (2008), Başaran (2008),

and Atasoy (2012) also support the findings of this study. Amen's study (2008), however, does not support this study's finding.

It was found that there was a significant increase in coaches' trait anxiety levels following the group study. This finding points out that the practice of group study has a significant effect in increasing coaches' overall trait anxiety. The results of the studies conducted by Engür (2002), Bilge and Pektaş (2004), Civan (2001), Yücel (2003), Erbaş (2005) seem to support the findings of our study. The findings presented in the studies conducted by Aktaş (2009), Dişçi et. al. (1989), Akgün, Gönen and Aydın (2007), Karahan and Eplikoç (2007), Karaman (2009), Develi (2006), Ekşi (2006) and Tekkoyun (2008) are, to the contrary, not consistent with those of our study.

This study also determined that there was a significant increase in coaches' problem solving skills following the group study. The correlation seen here is that the practice of group study increases coaches' problem solving skills. A study conducted by Akpınar (2010) seems to support the finding of this study which established that the personnel participating in the study had had mid-level problem solving skills as based on the total scores. The studies conducted by Çağlayan (2007), D'Zurilla et. al. (2003), Hackney (2010), Kat (2009), Türkçapar (2007), Canan and Ataoğlu (2010), and Kiremitçi and Doğan (2010) appear to support the findings of this study. The studies conducted by Ferah (2000), Kiremitci (2012), Gökbüzoğlu (2008), Polat (2008), Kesgin (2006) and Çağlayan (2007), do not support the findings of this study.

A significant increase in coaches' social self sufficiency following the group study was revealed by this study, indicating that the practice of group study has a positive effect in terms of increasing coaches' social self sufficiency. The studies conducted by Çubukçu and Girmen (2007), Dönmez (2010) and Aydın (2011) support the findings of this study. The studies conducted by McKenzie (1999), İkiz and Yörük (2013) appear not to, support our findings.

Once more it was recognized that there was a noteworthy increase in coaches' social proficiency following the group study, proving that practicing group study has a positive impact on raising coaches' overall level of social proficiency. In one study involving 277 university students, Rovniak and others (2002) had examined the relationship between physical activity and social support, proficiency expectation, result expectation, and self-regulation capacity. The results of their research had established that the proficiency expectation was the most effective variable in relation to a given physical activity. The studies conducted by Öztürk and Şahin (2007), Matsushima and Shiomi (2003), Efe (2007), Bilgin (1997), Çelikkaleli (2004), Akkapulu (2005), Payne and Jahoda (2004), Kashdan and Roberts (2004), Torres and Solberg (2001), Murriss (2002), Bezjak and Lee (1990), and Dekovic and Meeus (1997) support the findings of this study on this specific aspect. The studies conducted by Connly (1989), Innes and Thomas (1989), Fırıncıoğlu (2005), Karahan and others (2006), Çakıcı, (2010) and İşleroğlu (2012), do not, on the other hand, support these findings.

References

- Akgün, A., Gönen S., & Aydın, M. (2007). A Multifactorial Study on the Anxiety Levels of Students of Primary Science and Math Education Students, *Electronic Journal of Social Sciences*, 20, 283-299.
- Akkapulu, E. (2005). Certain Factors Predicting The Social Competence Expectations Of Teenagers – Unpublished Graduate Studies Thesis, Çukurova University Social Sciences Institute, Adana.

