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The Effect of Solo Last Friday Ride As A Sport Community in Solo

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Abstract

The purpose of this study was to determine the implementation and organization of mass cycling event Solo Last Friday Ride, a mass cycling participants' creativity Identifying Solo Last Friday Ride, explaining the benefits of mass cycling participants Solo Last Friday Ride and communities around the mass cycling events Solo Last Friday Ride. The research was conducted in the city of Solo, Central Java. Using qualitative research and is presented using a phenomenological approach. The result of this research is the mass cycling event Solo Last Friday Ride bike community-initiated motion to move the mass cycling community as a means to stay in touch between cyclists, sports facilities, recreation, and promote the bicycle as a means of transportation back healthy and environmentally friendly. Organizing place prior to the coordination of internal discuss the themes and routes that bypassed, Creativity indicated participants adjust costumes and accessories in accordance with the theme, The benefits of participants was as a means of exercise, recreation, socializing, and reduce air pollution, while the general public around the activity is increased revenue.

Keywords: Solo last Friday ride, physical activity; sport for all; recreation; cycling

Solo'da Bir Spor Topluluğu Olarak “Last Friday Ride” Aktivitesinin Etkisi

Öz

Bu çalışmanın amacı bir kitle bisiklet etkinliği olan “Solo Last Friday Ride” etkinliğinin kitle bisikletçiliği üzerine faydalarını açıklamak, kitle bisikletçileri katılımcılarının etkinliğe ilişkin durumlarını ortaya koymaktır. Bu çalışma nitel araştırma yöntemleri kullanarak ve fenomenolojik bir yaklaşımla sunulmaktadır. Araştırma sonucunda bir kitle bisikletçiliği etkinliği olan “Solo Last Friday Ride” etkinliğinin bisikletçiler tarafından birbirleriyle irtibat halinde ve toplu hareket edebilmek adına başlatılan bir hareket olduğu, bir ulaşım aracı, spor aracı, rekreasyon aracı olarak bisikletin tanıtımını sağlamak ve çevre dostu olduğunu vurgulamanın hedeflendiği tespit edilmiştir. Etkinlik öncesi temaların oluşturulması ve rotaların belirlenmesi adına iç tartışmaların yapıldığı bir görüşme gerçekleştirilmiştir. Katılımcıların kostüm ve aksesuarlarını belirlenen temaya göre yaratıcılıkları doğrultusunda hazırladıkları görülmüştür. Etkinliğe katılanların sağladığı faydalar rekreasyon olayına katılmaları, egzersiz yapmaları, sosyalleşmeleri ve hava kirliliğini azaltmaları olarak tespit edilmiştir.

Anahtar Kelimeler: Solo last Friday ride, Fiziksel aktivite, Herkes için Spor, Rekreasyon, Bisiklet.

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INTRODUCTION

Sport is a human motion activity according to specific techniques, in practice there are elements of the play, there is a sense of fun, done on time, and satisfaction. Sports is a series of regular exercise motion and planned that people consciously to improve the functional capacity, in accordance with the purpose of exercise Giriwijoyo (2013: 37). Sport is also a physical activity undertaken with a view to maintaining a healthy and strengthening muscles - the muscles of the body. sports utilizing the physical tools to develop human wholeness. In this connection mean that through physical, mental and emotional aspects also helped to grow, even with considerable emphasis on. It can be concluded that exercise is an activity range of motion of the body that are organized and planned that there are elements of play, rules or compete as well as the challenges and struggles are done having fun in your spare time to improve functional ability were carried out systematically in order to achieve goals was about to be achieved such as increased physical fitness, spiritual and social.

Sport is very much a role in different spheres of life that make up personality. As stated in the Law of the Republic of Indonesia Number 3 of 2005 on National Sports System Chapter VI, Article 17 states The scope of sports activities include: a) Sport education, b) Recreational Sports., And c) Sports achievements. Sports have meaning any body movement that are being made to improve the quality of life, while recreation is an activity that aims to be entertained, or just to relieve fatigue after facing various bustle and jobs. So that recreational sport that is a fun activity contains elements of positive movement performed activities indoor and outdoor dominated by elements of sports that can be fun. Recreational sports in the world of international known as the sport for all.

The underlying concept of sport for all can be described with less physical movement in today's modern life can be balanced by two methods alone, the first is to abolish vehicle technology standards and electricity that drives

the engine and back to the way of life in the eighteenth century. And the second is to motivate people to become physically active as a lifelong habit of regularly and voluntarily. Sport for all movement aims to increase physical fitness and recreation gained in conducting the exercise and will be able to obtain health. Advances in technology today is already affecting patterns of human activity. Changes in lifestyle towards sedentary lifestyles are less and less physical activity health effects. Almatsier (2003: 144) suggests that physical activity is a physical movement performed by various muscles and systems that support it. The modern lifestyle has minimized the person's physical activity. The low level of physical activity can also increase the prevalence of obesity significantly. Obesity occurs when energy intake exceeds energy expenditure total including energy for physical activity. Scientific evidence clearly shows that regular physical activity of moderate intensity provide great health benefits. Some form of aerobic exercise such as cycling can be done three to five times a week to maintain health and fitness.

Recreational sports can be carried out by any person, educational units, institutions, associations, or sports organizations. Indonesian Community Recreation Sports Federation divides Sports Recreation scope is as follows: 1) Mass Sports, 2) Traditional Sports, 3) Special Sports, 4) Sports Challenge. Mass sport is a form of exercise done and followed a group or people. Included in one of the mass sport is cycling. Cycling also meets the necessary aerobic extras for the heart system but with less pressure on the limbs, According Carmichael (1996: 4-9). Goal leisure sports are all societies that adjusted for age. Sports Recreation directed to socializing sport as an effort to develop public awareness in improving health, fitness, fun and social relations. Solo is one of the cities that has a program which is called a cyclist-friendly city. Besides, Solo begins to create an environmentally friendly city for the future. To achieve that goal, the government has to start from now on to provide the supported facilities. Therefore, the government has to

know the existence phenomenon around the society to make the policy.

Recently, Solo people are attracted with the existence of mass cycling event which participated by a large number of masses. They name it as Solo Last Friday Ride. So the purpose of this study was describes implementation and organization of mass cycling events around the city in Solo Last Friday Ride. Identifying the creativity shown participants of mass cycling events around the city in Solo Last Friday Ride. Explaining the benefits of participants who take part in a mass cycling Solo Last Friday Ride and the general public who were around activities Solo Last Friday Ride.

METHOD

This research is held in Solo, Central Java. This research is applied qualitative research and presented using phenomenology approach. In a qualitative descriptive study, data collected mainly in the form of words, sentences or drawings that means more than just the frequency. Researchers stressed the record that describes the actual situation in order to support the presentation of data, According Sutopo (2002: 35). This research is focused to describe and analyze the phenomenon of mass cycling activity Solo Last Friday Ride started from the implementation, organization, participants' creativity, and the advantages for participants and society around the event. The data were collected using observation, in-depth interview, and documentation. Instruments used in data collection are video cameras and voice recorders, as well as interview guides. The validity of the data used technique triangulasi methods. Research conducted by a researcher using or similar data collection techniques but by using different techniques or data collection methods. The data presented in this study are valid because of the retrieval of data by different methods have shown similarities. Resource persons in this study amounted to 20 people, namely the General Chairman of Solo Sports Recreation Organization, Solo Last Friday Ride coordinator, Dishubkominfo, cycling participants, and the community around the

movement of mass cycling. Besides, there were four phases used to analyze the data. Those were data collection, data reduction, data display, and drawing conclusions.

FINDINGS

The implementation and organization of mass cycling activity around the city at Solo Last Friday Ride

Mass cycling activity at Solo Last Friday Ride is a mass cycling community as a means of strengthening the brotherhood among cyclists, mode of sport, recreational facilities, and to promote the use of the bike as a form of health transportation and environmentally friendly. This activity is held once a month, every last Friday of the month. There are usually around seven thousand to ten thousand cyclists joined this activity. The participants consist of the people in Solo Raya and other citizens in any level of age and gender. They join together as one to cycle around Solo. This mass cycling activity starts at 7 p.m. from Manahan Solo Stadium. Then, the route is ended at two finish points, Ngarsopuro Crossroad and Vastenburg Castle.

It was found that there was no official committee who organize this mass cycling activity, there was a coordinator for Solo Last Friday Ride and Marshal. The internal coordination usually holds in two or three days prior to the due date of cycling activity. The internal coordination was held to discuss and decide the interesting theme; then, the coordinator had to coordinate with *Dishubkominfo* and police to report the selected route for cycling activity.



Image 1. Solo Last Friday Ride Mass Cycling

The participants showed their creativity by wearing unique costume and accessories that suit with the themes. Thus, all of the participants were able to choose and design their own costume. Most of the participants modified their bikes with colorful lamps, music on their bikes, or even with some posters. Those were the way how participants showed their creativity and enthusiasm to welcome the upcoming event.

The benefits got by the cyclists and society around Solo Last Friday Ride activity

The participants' creativity showed in Solo Last Friday Ride

Table 1. The benefits of Solo Last Friday Ride Activity

The Cyclists	The Society Around The Event
To improve their physical fitness	Rise of economic growth especially for those who run a business related to bike and its equipment
To have fun	
To have recreational activity	
To eliminate fatigue from work and school through fun sports activity	Increased revenue for the traders and service providers although they get it once a month.
Could make the participants have more friends by meeting many people	
Could reduce the air pollution	
Could be the best place for bike lovers to share many things by cycling together	

DISCUSSION AND RESULT

Advances in technology today is already affecting patterns of human activity. Changes in lifestyle towards sedentary lifestyles are less

and less physical activity, so that the effect on health. The modern lifestyle has minimized the physical activity performed by a person. The low level of physical activity can lead to health problems in the human body. Recreational

sports geared to sports as an effort to develop public awareness in improving health, fitness, fun and social relations. Solo Last Friday Ride is one activity which is nothing but a destination of recreational sports.

This cycling event has been coordinated and regulated organization. According Torang Siregar (2014: 25), the organization is the role of the system, the flow of activities and processes that involve multiple people as acting that didescence to achieve a common goal. While understanding the organization according to Hasibuan (2004: 123) is a process of determining, grouping, and setting the various activities required to achieve a goal, put people on each of these activities, provide the tools necessary, establish the authority which relatively delegated to each individual who will perform the activity. With the organization in this activities it will make the goal of these activities can be run well and smoothly.

Mass cycling events around the city of Solo every Friday at the end of this month freeing participants to be creative and creativity. According to Conny R Semiawan (2009: 44) creativity is a modification of something that already exists into a new concept. In other words, there are two old concept that combined into a new concept. Meanwhile, according Utami Munandar (2009: 12), that creativity is the result of interaction between the individual and the environment, the ability to create new combinations, based on the data, information, or any items Unur existing or previously known, that is all the experience and knowledge that has been acquired a person during his life either in the school environment, family, and of society. Creativity can be shown to us in various ways one of which is through recreational sports activities. Participants are free to show their creativity in this cycling event, so attractive and able to attract people to join cycling. In addition Solo Last Friday Ride is not only beneficial for the participants, the public about any of these activities also benefit economically.

Mass cycling activity in Solo Last Friday Ride is a kind of community that introduces by cycling communities in Solo. This activity is

aimed to invite the society to ride a bike as a means of sports activity, recreation, and gathering among cyclists. This activity is also as a medium to promote the use of a bicycle as a healthy mode of transportation and environmentally friendly. The coordination of this activity holds prior to the due date of cycling activity by having internal coordination to discuss and decide the interesting theme; then, the coordinator coordinate with Dishubkominfo and police to report the selected route for cycling activity.

Participants show their creativity by wearing unique costume and accessories that suit with the theme and sometimes the idea comes from the participants. Thus, all of the participants are able to choose and design their own costume. All participants are free showing their creativity and imagination since it does not harm themselves and others.

Cycling activity is beneficial to keep participants' physical fitness, have fun, have recreational activity, and eliminate exhaustion from any activity, make friends, reduce the air pollution, and as a gathering moment among cyclists. Meanwhile, the benefits obtained by the society around the event particularly are felt by the traders and service providers. The benefits are in terms of economic growth especially for those who run a business related to bike and its equipment, increased revenue for the traders and service providers although they get it once a month

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Investigation of Concerns of Athlete Students in Athlete Training Centers for the Future

BİLAL ÇAĞLAYAN*

ŞÜKRÜ YILMAZ**

Abstract

In Athlete Training Centers, the General Directorate of Sports is responsible for not only sports education of the students at different ages between the 5th and 12th grades but also for their formal education. It is important to identify and monitor potential concerns of all these athlete students, who are at a stage of shaping their future life and planning their professional career, for the future regardless of whether they are successful in sports or not, and to guide them in their career planning. The aim of the present study is to determine concerns of athlete students in athlete training centers (ATCs) for the future and reveal their thoughts about career planning. The universe of the study was 668 high school athlete students in ATCs. “Personal Information Form” and “Career Planning Questionnaire” developed by the authors, and “Beck Hopelessness Scale”, which was developed by Beck et al. and validity and reliability of which in our country was demonstrated by Seber et al. (1993) were used for collecting the study data. SPSS 22.0 software was used for calculations of the data and Chi-square test was employed to find the frequency and percentage distributions as well as the relationships between the questions. The study demonstrates that hope levels of athlete students for the future are high, guidance and counseling services provided at ATCs are guiding them in planning their future, but most of these athlete students are uncertain about what to do after they leave ATCs.

Keywords: *Sports, athlete training centers, concern for the future, career planning*

Sporcu Eğitim Merkezlerinde Bulunan Sporcu Öğrencilerin Gelecek Kaygılarının İncelenmesi

Öz

Sporcu Eğitim Merkezlerinde 5. sınıftan 12. sınıfa kadar değişik yaşlarda bulunan öğrencilerin sportif eğitimlerinden olduğu kadar örgün eğitimlerindeki durumlarında da Spor Genel Müdürlüğü'nün sorumluluğu bulunmaktadır. Sportif yönden başarılı olan ya da olamayan, gelecek hayatlarının temelini atıldığı ve mesleki kariyer planlamasının keşfetme döneminde bulunan tüm bu sporcu öğrencilerin yaşayabileceği olası gelecek kaygısının tespit ve takip edilmesi ve bununla birlikte kariyerlerini planlamalarında onlara rehberlik edilmesi önem arz etmektedir. Bu çalışma SEM'lerde bulunan sporcu öğrencilerin gelecek kaygılarını tespit etmek ve kariyer planlamaları hakkında düşüncelerini ortaya çıkarmak amacıyla yapılmıştır. Araştırmanın evreni SEM'lerde bulunan ve lisede okuyan 668 sporcu öğrencidir. Araştırma verilerinin toplanmasında araştırmacı tarafından hazırlanan "Kişisel Bilgi Formu", "Kariyer Planlaması Anketi" ile Beck ve arkadaşları tarafından geliştirilen ve ülkemizde geçerlilik ve güvenilirlik çalışması Seber ve arkadaşları (1993) tarafından yapılan "Beck Umutsuzluk Ölçeği" kullanılmıştır. Verilerin hesaplanmasında ise SPSS 22.0 paket programı kullanılmış olup çözümlenmesinde frekans ve yüzde dağılımları, ayrıca sorular arasındaki ilişkilerin bulunması için Chi-square (ki-kare) testi uygulanmıştır. Araştırma sonucunda; sporcu öğrencilerin geleceğe ilişkin umut düzeylerinin yüksek olduğu, SEM'lerde verilen rehberlik ve danışmanlık hizmetlerinin geleceklerini planlamada yol gösterici olduğu, ancak SEM'den ayrıldıklarında sonra çoğunluğunun ne yapacağı konusunda kararsız olduğu tespit edilmiştir.

Anahtar Kelimeler: *Spor, sporcu eğitim merkezi, gelecek kaygısı, kariyer planlaması.*

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INTRODUCTION

Human is a social entity. The impact of the social environment on the individual is very important. Family takes the first place in this environment (Zorba, 2009). Family consists of the people, with whom the individual interacts for the rest of his life. Family is the place where most of the basic personality traits of the individual are shaped and the sense of basic trust that will continue throughout of his life by changing form is acquired. However, demands, expectations, life style, attitude of the family as well as the number of siblings are accepted as one of the important factors in the formation of anxiety in the student. (Saraç, 2015:2).

The individual, interacts only with his family and experiences the greatest support from his family in his early years, and spends most of his time with them until the age of adolescence when he starts to intensify his relations with his environment and his friends (Dilbaz and Seber, 1993; Karaküçük and Karakullukcu, 2017; Mumcu, 2011). As the individual approaches to the age of adolescence, there is a decrease in the time he spends with the family, and now the individual is willing to spend his time with his peers. In adolescence, the individual's dependence on his parents decreases, he experiences physical and psychological developments and changes, interacts with society and may start to concentrate on a professional career. Our country has a younger population compared to other European countries. According to the population projections based on the Address-Based Population Registration System 2012 results, it is estimated that the share of the study sample's age group (13-18 years) in total population will be 13.4% by 2023 (www.tuik.gov.tr, 22.11.2017).

When age groups of athlete students in athlete training centers are examined, it is seen that they are in either pre-adolescence or adolescence period and they are experiencing a discovery period, which is also the beginning of their career planning. Day athlete students can spend their times that remain from school and training hours with

their families. However, it is a fact that most of boarding athlete students are away from their families and usual environments at the age of adolescence, when they can be in various and complex emotions.

At this point, the athlete training center becomes the home of the athlete student and his trainer, his friends and other employees of the center become his family. In this context, in the light of the provisions of the Turkish Constitution's article 58 that states "The state shall take measures to ensure the training and development of the youth into whose keeping our state, independence, and our Republic are entrusted, in the light of contemporary science, in line with the principles and reforms of Atatürk, and in opposition to ideas aiming at the destruction of the indivisible integrity of the state with its territory and nation (Bayram, 2008; Ağır, 2007; Kolayis et al., 2015). The state shall take necessary measures to protect the youth from addiction to alcohol, drug addiction, crime, gambling, and similar vices, and ignorance." and article 59 that states "The state shall take measures to develop the physical and mental health of Turkish citizens of all ages, and encourage the spread of sports among the masses. The state shall protect successful athletes.", the duties and responsibilities of athlete training centers for student athletes are clearly seen.

The aim of this study is to determine whether athlete students in athlete training centers located within the provincial organizations of the Ministry of Youth and Sports, General Directorate of Sports (36 athlete training centers affiliated with 33 provincial directorates) experience feelings of concern, hopelessness, anxiety about their future, and to learn the ideas about their career planning of these athlete students who are in the discovery period, which is the first one of the career planning phases, and to establish the correlations between these findings and the athlete training centers, where they are trained. In this way, their awareness about what they can plan and do related to their future careers can be increased during the time they stay in athlete training centers before they continue to university education,

and recommendations can be given to them to help them to be more successful in both school education and sports training.

In this study, “Personal Information Form” that reveals the demographic information of athlete students and “Career Planning Questionnaire” that indicates the contribution of ATCs’ to this planning developed by the authors, and “Beck Hopelessness Scale”, which was developed by Beck et al. and validity and reliability of which in our country was demonstrated by Seber et al. (1993) were used. Statistical calculations were made with SPSS 22.0 statistical software by using frequency (f), percent (%) distributions and Chi-square techniques.

Although there are various sources related to the subject in the literature, the present study is important because it focuses on career planning of athletes and athlete students. In addition, it is also important to inform athlete students in athlete training centers about career and career planning options and to increase their awareness on these matters at an early age, at the discovery period, which is the first phase of gaining information about career planning.

Young people are the guarantee of our future. Every athlete in athlete training centers is a young person. To ensure that every Turkish citizen can engage in sports, young people are protected from all kinds of harmful habits and successful athletes are supported and protected are among the main duties of the state. Within the scope of these duties, to ensure that athlete students, who take formal education as well as sports training in athlete training centers as day or boarding student between the 5th and 12th grades or until the age of 18, are successful in both their formal education and sports training, is the responsibility of the Directorate of Sports Education, which implements all measures to educate these students as individuals, who provide the highest benefit to their country and nation in the future, and which carries out the tasks and operations of athletic training centers.