- Aktaş, S. (2009). Identifying The Correlation Between Marital Harmony And A Spouse's Level of Anxiety – Unpublished Graduate Thesis, Maltepe University Social Sciences Institute, İstanbul.
- Alemdağ, S. (2013). A Study Examining The Relationship Between Student Teachers' Participation In Physical Activity, Social Anxiety, and Self-Efficacy – Unpublished Doctoral Thesis, Karadeniz Technical University Educational Sciences Institute, Trabzon.
- Akpınar, S. (2010). A Study On Social Competence, Job Satisfaction, And Problem Solving Skills In Sports Federations – Unpublished Doctoral Thesis, Gazi University Health Sciences Institute, Ankara.
- Amen, M. H. (2008). A Comparative Study On Pre-Game Anxiety Levels In Soccer And Certain Factors That Influence It – Unpublished Graduate Thesis, Gazi University Health Sciences Institute, Ankara.
- Atasoy, S. (2012). A Study Comparing the State Anxiety Levels Of Different Age Groups During Exam Preparation At Exam Centres And Their Perspectives About The Future – Unpublished Graduate Thesis, Maltepe University Social Sciences Institute, İstanbul.
- Aydiner, B. B. (2011). A Study On The Sub-Dimensions Of University Students' Life Goals In Terms Of Overall Self-Satisfaction, Life Satisfaction, and Various Other Variables – Unpublished Graduate Thesis, Sakarya University Educational Sciences Institute, Sakarya.
- Aydoğan, D., & Özbay, Y. (2012). A Study Comparing The Relationship Between Academic Suspension Behaviours And Held Beliefs About Self-Respect, State Anxiety, and Self-Efficacy- Pegem Education and Training Journal, 2 (3), 1-9.
- Bandura, A. (1982). Self-efficacy mechanism in human agency, *American Psychologist*, 37(2), 122-147.
- Başaran, M. E. (2008). [A Study On The State and Trait Anxiety Levels Of Athletes Based On Several Factors, Selçuk University Health Sciences Institute, Konya.
- Bedir, R.(2000). How The State Anxiety Levels Of The Athletes Of Turkey's National Taekwondo Team Impacts Their Success – Unpublished Graduate Thesis, Selçuk University Health Sciences Institute, Konya.
- Bezjak, J. E., & Lee, J. W. (1990). Relationship of self- efficacy and locus of control constructs in predicting college students physical, fitness behavior, Perceptual and Motor Skills, 71 (2), 499- 508.
- Bilen, M. (1999). Plan-To-Practice Teaching, Ankara: Anı Publishing.
- Bilge, A., Pektaş, İ. (2004). A Study On The Socio-Cultural Traits, State-Trait Anxiety Levels, and Coping Skills Of University Students. *Ege University Nursing High School Journal*,20(1), 47-54.
- Bilgin, M. (1997). Determination of Vocational High School Students' Certain Demographic Variables and, Comparison of Families' perception for adolescents's social relations and acceptance level and adolescents' social competence and self-acceptance levels, *Çukurova University Faculty of Education Journal*, 2 (16), 15-30.
- Bilgin, M. (1999). A Study Concerning the Development of the Social Competence Expectancy Scale Directed At 14 – 18 Year-Old Teenagers, *Journal of Turkish Psychological Counseling and Guidance*, 12,8, 7-15.
- Canan. F, Ataoğlu, A. (2010). The Effects Of Regular Physical Activity On A Person's Sense of Anxiety, Depression, and Problem Solving, *Anadolu psychiatry Journal*, 11, 38–43.
- Civan, A. (2001). Comparing The Pre and Post-Game State And Trait Anxiety Levels Of Athletes Involved In Individual and Team Sports – Unpublished Graduate Thesis, Selçuk University Social Sciences Institute, Konya.