The following assumptions were made when conducting the study:

- The instructions for filling in the questionnaires that explain the aim of the study and how these aims will be attained were explained clearly and all respondents understood these instructions correctly,
- The athlete students who filled in the questionnaire form were not under any effect, they participated voluntarily to the study, they were impartial, and they answered the questions correctly,
- The information gathered from different sources available about the study were objective,
- The sample group of the study represents the universe.

In this context, in accordance with the general aim of the study, answers for the following questions about athlete students and athlete training centers were sought.

- 1- Do athlete students have hope for their future?
- 2- Do the sports training athlete students take in ATCs and their school education have any effects on each other?
- 3- Are guidance and counseling services provided to athlete students in athletic training centers adequate?
- 4- Do ATCs contribute positively to athlete students’ school education?
- 5- Have athlete students decided what to do in the future?

The study is limited to athlete students in athlete training centers affiliated with the provincial organizations of the General Directorate of Sports (36 athlete training centers in 33 provinces). The findings of the study are limited to the answers given by the athletes in the sample group to Career Planning Questionnaire and Beck Hopelessness Scale.

In this direction, the study consists of three sections. In the first section, a general framework is drawn on the basic concepts such as anxiety, concern for the future, hopelessness and career in order to emphasize the field of the study and the characteristics of this field.

The second section provides a general definition of the concept of sports and education as well as the details on the establishment, structure, management and legislation of athlete training centers and their distribution throughout the country.

The third section presents the model, universe, sample group, data collection techniques, information gathering processes, statistical methods used in data analysis and findings of the study.

The conclusion section includes discussions about future and career planning of athlete students as well as the effects of athlete training centers on these plans.

METHOD

This section details the model, universe, sample group, data collection techniques, information gathering process, statistical methods used in data analysis and findings of the study.

Model of the Study

This study conducted in order to analyze concerns of athlete students in athlete training centers for the future and their career plans, is a descriptive study utilizing screening model.

Since the literature about the double career planning of athletes is limited, the present study is also descriptive in terms of revealing the views of athletes about their career planning and their evaluations about their plans for the future.

Participants

The universe of the research consists of 668 athlete students, who continue their sports training as day/boarding student in 36 athlete training centers affiliated with 33 Provincial Directorates of Youth Services and Sports under coordination of the Department of Sports Education, which is one of the main service units of the General Directorate of Sports. The sample group of the study was selected by using simple random sampling method from the universe because of the applicability of Beck Hopelessness Scale (BHS), the validity and reliability study of which in our country was conducted by Seber

et al. (1993). All 668 high school students were tried to reach but 345 students were reached for various reasons. 61 of the questionnaires were considered as invalid because of missing data and thus the study was conducted on 284 athlete students.

Collection of the Study Data

In the gathering of the questionnaires answered by high school students in athlete training centers, help was asked from the managers, coaches and other employees of the Provincial Directorates of Youth Services and Sports working in ATCs. As athlete students had day or boarding student status, they were given the opportunity to fill in the questionnaire when they were in ATCs.

In order to collect the data according to the aim of the study, "Personal Information Form" and "Career Planning Questionnaire" developed by the authors, and "Beck Hopelessness Scale", which was developed by Beck et al. and validity and reliability of which in our country was demonstrated by Seber et al. (1993) were used. Their details are presented in the annexes. The questionnaire consisted of 46 questions.

Personal Information Form

It is a form including 11 questions prepared by the authors to determine sociodemographic characteristics of the student group such as gender, number of siblings, school type, sports branch, family income level, hobbies and parent education status.

Before the preparation of the form, the literature was reviewed, questionnaire questions in similar studies were examined and the necessary questions were added to the questionnaire.

Career Planning Questionnaire Form

It is a form including 15 questions prepared by the authors to measure career planning of athlete students for the future and the effects of athlete training centers on these career plans.

After the interviews with academicians and experts, a questionnaire including 23 questions was prepared by the authors. To test the questionnaire form, a pilot study was

conducted with the participation of 66 people. In line with the data obtained from the pilot study, the number of questions were reduced to 15 by making necessary corrections in the questionnaire form, and the opinions of academicians and experts were asked once more to determine sufficiency and efficiency of the questionnaire. The final form of the questionnaire including 15 questions was determined by taking into consideration the suggestions and views received.

Beck Hopelessness Scale

Beck Hopelessness Scale developed by Beck et al. is a scale that aims to determine the level of the pessimism of an individual for the future. When answering the BHS, the individual is asked to mark “yes” for the statements that are appropriate for him and “no” for the statements that are not appropriate for him. These statements have 11

correct and 9 false answer keys. (Saraç, 2015: 19).

Analysis of Data

In this section where the data obtained within the scope of the study are interpreted, the frequency and percentage tables of the demographic characteristics of the athletes participating in the study are presented. The percentage and frequency distributions that describe hopelessness statuses of the sample group are given. The data obtained were analyzed with SPSS Windows 22.0 statistical software, frequency and percentage distributions were used in data analysis, and Chi-square test was applied to find the relationships between some questions, and 0.05 significance level was accepted.

FINDINGS

Table 1- Whether the athlete students in the study look at the future with hope and enthusiasm

		I look at the future with hope and enthusiasm		Total
		Yes	No	
Gender	Female	f	45	58
		%	77.6	100.0
	Male	f	166	226
		%	73.5	100.0
Total	f	211	284	
	%	74.3	100.0	

When the answers to the statement “I look at the future with hope and enthusiasm” are examined, it seen that 77.6% of the female

athlete students and 73.5% of the male athlete students answered “yes”.

Table 2- The correlation between looking at the future with hope and enthusiasm and genders of the athlete students in the study.

I look at the future with hope and enthusiasm	Gender						X ² P value
	Female		Male		Total		
	f	%	f	%	f	%	
Yes	45	15.8	166	58.5	211	74.3	0.520
No	13	4.6	60	21.1	73	25.7	
Total	58	20.4	226	79.6	284	100	

According to the results of the table, there was no significant difference between genders of the athlete students and the question of

looking at the future with hope and enthusiasm in the X² test (p>0.05).

Table 3- The correlation between average monthly family income of the athlete students in the study and the influence of their families on their career goals and career choices

Monthly average income level of your family	My family guides me on my career goals and career choices.												X ² P value
	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree		Total		
	f	%	f	%	f	%	f	%	f	%	f	%	
0-1500	13	4.6	12	4.2	25	8.8	17	6.0	16	5.6	83	29.2	0.014
1501-2500	8	2.8	7	2.5	56	19.7	27	9.5	13	4.6	111	39.1	
2501-3500	4	1.4	3	1.1	32	11.3	18	6.3	9	3.2	66	23.2	
3501-4500	1	0.4	0	0	3	1.1	2	0.7	7	2.5	13	4.6	
4501-6000	1	0.4	0	0	2	0.7	3	1.1	2	0.7	8	2.8	
6001 and above	0	0	0	0	2	0.7	1	0.4	0	0	3	1.1	
Total	27	9.5	22	7.7	120	42.3	68	23.9	47	16.5	284	100.0	

According to the results of the table, there was no significant difference between the average monthly family income levels of the athlete

students and being guided by the family on career goals and career choices in the X² test (p>0.05).

DISCUSSION AND CONCLUSION

This study was conducted in order to determine concern and hopelessness levels of athlete students, who attend to athlete training centers and high schools, for the future, and to reveal their ideas about career planning, and to make suggestions regarding these issues.

From the statements asked to determine positive/negative expectations of athlete students for the future, it is seen that 74.3% of them look at the future with hope and enthusiasm, 87% of them expect a good future and 82% of them believe that they will be successful in the future. In addition, 26.1% of athlete students see their future uncertain and 34.2% of them think that it is impossible for them to reach a real satisfaction in the future. When the table indicating the positive/negative expectations of athlete students for the future is examined, it is clear that more than half of athlete students are hopeful for the future.

When the answers given to the career planning questionnaire asked to the respondents in order to reveal the status and relationship of athlete training centers to career planning of athlete students are examined, it is seen that 47.9% of the respondents state that being an active athlete in ATCs contributes to their school education and 21.4% of them state that it does not have any contribution. Similarly, it is seen that the study hours in ATCs contribute to the achievement at school (57.4%). Considering the results obtained, it can be accepted that ATCs contribute to education and school achievement of students.

It was observed that 59.5% of the respondents do not agree or remain undecided to the statement about whether their families guide them on their career goals and career choices. The percentage of those who believe that the guidance and counseling services provided in ATCs are guiding them in future and career planning is 41.2% and the percentage of those who do not believe this is 38.8%. Family is the place where the most basic personality traits of the individual are shaped and the sense of basic trust which will continue throughout life is gained. However, it can be

said that athlete students also see ATCs as a guide for their career planning and future.

In the study, the respondents were asked about whether they knew what to do after they leave ATCs. According to the answers given to this statement, almost half of the respondents (47.9%) are unsure about what to do after leaving ATC and 29.2% of them do not know what to do at all. It is considered that such a result is caused by the lack of interviews with athlete students about their future or the inadequacy in quality and/or quantity of the guidance and counseling services on future and career planning provided in ATCs.

When the distribution of sports branches of athlete students by their gender is examined, it is observed that the number of male athletes is more than the number of female athletes in all branches. Based on the consultations to be made with sports federations and involved institutions and individuals regarding the selection of athletes to ATCs and the determination of their numbers, new regulations may be made for increasing the number of female athletes in various branches according to the needs and means.

Based on the findings of the study, the following suggestions are made:

To ensure that athlete students in athlete training centers are successful at the highest degree in their academic and sports careers, they can adapt to the processes of transition from ATC and high school to university, and from university to professional life, and they acquire suitable professions after they leave ATCs, "Career Development Application and Research Centers" available in universities may be established in the organization structure of the General Directorate of Sports. These centers do not need to limit their services only with athlete students, and may extend their services to athlete students in the Turkish Olympic Preparation Centers or all athletes regardless of whether they are student or not.

Since the study hours offered in ATCs contribute to formal education of athlete students, the duration and variety of such study hours can be increased.

New ATCs can be established according to the requirements of different sports branches by taking into account the needs and economic means as well as the geographical characteristics of our country.

When sports branches are examined, it is seen that almost half of athlete students are in the wrestling branch. Increasing the number of students allocated for other branches and adding new sports branches within the scope of means may increase the success.

By taking into consideration the distribution of sports high schools affiliated with the Ministry of National Education, and the needs and means, new ATCs can be established in the provinces where there are sports high schools.

Recommendations for researchers;

This study, which was conducted to investigate concerns of athlete students in athlete training centers for the future and to reveal their views about career planning can be repeated for the athletes in the Turkish Olympic Preparation Centers.

Also, similar studies can be conducted for the national athletes who are in older age groups, and are not in the Turkish Olympic Preparation Centers.

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Outdoor and Indoor Sports that Require Skill Executive Branches of the Personality Types of Athletes

HASAN ERDEM MUMCU*

SEMA ALAY ÖZGÜL**

Abstract

There are many studies in the areas of personality and motivation. However, there are limited studies on the association of skills to personality trait and motivation in our country. The purpose of this study is to examine the effects of the personality types of the athletes, who perform sports requiring outdoor and indoor skills, on the motivation using the Basic Personality Scale for Turkish Culture and the Motivation in Sports Scale. The conclusions drawn here are thought to be that the motivations and personality traits of the athletes will contribute to the selection of the athletes in the future, the selection of the athletes' sports branches and the process of continuing the sports. The sample of the study consisted of 239 national athletes in judo, taekwondo, shooting, wrestling, table tennis, boxing, weightlifting, tennis, swimming, karate, bocce, billiards, chess, badminton and archery branches. Totally 239 national athletes participated in the survey, of which 98 are girls and 141 are boys. When comparing open skills required athletes with closed skills required athletes, the effects of gender, age, educational status, the age of sport, the age of national athletic age on personality types and motivations were examined by Multiple Regression Analysis, Binary and Partial Correlation Analysis. Statistically significant differences were found on the motivations of the athletes who perform sports that require both indoor and outdoor skills.

Keywords: Skill, Personality, Personality traits, Motivation, Sports, Sport activities.

Açık ve Kapalı Becerileri İcra Eden Sporcuların Kişilik Tiplerinin Güdülenmeleri Üzerine Etkileri

Öz

Kişilik ve güdülenme alanlarında pek çok çalışma yapılmıştır. Fakat ülkemizde becerilerin, kişilik ve güdülenme ile ilişkilendirilmesi üzerine çalışmalar sınırlıdır. Bu araştırmanın amacı; Türk Kültürü için Temel Kişilik Ölçeği ve Sporda Güdülenme Ölçeği kullanılarak, açık ve kapalı beceri gerektiren sporları icra eden sporcuların kişilik tiplerinin, sporcuların güdülenmeleri üzerine etkileri incelenmiştir. Buradan çıkan sonuçların sporcuların güdülenmelerinin ve kişilik özelliklerinin ileride sporcuların seçimine, sporcuların spor dallarının seçimine ve spora devam etme süreçlerine katkı sağlamayacağı düşünülmektedir. Araştırmanın örneklemini ise; judo, tekvando, atıcılık, güreş, masatenisi, boks, halter, tenis, yüzme, karate, bocce, bilardo, satranç, badminton ve okçuluk dallarında milli olmuş 239 sporcu oluşturmaktadır. Araştırmaya katılan milli olmuş sporcuların, 98'i kız, 141'i erkek olmak üzere toplam 239 sporcu katılmıştır. Açık beceri gerektiren sporcuların, kapalı beceri gerektiren sporcuları ile karşılaştırılmasında cinsiyet, yaş, eğitim durumu, spor yaşı, milli sporculuk yaşı değişkenlerinin kişilik tiplerinin ve güdülenmeleri üzerine etkilerini Çok Yönlü Regresyon Analizi, İkili ve kısmi Kolarasyon Analizi ile incelenmiştir. Sonuç olarak, açık ve kapalı beceri gerektiren sporları icra eden sporcuların kişilik tiplerinin, sporcuların güdülenmeleri üzerinde istatistiksel anlamlı farklılıklar tespit edilmiştir.

Anahtar Kelimeler: Beceri, Kişilik, Kişilik özellikleri, Motivasyon, Spor, Spor aktiviteleri

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INTRODUCTION

Athletes are faced with many difficulties such as working hours to show their best performance, healing process from injuries, competition stress, anxiety and pain of defeat. It is not enough for the athlete to have physical strength and ability to come through these difficulties, but at the same time, they have to be strong psychologically (Vallerand and Losier, 1999). It is necessary to determine the needs of the athletes in order to that they will feel best about themselves and get rid of the psychological pressures that the possibilities of winning and losing inherently present in the sports. The most important factor that keeps the athletes constantly in the sports environment and brings the athletes to success in sports is achieved with motivation. Motivation in sports researches focus on the reasons for participation, continuance and quitting of the sports. For example, why would a person choose to play soccer while the other would prefer to play tennis? Why does a marathoner spend 15-20 hours a week? Why do a parachutist jump from thousands of meters in height? These questions have been tried to be answered (Deci and Rayn, 1990b). For this reason, it is not surprising that such successful athletes and trainers care about the motivation in sports (Gould, 1982). Surveys reveal that the athletes are motivated by three main types of motivation (Deci and Rayn, 1985; Vallerand et al., 1987; Deci and Rayn, 1990a; Kazak, 2004; Rayn and Deci, 2007). While the sportsmen are intrinsically motivated by one side, the other side may experience extrinsic motivations or experience a sense of non-motivation sense (Vallerand and Losier, 1999, Rayn and Deci, 2007). In the researches based on the Free Will Theory (1985) and Valerand's (1987) hierarchical model of internal and external motivation, social factors such as achievement and defeat are stated that they are effective determinants on motivation in sports.

But these factors are also seen to be balanced by the sense of competence, autonomy and connection needs of sportsmen (Deci and Rayn, 1990a). The personality of Free Will Theory is described as "Intrinsically motivated,

deliberate movements representing human activity and free will". According to the Free Will Theory, personal incentives, sense of personality, and perceived choices are the main determinants of behaviour (Martin and Mushett, 1996). Moreover, it is stated that behaviours arising from the intrinsic motivation or the good unification of personal values occur with free will, but the behaviours arising from both internal repressions and the inner reflections in the regard of social do not occur with free will (Rayn ve Deci, 2007). According to many studies, both situational and attitudinal autonomous motivation has generally led to more positive outcomes than controlled motivation (Deci and Rayn, 2012). In other words, in the sports environment, the behaviours that internally motivated give the result that the individuals are more willing and satisfying personally from the behaviours externally motivated (Vallerand et al., 1987; Deci and Rayn, 1990a). The most important feature of behaviours which occur by free-will is that it helps them to work very long hours on mastery and skill development in areas of interest to the individual. It draws a general framework on how we understand how this behavior occurs in the sports environment for intrinsic or extrinsic reasons (Hagger and Chatzisarantis, 2007; Standage and Ryan, 2012). In addition to having a solid personality structure in order for a person to be able to overcome difficult processes, such as doing constant training, he/she also needs a motivational ability that cannot be interrupted (Bakker et al., 1990). The fact that the most important element of personality is expressed as intrinsic motivation reveals the question of how much the motivation, which is the cause of the being done the movement, is affected by personality.

From this information, it must have an effect on the motivation of the athletes' personalities and the size of this effect is worth investigating.

METHOD

Participants

The universe of the research is composed of sportsmen who have served in Turkish

National Teams. The sample of the study consisted of 239 national athletes in judo, taekwondo, shooting, wrestling, table tennis, boxing, weightlifting, tennis, swimming, karate, bocce, billiards, chess, badminton and archery branches. Athletes participating in the survey are at least once national athletes. Totally 239 national athletes participated in the survey, of which 98 are girls and 141 are boys.

Data Collection Tools

Three surveying instruments were used to collect data in the survey. The first surveying instrument which is developed by, Pelletier, Fortier, Vallerant, Tuson, Briere and Blais (1995), adopted by Kazak (2004) is Sport Motivation Scale (SMS).

Sport Motivation Scale (SMS) consists of 3 sub-dimensions and 28 items. This sub-dimensions consist Knowing and Achieving (8 items), Living with stimuli (4 items), External regulation (4 items), introjection (4 items), Identification (4 items), Non-motivation (4 items), Extrinsic motivation (4 items), Intrinsic motivation (4 items). In order to determine what kind of motivations the athletes live in the sports environment, the scale used is the Likert type and it is evaluated between 1 (totally not suitable) and 7 (totally suitable).

The second surveying instrument is 'Big Five' which is developed by John Donahue and Urban (1991). It is adapted to Turkey by Gençöz ve Öncül (2012) and its name is "Basic Personality Scale for Turkish Culture". The scale consists of 5 sub-dimensions and 44 items. This sub-dimensions consist Extroversion (8 items), Reconciliation (9 items), Attentive-Honest (9 items), Emotional balance (8 items), Open-Mindedness (10 items). The scale used is the Likert type and it

is evaluated between 1 (strongly agree) and 5 (strongly disagree).

In addition, when collecting data, the personal information of the participants was also obtained. These were gender, age, educational status, sports age information. Before starting the data collection process, it was negotiated with officials from the sports federations and camp training centers affiliated to GSGM. Then, data collection tools were applied to sportsmen participating in the survey.

Analysis of Data

In this study, multiple regression analysis was applied to the collected data to test the effect of athletes' personality types on the motivation. Multiple regression analysis is a type of analysis for predicting a dependent variable based on two or more independent variables (personality types) that are related to the dependent variable (with motivation) (Büyükoztürk, 2011: 98). In addition to multiple regression analysis, the personality types of the athletes and their motivations was calculated by a correlation analysis (Pearson correlation coefficient). A descriptive statistical method was used for the personal data in the analysis of the data obtained from the athletes working in the national teams using the Big Five Personality Scale for Turkish Culture and the Motivation in Sports Scales. The statistical method of Multiple Regression Analysis was used to test whether there is any statistical significance in the scale of the scale of the Big Five Personality Scale for Turkish Culture and the Motivation in Sports Scales according to gender, age, educational status, age of doing sports, age of being a national athlete and skill level.