- Connly, J. (1989). Social self-efficacy in adolescence; relations with self-concept, social adjustment and mental health, *Canadian Journal of Behavioral Science Review*, 21, 258-269.
- Çağlayan, H. S. (2007). Examining The Relationship Between The Learning Styles Of Physical Education and Sports And Their Ability To Solve Problems – Unpublished Doctoral Thesis, Gazi University Educational Sciences Institute, Ankara.
- Çakıcı, D. (2010). A Study On The Social Competence And Self-Respect Levels Of Ninth And Tenth Grade Sports Academy And High School Students – Unpublished Graduate Thesis, Mersin University Social Sciences Institute, Mersin.
- Çelik, G. (2010). Evaluating The Anxiety Levels Of Upper-Level Judo Wrestlers Before And Following Events – Unpublished Graduate Thesis, Dumlupınar University Health Sciences Institute, Kütahya.
- Çelikkaleli, Ö. (2004). The Social Competence Expectations And Psychological Needs Of Secondary School Students – Unpublished Graduate Thesis, Mersin University Social Sciences Institute, Mersin.
- Çubukçu, Z., Girmen, P. (2007). Determining The Social Self-Efficacy Perceptions Of Student Teachers, *Eskişehir Osman Gazi University social sciences journal*, 8(1), 57-74.
- Dekovic, M. and Meeus, W. (1997). Peer relations in adolescence: effects of parenting and adolescents self-concept, *Journal of Adolescence*, 20 (2), 163-176.
- Dişçi, R., Güngörmüş, O., Ayman, U. & Minibaş, J. (1989). A Statistical Survey Determining The Relationship Between The Social-Economic Traits Of Istanbul University Literature Students and Their State-Trait Anxiety Levels, *Journal of Medical Faculty*, 52, 79-86.
- Dönmez, K. H. (2002). Comparing the In-Game State Anxiety Of Athletes Involved In Individual Sports (i.e. Judo, Taekwondo, Gymnastics etc.) Vs. Those Involved In Team Sports (Volleyball, Handball, Badminton, etc.) – Unpublished Graduate Thesis, Kırıkkale University Health Sciences Institute, Kırıkkale.
- Dönmez, K. H. (2010). Examining The Relationship Between The Social Self-Competence Versus The Problem Solving Skills Of Undergraduate Students of Physical and Sports Education – Unpublished Doctoral Thesis, Gazi University Educational Sciences Institute, Ankara.
- D’zurilla, T. J, Chang, E, Sana I. J. (2003). Self-Esteem and social problem solving as predictors of aggression in college students, *Journal of Social and Clinical Psychology*, 22(4), 424-448.
- Efe, M. (2007). The Effect That Sports Exercises Have On The Social Competence Expectations And Drive Of 14 - 16 Year-Old Individuals – Unpublished Doctoral Thesis, Uludağ University Health Sciences Institute, Bursa.
- Engür, M. (2002). The Effect That The Motivation To Succeed Has On The State Anxiety Levels Of Elite Athletes – Unpublished Graduate Thesis, Ege University Health Sciences Institute, İzmir.
- Erbaş, M., K. (2005). The Relationship Between State Anxiety Levels Versus Performance Among Upper Level Basketball Players – Unpublished Graduate Thesis, Dumlupınar University Social Sciences Institute, Kütahya.
- Ferah D. (2000). Examining How The Students Of Kara Harp Military Academy Perceive And Approach Problem Solving According To Variables Such As Gender, Academic Year, Academic Success, And Taking Lead – Unpublished Graduate Thesis, Hacettepe University Social Sciences Institute, Ankara.
- Fıncıoğlu, H. (2005). An Experimental Study On The Effect That Adlerian-Focused Psychological Therapy Sessions Have On Students’ Social Competence Expectation Levels – Unpublished Graduate Thesis, Mersin University Social Sciences Institute, Mersin.

- Gökbüzoğlu, B. (2008). Examining The Relationship Between Teenagers' Levels Of Aggression In Versus Their Ability To Solve Problems – Unpublished Graduate Thesis, Marmara University Educational Sciences Institute, İstanbul.
- Hackney, L. B. (2010). Teacher use and student perceptions of instructional strategies that promote creative problem solving by students of advanced social studies classes at the middle school level, (Walden University), Dissertation Abstracts International, 188, AAT 3397110.
- Innes, J. M., Thomas, C. (1989). Attributional style, self-efficacy and social avoidance and inhibition among secondary school students, *Personality and Individual Differences*, 10 (7), 757-762.
- İkiz, F. E., Yörük, C. (2013). Studying The Relationship Between The Self-Efficacy Levels Versus The Family Roles Of Student Teachers. *Usak University Journal of Social Sciences*, 6,1, Uşak.
- İşleröğlü, S. (2012). Predicting High School Students' Respect Towards Themselves In Terms Of Subjective Well-Being According To Their Social Competence Expectations And How They Express Their Feelings – Unpublished Graduate Thesis, Ege University Social Sciences Institute, İzmir.
- Karahan, F., Eplikoç H. (2007). Examining How University Students Cope With Stress Within The Context Of Dormitory Life And Perceived Parental Attitudes, *Çukurova University Education Journal*, 119-130.
- Karahan, T. Fikret ve diğerleri (2006). Examining The Social Competency Expectations And Automatic Thoughts Of High School Students In Terms Of Gender And The Social Units Within Which They Live, *Turkish Psychological Counseling and Guidance Magazine*, 3 (26), 35- 45.
- Karaman, S. (2009). The State And Trait Anxiety Levels Of University Students Studying Various Health Sciences Programs – Unpublished Graduate Thesis, Erciyes University Health Sciences Institute, Kayseri.
- Kashdan, T. B. ve Roberts, J. E. (2004). Social anxiety's impact on effect, curiosity and social self-efficacy during a high self-focus social threat situation, *Cognitive Therapy and Research*, 28 (1), 119-141.
- Kat, H. (2009). Comparing The Stress Levels And The Problem Solving Skills Of Athletes Involved In Individual Versus Team Sports – Unpublished Graduate Thesis, Erciyes University Health Sciences Institute, Kayseri.
- Kesgin, E. (2006). Examining The Relationship Between The Self-Efficacy Levels Of Preschool Teachers Versus Their Approaches To Problem Solving: The Case Of The Province of Denizli – Unpublished Graduate Thesis, Pamukkale University Social Sciences Institute, Denizli.
- Kiremitci, O., Doğan, B. (2010). How Peer Learning And Organized Dance Instruction Influences The Development Of Students' Problem Solving Skills, *E-Journal of New World Sciences Academy*, 5(3), 178-186.
- Kiremitci O. (2012). The Effect That Problem Solving-Oriented Organized Physical Education Training Has On Problem Solving Skills and How That Correlates With Advanced Cognitive Awareness Levels – Unpublished Doctoral Thesis, Ege University Health Sciences Institute, İzmir.
- Korkmaz, İ. (2009). Educational Psychology, B. Yeşilyaprak (Ed.), Ankara, Pegem Publishing.
- Matsushima, R. and Shiomi, K. (2003). Self-efficacy and interpersonal stress in adolescence, *Social Behavior and Personality an International Journal*, 31 (4), 323-332.