FINDINGS

Table 1. Demographic Characteristics of the Study Group

Variables	X	N	%
Gender	Man	141	58.4
	Woman	98	41.6
Age	10-17	55	23.0
	18-24	153	64.2
	25-60	31	12.8
Education Status	Primary education	33	13.6
	Secondary - High School	73	31.7
	University	133	54.7
Sports Age	1-5	80	31.3
	6-10	69	30.0
	11-15	90	38.7
Applied Sports Type	Outdoor	140	58.4
	Indoor	99	41.6
Age of being a national athlete	1-5	140	58.0
	6-10	86	36.6
	11-15	13	4.9
	Total	239	100.0

The results of regression analysis, dual and partial correlation results for the predictions of athlete's motivation variables according to

personality type variables for male and female athletes are given in Table 2.

Table 2. Regression analysis, dual and partial correlation results for the predictions of athlete's motivation variables according to personality type variables for male and female athletes

	Variable	INTRINSIC MOTIVATION					EXTRINSIC MOTIVATION					NON-MOTIVATION				
		β	T	p	Dual r	Partial r	β	T	p	Dual r	Partial r	β	T	p	Dual r	Partial r
Woman	Extrovert	.151	1.274	.206	.201	.132	.288	2.530	.013*	.167	.255	-.220	-1.789	.077	-.208	-.183
	Agreeable	-.147	-1.258	.212	.031	-.130	-.414	-3.708	.000*	-.198	-.361	.107	.882	.380	-.035	.092
	Attentive-Honest	-.059	-.528	.599	.112	-.055	-.139	-1.300	.197	-.028	-.134	-.106	-.922	.359	-.134	-.096
	Emotionally stable	-.278	-2.620	.010*	-.280	-.264	-.238	-2.345	.021*	-.171	-.238	-.112	-1.016	.312	-.029	-.105
	Open-minded	.213	1.994	.049*	.252	.204	.216	2.118	.037*	.220	.216	-.134	-1.216	.227	-.211	-.126
		R= .388, R ² = .151 F ₍₅₋₉₂₎ = 3.264, p= .009*					R= .471, R ² = .222 F ₍₅₋₉₂₎ = 5.258, p= .000*					R= .297, R ² = .088 F ₍₅₋₉₂₎ = 1.774, p= .126				
Man	Extrovert	.103	1.029	.305	.205	.088	.194	1.881	.062	.205	.160	-.178	-1.744	.083	-.249	-.148
	Agreeable	-.104	-.998	.320	.129	-.086	.006	.054	.957	.104	.005	-.041	-.385	.701	-.201	-.033
	Attentive-Honest	.282	2.853	.005*	.305	.238	.108	1.060	.291	.147	.091	-.147	-1.467	.145	-.232	-.125
	Emotionally stable	.006	.063	.950	-.087	.005	.144	1.583	.116	.059	.135	.008	.092	.927	.108	.008
	Open-minded	.102	1.001	.318	.234	.086	.017	.164	.870	.125	.014	-.001	-.006	.995	-.177	.000
		R= .342, R ² = .117 F ₍₅₋₁₃₅₎ =3.583, p= .004*					R= .258, R ² = .067 F ₍₅₋₁₃₅₎ =1.930, p= .093					R= .296, R ² = .088 F ₍₅₋₁₃₅₎ =2.590, p= .029*				

According to Table 2; when the dual and partial correlations between the predictive variables and the intrinsic motivations are examined, it is seen that women have a positive and low level of relationship between extroversion, reconciliation, attentive-honesty and open-mindedness and intrinsic motivation, there is a negative and low level of relationship between emotional balance and intrinsic motivation. The variables of extroversion, reconciliation, attentive-honesty, emotional balance and open-mindedness together have a low and significant relationship with the intrinsic motivation scores of women, R = 0.39, R² = 0.15, p < .009.

The five variables mentioned before together account for about 15% of the total variance in intrinsic motivation. According to the standardized regression coefficient (β), the order of importance on the intrinsic motivation of the predictive variables should be emotional balance, open-mindedness, extroversion, reconciliation, and attentive-honesty. When the results of the t-test on the significance of the regression coefficients are examined, it is seen that only the emotional balance and open-mindedness variables are significant predictors. Extroversion, reconciliation, and attentive-honesty do not have a significant influence.

Table 3. Regression Analysis Findings, Dual and Partial Correlation Findings on the Predictions of Athletes' Motivational Variables According to Personality Type Variables for Outdoor and Indoor Skills

		INTRINSIC MOTIVATION					EXTRINSIC MOTIVATION					NON-MOTIVATION				
	Variable	β	T	p	Dual r	Partial r	β	T	p	Dual r	Partial r	β	T	p	Dual r	Partial r
Outdoor Skill	Extrovert	,078	,790	,431	,194	,068	,098	,941	,348	,089	,081	-,246	-2,428	,017*	-,275	-,206
	Agreeable	-,158	-1,518	,131	,106	-,131	-,165	-1,509	,134	-,024	-,130	-,009	-,086	,931	-,169	-,007
	Attentive-Honest	,267	2,543	,012*	,308	,215	,191	1,726	,087	,134	,148	-,111	-1,033	,304	-,194	-,089
	Emotionally stable	-,126	-1,406	,162	-,209	-,121	,019	,197	,844	-,013	,017	-,017	-,189	,850	,091	-,016
	Open minded	,103	1,060	,291	,249	,092	-,002	-,023	,982	,073	-,002	,032	,325	,746	-,128	,028
			R=,364 R ² = .133 F _(5,133) = , p= .002*					R= ,194 R ² = .038 F _(5,133) = 1,045 p= .394					R=,292 R ² = .085 F _(5,133) = 2,472 p= .035*			
Indoor Skill	Extrovert	,165	1,358	,178	,214	,139	,310	2,654	,009*	,302	,264	-,081	-,674	,502	-,177	-,069
	Agreeable	-,080	-,673	,502	,072	-,069	-,190	-1,680	,096	-,004	-,171	,037	,320	,749	-,089	,033
	Attentive-Honest	,093	,851	,397	,144	,087	-,044	-,423	,674	,012	-,044	-,160	-1,492	,139	-,203	-,152
	Emotionally stable	-,014	-,131	,896	-,067	-,013	,001	,010	,992	-,026	,001	-,087	-,842	,402	-,011	-,086
	Open minded	,146	1,290	,200	,227	,132	,205	1,884	,063	,281	,191	-,219	-1,957	,053	-,277	-,198
			R=,278 R ² = .077 F _(5,94) = , p= .176					R= ,389 R ² = .151 F _(5,94) = 3,353 p= .008*					R=,324 R ² = .105 F _(5,133) =2,203 p= .060			

According to Table 3, when the dual and partial correlations between the predictive variables and the intrinsic motivations are examined, it is seen that there is a positive and low level of relationship between extroversion, attentive-honest, open-mindedness, reconciliation and intrinsic motivation of the athletes who perform outdoor skills, and there is a negative and low level of relationship between emotional balance and intrinsic motivation. The variables of extroversion, reconciliation, attentive-honesty, emotional balance and open-mindedness have a low positive and significant relationship with

intrinsic motivation scores of athletes who perform outdoor skills, R = 0.36, R² = 0.13, p < 0.002. The five variables mentioned before together account for about 13% of the total variance in intrinsic motivation. According to the standardized regression coefficient (β), the order of importance on the intrinsic motivation of the predictive variables is attentive-honesty, reconciliation, open-mindedness, extroversion and emotional balance. When the results of the t-test on the significance of the regression coefficients are examined, it is seen that being attentive-honest is seen as a significant predictor.

Table 4. Regression Analysis Findings, Dual and Partial Correlation Findings on the Predictions of Athletes' Motivational Variables According to Personality Type Variables for Being a National Athlete Age

		INTRINSIC MOTIVATION					EXTRINSIC MOTIVATION					NON-MOTIVATION				
	Variable	β	T	p	Dual r	Partial r	β	T	p	Dual R	Partial r	β	T	p	Dual r	Partial r
1-5 Years	Extrovert	,110	1,060	,291	,155	,093	,336	3,400	,001*	,275	,286	-,217	-2,121	,036*	-,291	-,183
	Agreeable	-,174	-1,697	,092	,035	-,147	-,355	-3,653	,000*	-,067	-,305	,061	,602	,548	-,164	,053
	Attentive-Honest	,185	2,020	,045*	,245	,174	,117	1,350	,179	,131	,118	-,203	-2,254	,026*	-,263	-,194
	Emotionally stable	-,119	-1,332	,185	-,181	-,116	,010	,115	,908	-,021	,010	-,010	-,119	,906	,105	-,010
	Open minded	,196	2,101	,038*	,264	,181	,254	2,868	,005*	,329	,244	-,165	-1,794	,075	-,296	-,155
			R= ,360 R ² = .129 F _(5,130) = 3,866 p= .003*					R=,464 R ² = .215 F _(5,130) = 7,126 p= .000*					R=,393 R ² = .155 F _(5,130) = 4,753 p= .001*			
6-10 Years	Extrovert	,218	1,539	,128	,285	,167	,110	,745	,459	,078	,081	-,130	-,875	,384	-,097	-,096
	Agreeable	,105	,733	,466	,211	,080	-,095	-,637	,526	-,017	-,070	,022	,146	,884	-,016	,016
	Attentive-Honest	,011	,064	,949	,253	,007	,111	,608	,545	,039	,067	-,021	-,117	,907	-,066	-,013
	Emotionally stable	,073	,581	,563	-,106	,064	-,008	-,061	,951	-,008	-,007	-,081	-,616	,539	-,024	-,067
	Open minded	,107	,787	,433	,224	,086	-,133	-,943	,348	-,044	-,103	-,003	-,020	,984	-,043	-,002
			R= .321 R ² = .103 F _(5,83) =1,912 p= .101					R=,143 R ² = .021 F _(5,83) = ,348 p= .882					R=,125 R ² = .016 F _(5,83) = ,265 p= .931			

According to Table 4; when the dual and partial correlations between the predictive variables and the intrinsic motivations are examined, it is seen that athletes between the 1-5 years have a positive and low level of relationship between extroversion, reconciliation, attentive-honesty, open-mindedness and intrinsic motivation, there is a negative and low level of relationship between emotional balance and intrinsic motivation. The variables of extroversion, reconciliation, attentive-honesty, emotional balance and open-mindedness, together, have a low positive and significant relationship with intrinsic motivation scores of athletes between the 1-5 years, R = 0.36, R² = 0.13, p <0.003. The five variables mentioned before together account for about 13% of the total variance in intrinsic motivation. According to the standardized regression coefficient (β), the order of importance on the intrinsic motivation of the predictive variables is open-mindedness, attentive-honesty, reconciliation, emotional balance and extroversion. When the results of the t-test on the significance of the regression

coefficients are examined, it is seen that being attentive-honest and open-mindedness are seen as significant predictors.

DISCUSSION AND RESULT

According to the results of the research; when total personality scores and motivation scores of participants were examined, a negative relationship has been found between intrinsic motivation and a person's emotional balance dimension. This shows that the athletes who have intrinsic motivation do not take part in the dimension of emotional balance from personality types. In sports, the most important instinct/motivation occurs intrinsically. The reason for this is that human beings start to behave with their own free will and end their behaviour when they want, because of the autonomy, competence and connection needs in the Free Will Theory.

It also defines personality as intrinsically motivated human activity and deliberate movements representing its own free will (Deci and Rayn, 1990b). Thus, the more autonomously the athletes participate in the sports, the longer they continue to do sports (Deci and Rayn, 2008). This means, also in the

sports environment, the presence in that environment of the person with his / her own decision and the display of that behaviour will contribute positively to his / her personality. Participation in the sports environment with external pressures, incentives or awards also diminish motivation over time and cause difficulties in doing the behaviour. As a result, he/she won't be motivated and he/she starts to move away from the sports environment. Initially, participation of all people in the sports environment is either intrinsic or extrinsic (Deci and Rayn, 1985; Deci and Rayn, 1990a; Vallerand et al., 1999; Honca and Cetinkaya, 2017). But it's indicated that intrinsic preferences are more important than extrinsic preferences. Deci and Rayn (1990b) suggest that personal incentives are the reasons for participating in a sporting activity, but they also include recognition, mastery, competitions and related incentives. Personal incentives emerge as a result of the delightful and personal rewards that one receives. Athletes can be motivated to work intrinsically as a result of entertainment, personal development, accomplishing a task. According to the gender variable, from women's intrinsic motivation and personality types, positive and significant relationship with emotional balance, negative and meaningful relationship with open-mindedness were found. According to the gender variable, from women's extrinsic motivation and personality types, positive and significant relationship with extroversion and open-mindedness, negative and meaningful relationship with reconciliation and emotional balance were found. According to the gender variable, a negative and nonsignificant relationship was found between women's non-motivation and all dimensions of personality. A significant relationship was found between women's intrinsic motivation and extrinsic motivation and personality types.

According to the gender variable, a positive and significant relationship was found between the intrinsic motivation of the men and the attentive-honest dimension of the personality. A positive and nonsignificant relationship was found between extrinsic motivation and all dimensions of personality. According to the gender variable, a positive and nonsignificant

relationship was found between men's non-motivation and emotional balance, a negative and nonsignificant relationship was found between all dimensions of personality. A significant relationship was found between men's intrinsic motivation and non-motivation and personality types. This shows us that women experience intrinsic and extrinsic motivations in the sports environment and they are affected positively and negatively by personality traits. These studies have indicated that when gender differences are considered, women show more intrinsic motivation than men (Sarrazin et al., 2002). In another study, it has indicated that men had more tendency to win more than women and that men received the second rank of fair play. In fact, since the participants in youth sports intend to obey the rules and play as good as possible, this information constitutes a strong evidence that they are intrinsically motivated. This tendency stands out more among women. Because it's indicated that fewer women prefer to win, and the majority of them prefer a fair play (Vantensteinkiste and Deci, 2003). But, it's normal that it can differ in some societies and age groups. In research conducted by Brasile (1991), It's indicated that, rather than men, women didn't participate to win sports activities or to compare themselves with others, but they participated for intrinsic and task-oriented reasons. According to the skill state variable, a positive and significant relationship was found between outdoor skills and intrinsic motivation and attentive-honest dimension of personality. A non-significant relationship was found between outdoor skills, extrinsic motivation and all dimensions of personality. A negative and significant relationship was found between outdoor skills, non-motivation and extroversion dimension of personality.

A significant relationship was found between outdoor skills and intrinsic motivation, non-motivation and personality traits.

According to the skill state variable, a non-significant relationship was found between indoor skills and intrinsic motivation and all dimension of personality traits. A significant relationship was found between the indoor skills and extrinsic motivation and the

extrovert dimensions of it. A non-significant relationship was found between the indoor skills and non-motivation and all dimensions of personality types. A significant relationship was found between the indoor skills and extrinsic motivation and all the personality types. There is no obvious difference when examining the relationship between the type of skill variable and the personality traits of the athletes and their motivation. In the study that we examined the effects of personality types on motivation in the sports environment, positive and negative effects were found on the motivation of some personality types of the athletes. But, these results are valid for certain sports branches and similar studies for all sports branches should be done and psychological tests should be applied widely in the selection of athletes.

According to the variable of age of being a national athlete, a positive and significant relationship was found between the group for 1-5 years and intrinsic motivation with an attentive-honesty and open-mindedness dimension. According to the variable of age of being a national athlete, a positive and significant relationship was found between the group for 1-5 years and extrinsic motivation with an extroversion and open-mindedness dimension. A negative and non-significant relationship was found on reconciliation dimension. A negative and significant relationship was found between the non-motivation, extroversion and attentive-honesty dimension of the groups of 1-5 years. A negative and significant relationship was found between intrinsic motivation, non-motivation and personality type dimension of the groups of 1-5 years

According to the variable of age of being a national athlete, a non-significant relationship was found between the intrinsic motivation and all dimension of personality types of the groups of 6-10 years. A non-significant relationship was found between the extrinsic motivation and all dimension of personality types of the groups of 6-10 years. A non-significant relationship was found between the non-motivation and all dimension of personality types of the groups of 6-10 years. A non-significant relationship was found

between the motivation and the personality types of the groups of 6-10 years. The findings of the study are similar to the previous study results. There is generally no difference between ages and sports.

In a study conducted on 127 athletes whose branch is mountain cross in Germany, intrinsic motivation in both genders is seen as the main source of success. However, there has been a decrease in the level of intrinsic motivation as age increases in the women (Burtscher et al., 2011). When gender differences are considered according to sports age variable, it is seen that women, in general, show more intrinsic motivation than men (Dyrstad et al., 2002). It is seen that young athletes are more likely to meet other people, to make new friends and to be involved in a group. These results are also similar to the studies carried out before (Lindner and Kerr, 2001; Sarrazin et al, 2002).

All in all; the athlete's personality types show a significant influence and relationship on their motivation. But this influence and relationship is valid for certain sport branches, and the continuation of such researches will give more clear results. Much research has been done on the motivation of the athletes and the identification of the personality types, and the motivation of the athletes has been revealed in general. However, studies on personality types haven't revealed a personality type belonging to the athletes. In this study, it gives a chance to identify the relationship between the personality traits of athletes and the motivation and reveals a chance of making a certain classification. Selection of athletes by psychological tests, not just by talent, and determination of what direction the results are can create a field for future generations that will have more concrete results on sports. The identification of personality types also means to define individuals psychologically. This can create an important database not only in the sports environment, but also in the whole society.

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The Needs For Cognition and Cognitive Avoidance: The Example of the Faculty of Sports Science*

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Abstract

The aim of this study is to examine the levels of cognitive avoidance and needs for cognition of students in higher education institutions providing sports education, according to some variables and to determine the relationship between them. The sample of study consists of 209 female and 117 male students studying at different departments and grades at Gazi University, Faculty of Sport Sciences. Quantitative research method was used in the research and it was designed in relational survey model. The "Cognitive Avoidance Scale" developed by Akyay (2016) and the "Needs for Cognition Scale" developed by Uçar (2017) were used as data collection tools. Data were analyzed by using descriptive statistical methods, t-test, single-factor variance analysis and Pearson Correlation test. In accordance with the findings of the study, it was seen that the cognitive avoidance and needs for cognition of the participants in the study group were at the average level ($\bar{X}=3.23$, $\bar{X}=3.02$). It can be stated that the participants have an average level of tendency to engage in cognitive activities such as learning a new concept, researching the causes of events. In addition, it can be stated that participants mostly prefer thought suppression and distraction strategies from cognitive avoidance strategies ($\bar{X}=3.51$, $\bar{X}=3.36$). It can be said that the participants made a cognitive effort to avoid a disturbing thought and that they prefer to avoid stimuli that trigger irritating thoughts. As a result of the study, it was determined that the levels of needs for cognition of the participants did not show a significant difference according to gender, class, age and their cognitive avoidance level did not show a significant difference according to gender, department, and class variables ($p > .05$). However, it was found that the level of needs for cognition of the participants showed a significant difference according to the department variable and their cognitive avoidance level showed a significant difference according to the age variable ($p < .05$). In addition, the results of the research show that there is a positive correlation between the levels of cognitive avoidance and needs for cognition of the participants ($r=.45$, $p < .05$).