- McKenzie, J. K. (1999). Correlation between self-efficacy and self-esteem in students. A Research Paper, University of Wisconsin.
- Murris, P. (2002). Relationship between self- efficacy and symptoms of anxiety disorders and depression in a normal adolescent sample, *Personality and Individual Differences*, 32, 337-348.
- Öner, N., & Le Compte, A. (1985). *Discontinuous / State Anxiety Inventory Handbook*, İstanbul: Boğaziçi University Publications.
- Öner, N. (1996). *Psychological Tests Used In Turkey*, (2. Baskı), Research Education Consulting, İstanbul.
- Özdemir, Ç. (2011). *An Introduction To Educational Science*, Ankara, Pegema Publishing.
- Özgüven, İ. E. (1998). *Psychological Tests*, Pdrem Publications, System Offset, Ankara.
- Öztürk, F. ve Koparan Ş., Ş. (2007). Comparing The Social Competency Expectancy Points Of 9 - 13 Year Old Individuals Both Involved As Well As Not Involved In Sports, (Bursa Example), *Primary Education Online*, 6(3),469-479.<http://ilkogretim-online.org.tr/vol6say3/v6s3m36.pdf>.
- Payne, R. ve Jahoda, A. (2004). The Glasgow social self-efficacy scale—a new scale for measuring social self-efficacy in people with intellectual disability, *Clinical Psychology and Psychotherapy*, 11 (4), 265-274.
- Polat, R. H. (2008). *Examining The Problem Solving Skills Of Students Of Classroom Teaching According To Certain Socio-Demographic Features And Their Need For Reasoning – Unpublished Graduate Thesis*, Çukurova University Social Sciences Institute, Adana.
- Rovniak, L.S., Anderson, E.S., Witnett, R.A., Stephens, R.S., and Med, A.B. (2002). Social cognitive determinants of physical activity in young adults: A prospective structural equation analysis, *Annals of Behavioral Medicine*, 24(2), 149-156.
- Saygılı H. (2000). *Taking A Look At The Relationship Between Problem Solving Skills And Social And Individual Harmony – Unpublished Graduate Thesis*, Atatürk University Social Sciences Institute, Erzurum.
- Yücel, O. (2003). *The State And Trait Anxiety Levels Of Taekwando Players And How These Effect Their Success During Matches – Unpublished Graduate Thesis*, Gazi University Health Sciences Institute, Ankara.
- Schunk, D., Pajares, F. (2001). The development of academic self-efficacy. In A.Wigfield & J.Eccles (Eds.). *Development of achievement motivation* (pp16-31) San Diego, CA: Academic Press.
- Tavacıoğlu, L. (1999). *Scientific/Scholastic Assessments Within Sports Psychology*, Kırallı Printing House, Bağırğan Publisher, Ankara.
- Telef, B.B. (2011). *Examining Various Psychological Symptoms Among Adolescents When It Comes To Self-Efficacy – Unpublished Doctoral Thesis*, Dokuz Eylül University Educational Sciences Institute, İzmir.
- Torres, J. B. and Solberg, V. S. (2001). Role of self-efficacy, stress, social integration and family support in Latino college student persistence and health, *Journal of Vocational Behavior*, 59 (1), 53-63.
- Türkçapar, Ü. (2007). *Comparing How (University) Students Studying Physical Education and Sports Versus Those Studying Education/Classroom Teaching Tackle Stress Through Problem Solving – Unpublished Graduate Thesis*, Gazi University Educational Sciences Institute, Ankara.