Keywords: Need for cognition, Cognitive avoidance, Sport, Student

Biliş İhtiyacı ve Bilişsel Kaçınma: Spor Bilimleri Fakültesi Örneği

Öz

Bu çalışmanın amacı, spor eğitimi veren yükseköğretim kurumlarındaki öğrencilerin bilişsel kaçınma ve biliş ihtiyacı düzeylerini bazı değişkenlere göre incelemek ve aralarındaki ilişkiyi belirlemektir. Araştırmanın çalışma grubunu, Gazi Üniversitesi Spor Bilimleri Fakültesi'nde farklı bölüm ve sınıf düzeyinde öğrenim gören 92'si kadın ve 117'si erkek 209 öğrenci oluşturmaktadır. Araştırmada nicel araştırma yöntemi kullanılmış olup ilişkisel tarama modelinde tasarlanmıştır. Veri toplama aracı olarak, Akyay (2016) tarafından geliştirilen "Bilişsel Kaçınma Ölçeği" ve Uçar (2017) tarafından geliştirilen "Biliş İhtiyacı Ölçeği" kullanılmıştır. Veriler; betimsel istatistik yöntemleri, t-testi, tek faktörlü varyans analizi ve Pearson Korelasyon testi kullanılarak analiz edilmiştir. Araştırmada elde edilen bulgular doğrultusunda, çalışma grubunda yer alan katılımcıların bilişsel kaçınma ve biliş ihtiyacı düzeylerinin ortalama seviyede olduğu görülmüştür ($\bar{X}=3.23$, $\bar{X}=3.02$). Katılımcıların yeni bir kavramı öğrenme, olayların nedenlerini araştırma gibi bilişsel etkinliklerle ilgilenme eğilimlerinin ortalama düzeyde olduğu ifade edilebilir. Buna ek olarak katılımcıların, bilişsel kaçınma stratejilerinden düşünce baskılama ve oyalanma stratejilerini çoğunlukla tercih ettikleri belirtilebilir ($\bar{X}=3.51$, $\bar{X}=3.36$). Katılımcıların rahatsız edici bir düşünceden kaçınmak için bilişsel bir çaba sarf ettikleri ve rahatsız edici düşünceleri tetikleyen uyarılardan kaçınma yolunu tercih ettikleri ifade edilebilir. Araştırma sonucunda katılımcıların biliş ihtiyacı düzeyinin cinsiyet, sınıf, yaş; bilişsel kaçınma düzeyinin cinsiyet, öğrenim görülen bölüm, sınıf değişkenlerine göre anlamlı bir farklılık göstermediği belirlenmiştir ($p > .05$). Bununla beraber katılımcıların biliş ihtiyacı düzeyinin öğrenim görülen bölüm değişkenine göre, bilişsel kaçınma düzeyinin yaş değişkenine göre anlamlı bir farklılık gösterdiği tespit edilmiştir ($p < .05$). Ayrıca araştırma sonuçları, katılımcıların bilişsel kaçınma ile biliş ihtiyacı düzeyleri arasında pozitif yönlü orta düzeyde bir korelasyon olduğunu göstermektedir ($r=.45$, $p < .05$).

Anahtar Kelimeler: Biliş ihtiyacı, Bilişsel kaçınma, Spor, Öğrenci

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INTRODUCTION

Today, thinking is considered as a learnable skill and many approaches to improving thinking are put forward in education. In order to make the thinking in an effective form, it is important for individuals to act in a systematic, planned, and detailed way in respect of thinking and to have a high awareness (Tok, 2010). The fact that individuals wanted to understand the environment and explain them rationally led to the emergence of the concept of cognition (Betrams & Dichäuser, 2009). The need for cognition is defined as an individual's interest in dealing with cognitive activities such as problem solving, learning a new phenomenon or concept, researching the cause of events, and rejoicing in making intense effort while performing these activities (Cacioppo & Petty, 1982).

The need for cognition is not a concept that concerns individuals' private lives. An individual's approach to the problems encountered in business life, problem-solving skills, and the tendency to enjoy dealing with problems are also directly related to the level of needs for cognition of the individual (Sodka & Deeter-Schmelz, 2008). Individuals with high needs for cognition tend to think more (Petty et al., 2009: 326). When these individuals are compared to individuals with low needs for cognition, they are more successful in solving complex problems and are applying more cognitive resources for academic success, by doing more work based on cognitive responses (Curşeu, 2011: 415). It is a concept that can explain the differences in the learning and problem solving stages of individuals with the same mental ability, mental resource and cognitive strategies on the basis of the need for cognition (Gülgöz & Sadowski, 1995).

Another concept that tries to understand and interpret individual differences is cognitive avoidance. Cognitive avoidance is cognitive strategies used voluntarily or involuntarily to avoid threatening emotional and cognitive content (Dugas & Robichaud, 2007). Some of these strategies can be used to change thoughts, suppress thoughts and remove threatening images from the mind (Akyay,

2016). The structuring of the places where the education is carried out according to individual characteristics is important for the quality of education. Knowledge of need for cognition and cognitive avoidance strategies is a factor that contributes to the development of the level of education. In addition, it is considered important to have a new perspective within the educational activities to be carried out. When reviewing the related literature, there was no study investigating the relationship between cognitive avoidance and need for cognition. It is thought that this relationship will contribute to the literature. In this context, the aim of the study is to determine the relationship between the levels of cognitive avoidance and needs for cognition of students in higher education institutions. In the context of this general purpose, determining the needs for cognition and cognitive avoidance levels of the participants and examining them according to some variables constitute the focus of the study.

METHOD

Participants

The sample of study consists of 209 female and 117 male students studying at different departments and grades at Gazi University, Faculty of Sport Sciences in 2017-2018 academic year and participating in the study by taking into account the principle of voluntary participation. Demographic information on the participants is given below.

Data Collection Tools

Two different scales were used as data collection tools. "Cognitive Avoidance Scale" developed by Akyay (2016) is a 5-point Likert-type, 25-item and 5-factor structure. The total score that can be obtained the scale is between 12 and 125. The Cronbach Alpha internal consistency coefficient is .95, and it is between $\alpha=.71$ and .90 for the sub-scales and test retest reliability is $r=.81$ (Akyay, 2016). The "Needs for Cognition Scale" developed by Uçar (2017) is a 5-point Likert-type, 18-item and single-factor structure. The single factor has an eigenvalue of 5.90 and the variance explained is 39.338%. The Cronbach Alpha internal consistency coefficient of the scale is .89 (Uçar, 2017).

Analysis of Data

Demographic characteristics of the participants were shown as percentage and frequency. Descriptive statistics (mean and standard deviation) were used to determine the participants' sub-dimension mean scores for the Cognitive Avoidance and Needs for Cognition Scale. Shapiro-Wilk test was used to test whether the distribution was normal after exclusion of the extreme values in the data set. Shapiro-Wilk test was found to be .001 for both scales. Skewness and Kurtosis values were examined. In both scales, these values are between -1.5 and +1.5. This shows that the data is normally distributed (Tabachnick & Fidell, 2013). For this reason, while the

statistics of the study were performed, parametric tests were used. T-test was applied to determine whether there was a significant difference between the mean scores obtained from the scales according to gender variable. One-way ANOVA was applied to determine whether there was a significant difference according to age, class level and department variables. The Pearson Correlation Coefficient was used to determine whether there was any relationship between the mean scores obtained from the Cognitive Avoidance Scale and the mean scores obtained from the Need for Cognition Scale. The analyses in this study were done by using SPSS 22.0 package program and Excel database program.

FINDINGS

Table 1. Distribution of the personel information of the participants

Participant		N	%
Gender	Male	117	56.0
	Female	92	44.0
Age	18-19	47	22.5
	20-21	66	31.6
	22-23	57	27.3
	24 and above	39	18.7
Class Level	1 st Grade	49	23.4
	2 nd Grade	55	26.3
	3 rd Grade	60	28.7
	4 th Grade	45	21.5
Department	Physical Education and Sports Teaching	48	23.0
	Sports Management	55	26.3
	Coaching Training	54	25.8
	Recreation	52	24.9
Total		209	100

Table 1 shows that 56% of the participants were male, 22.56% were in the age group of 18-19, 31.6% were in the age group 20-21,

28.7% were 3rd Grade and 25.8% is coaching training department.

Table 2. Distribution of Participants' Mean Scores from Cognitive Avoidance Scale according to Sub-dimensions

Sub-Dimensions Cognitive Avoidance Scale	N	\bar{X}	S
Changing Thoughts	209	2.83	.73
Transforming Images into Thought	209	3.21	.86
Distraction	209	3.36	.83
Avoiding Threatening Stimuli	209	3.22	.93
Thought Suppression	209	3.51	.84
Total	209	3.23	.52

When the scores obtained from the Cognitive Avoidance Scale sub-dimensions are examined, the mean score of the participants obtained from sub-dimension of the suppression ($\bar{X}=3.51$) is the highest sub-dimension mean score and the mean score obtained from the sub-dimension of changing the thoughts ($\bar{X}= 2.83$) is the lowest sub-

dimension mean score. On the other hand, the mean score of sub-dimension of transforming images into thought was determined as ($\bar{X}= 3.21$), the distraction sub-dimension mean score as ($\bar{X}= 3.36$), and the avoiding threatening stimuli sub-dimension mean score as ($\bar{X}= 3.22$). The total mean score obtained from the scale is ($\bar{X}= 3.23$).

Table 3: The Mean Score of Participants from the Need for Cognition Scale

	N	\bar{X}	S
The Need for Cognition Scale	209	3.03	.52

The mean score of the participants from the Needs for Cognition Scale with a single factor

structure was determined as ($\bar{X}=3.03$).

Table 4: T-Test Results of the Mean Scores of Participants from Cognitive Avoidance Scale and Needs for Cognition Scale according to Gender

Gender		N	\bar{X}	S	sd	t	p
C.A.S.	Female	92	3.25	.72	207	.43	.39
	Male	117	3.20	.74			
N.C.S	Female	92	3.01	.56	207	-.3	.40
	Male	117	3.04	.48			

The mean score obtained from the Cognitive Avoidance Scale of the female students of the Faculty of Sport Sciences is ($\bar{X}=3.25$) and the mean score of male students is ($\bar{X}=3.20$). The results of the analysis show that the levels of cognitive avoidance of participants did not differ significantly according to gender, $t(207)=.43$ $p>.05$. When the mean scores of the participants from the Needs for Cognition

Scale were examined, it was determined that the mean score of the female participants is ($\bar{X}=3.01$) and the male participants is ($\bar{X}=3.04$). The results of the analysis show that the total score of the participants from the Needs for Cognition Scale did not differ significantly according to gender, $t(207)=-.33$, $p>.05$.

Table 5: Comparison of Scores of Participants from the Cognitive Avoidance Scale and Needs for Cognition Scale according to Department Variable

Department		N	\bar{X}	sd	F	P
C.A.S	Physical Education and Sports Teaching	48	3.12	.60	.96	.41
	Sports Management	55	3.26	.81		
	Coaching Training	54	3.17	.87		
	Recreation	52	3.34	.57		
	Total	209	3.23	.73		
N.C.S	Physical Education and Sports Teaching	48	3.20	.49	4.3	.006
	Sports Management	55	2.94	.48		
	Coaching Training	54	2.89	.56		
	Recreation	52	3.11	.47		
	Total	209	3.03	.51		

When the mean scores obtained from the Cognitive Avoidance Scale were examined according to the departments of the participants, it was seen that the 52 participants studying in the recreation department have the highest mean score ($\bar{X}=3.34$). 48 participants studying in the physical education and sports teaching department have the lowest mean score ($\bar{X}=3.12$). The mean score of 55 participants in sports management department is ($\bar{X}=3.26$) and the mean score of 54 participants in the coaching training department is ($\bar{X}=3.17$). The results of the analysis indicated that the mean scores of the participants from the Cognitive Avoidance Scale did not show a significant difference according to the department variable, $F(3,205)=.96, p>.05$.

When the mean scores obtained from the Need for Cognition Scale were examined according to the departments of the participants, it was seen that the 48 participants studying in the

physical education and sports teaching have the highest mean score ($\bar{X}=3.20$). 54 participants studying in the coaching training department have the lowest mean score ($\bar{X}=2.89$). The mean score of 55 participants in sports management department is ($\bar{X}=2.94$) and the mean score of 52 participants in the recreation department is ($\bar{X}=3.11$).

The results of the analysis indicated that the mean scores of the participants from the Need for Cognition Scale showed a significant difference according to the department variable, $F(3,205)=4.3, p<.05$.

The results of the Tukey multiple comparison test conducted to determine the meaningful difference among the groups show that the level of needs for cognition of the participants studying in the physical education and sports teaching department is significantly higher than that of the participants studying in the sports management and coaching education departments.

Table 6: Comparison of Scores of Participants from the Cognitive Avoidance Scale and Needs for Cognition Scale according to Class Level Variable

Class Level	N	\bar{X}	sd	F	P
C.A.S	1 st Grade	49	3.42	2.35	.07
	2 nd Grade	55	3.28		
	3 rd Grade	60	3.16		
	4 th Grade	45	3.04		
	Total	209	3.23		
N.C.S	1 st Grade	49	3.03	1.71	.16
	2 nd Grade	55	3.10		
	3 rd Grade	60	2.91		
	4 th Grade	45	3.10		
	Total	209	3.03		

When the mean scores of the participants from the Cognitive Avoidance Scale was compared according to the class level, it was seen that 49 participants in the 1st grade have the highest mean score ($\bar{X}=3.42$). This is followed by 55 participants in the 2nd grade with the mean score ($\bar{X}=3.28$). 45 participants in 4th grade have lowest mean score ($\bar{X}=3.04$). The results of the analysis revealed that the mean score obtained from the Cognitive Avoidance Scale did not differ significantly according to the class level, $F(3,205)=2.35, p>.05$.

When the mean scores of the participants from the Need for Cognition Scale was compared according to the class level, it was seen that the highest mean score ($\bar{X}=3.10$) was obtained by 55 participants in the 2nd grade and 45 participants in 4th grade. This is followed by 49 participants in the 1st grade with the mean score ($\bar{X}=3.03$). 60 participants in 3rd grade have lowest mean score ($\bar{X}=2.91$). The results of the analysis revealed that the mean score obtained from the Need for Cognition Scale did not differ significantly according to the class level, $F(3,205)=1.71, p>.05$.

Table 7: Comparison of Scores of Participants from the Cognitive Avoidance Scale and Needs for Cognition Scale according to Age Variable

Age	N	\bar{X}	sd	F	P
C.A.S	18-19	47	3.40	5.52	.002
	20-21	66	3.37		
	22-23	57	2.92		
	24 and above	39	3.21		
	Total	209	3.23		
N.C.S	18-19	47	3.08	.22	.88
	20-21	66	3.01		
	22-23	57	3.03		
	24 and above	39	2.99		
	Total	209	3.03		

When looking at Table 5, it is seen that the mean score of 47 participants in the 18-19 age range from the Cognitive Avoidance Scale is ($\bar{X}=3.40$), mean score of 66 participants in the 20-21 age range is ($\bar{X}=3.37$), and the mean score of 39 participants aged 24 and above is ($\bar{X}=3.21$).

When examined the analysis results, it was found that mean score of the participants from the Cognitive Avoidance Scale showed a significant difference according to the age variable, $F(3,205)=5.24$, $p<.05$.

The results of the Tukey multiple comparison test, which was used to determine the difference between the groups, revealed that the cognitive avoidance levels of the

participants aged 18-19 were significantly higher than that of participants aged 20-21 and 22-23.

The highest mean score of the participants aged 18-19 from Needs for Cognition Scale was found to be 47 and the mean score was found to be ($\bar{X}=3.08$).

The lowest mean score was obtained by 39 participants aged 24 and above with ($\bar{X}=2.99$). The mean score of 57 participants in the 22-23 age range is ($\bar{X}=3.03$).

The results of the analysis revealed that the mean score of the participants from the Needs for Cognitions Scale did not show a statistically significant difference according to the age variable, $F(3,205)=.22$, $p>.05$.

Table 8: Correlation Coefficient of Scores from Cognitive Avoidance Scale and Needs for Cognition Scale

Cognitive Avoidance	Needs for Cognition
	.45

The correlation coefficient between the mean score obtained from the Cognitive Avoidance Scale and the mean score obtained from the Needs for Cognition Scale were found to be .45.

This value shows that there is a positively moderate relationship between cognitive avoidance and need for cognition.

It is defined as a high level of relationship when the correlation coefficient is between

.70-1.00 as absolute value; as a moderate level of relationship when it is between .70-.30; as a low level of relationship when it is between .30-0.00 (Büyüköztürk, 2014).

DISCUSSION AND RESULT

When the results of the research are examined, the level of the needs for cognition of participants does not indicate a significant difference according to gender, class level and age variables. However, according to the department variable, it is seen that the levels of the needs for cognition of the participants in the department of physical education and sports teaching are significantly higher than that of the participants in the sports management and coaching education departments.

In addition, the levels of cognitive avoidance of participants did not differ significantly according to gender, department and class level variables, but considering the age variable, it was determined that the cognitive avoidance levels of the participants aged 18-19 were significantly higher than that of the participants aged 20-21 and 22-23.

The findings related to the gender variable discussed in the study do not show any significance when considering the levels of needs for cognition of the participants. There are studies supporting the research results when the related literature is examined (Osberg, 1987, Tanaka, Panther and Winborne, 1988, Waters and Zakrajek, 1990, Sadowski, 1993, Gülgöz, 2001, Polat, 2008, Saraloğlu & Çengel, 2013, Değerli, 2013). In these studies, no significant relationship was found between need for cognition and gender variable. However, Gençdoğan (2001) found that the level of needs for cognition of the female participants was higher than the male participants in a study conducted on the teacher candidates in different departments at the university. Demirtaş-Madran (2012) found that females' needs for cognition were significantly higher than male participants in a study conducted on university students. Considering the studies on gender variable, it is seen that there is no consensus in the literature. The reason for this is thought to be the effect of sociological and cultural differences in the geographical regions where individuals grow.

The needs for cognition of the participants differ significantly in favor of the students in the department of physical education and sports teaching according to the department variable. The score obtained from the university exam is important in terms of entrance to the Faculty of Sport Sciences. Considering the entrance mean scores for the departments within the faculty, it is seen that the mean score of the physical education and sports teaching department is high. Therefore, it is thought that the students' levels of need for cognition are higher as the academic successes of the students studying in this department are higher. Gençdoğan (2001) also found in his study that the level of need for cognition differed significantly according to the department variable. According to the study, it was determined that the level of needs for cognition of the students in the department of psychological counseling and guidance is higher than that of students in the history department. When examined the age variable, it was determined that there was no significant difference between the participants' needs for cognition. Saracaloğlu & Çengel (2013) also stated that there is no significant relationship between age and needs for cognition in the studies performed on the students of the faculty of education. Tümkaya (2008) determined that there was no significant difference between the level of needs for cognition and class level in the study. This result supports the findings of our study.

When examined the mean scores of the participants from the sub-dimensions of Cognitive Avoidance Scale, it is seen that they are more oriented towards the strategies of "thought suppression" and "distraction" among the cognitive avoidance strategies. From this point of view, it can be stated that participants prefer a way of avoiding stimuli that trigger the disturbing thoughts and that they make a cognitive effort to avoid a disturbing thought. When the total score obtained from the scale is examined, it can be said that the participants' tendency to use cognitive avoidance strategies is above average. Considering the mean scores of participants from the Needs for Cognition Scale, it can be stated that the participants have an average level of tendency to engage in

cognitive activities such as learning a new concept, researching the causes of events. However, it may be stated that they are not willing to face complex and difficult problems. The correlation coefficient between the mean score from the Cognitive Avoidance Scale and the mean score from the Needs for Cognition Scale was found to be .45. This value shows that there is a positively moderate correlation between cognitive avoidance and need for cognition. It can be stated that participants can use cognitive avoidance strategies effectively as their levels of needs for cognition increase.

When the related literature is examined, there is no study that examined the relationship between level of need for cognition and cognitive avoidance level. However, the need for cognition was discussed together with problem solving skills (Coutinho, Wiemer-Hasting, Skowronski & Britt, 2005, Polat, 2008, Cenkseven & Akar-Vural, 2006), metacognitive awareness (Saracaloğlu and Çengel, 2013, Karakelle, 2012), sales performance (Türker, İşçi & Özaltın-Türker, 2015), information literacy (Değerli, 2013), self-confidence for body perception (Örsel Kadioğlu, 2001) and pre-professional teacher identity (Arpacı, 2015). In this study, the relationship between levels of needs for cognition and cognitive avoidance levels of students studying at a higher education institution providing sports education was examined together with various demographic features. The realization of similar studies including the students studying in different departments will contribute to the field in terms of determining individual differences. However, it is thought that different variables can be discussed in related studies and may help to explain the current situation in depth.

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Investigation of the Effects of Leisure Time Constraints of the University Students in Physical Education and Sport Scholls on their Leisure Time Motivation: Bartın University Sample¹

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Abstract

This study was conducted to determine the barriers to leisure time and motivation levels of university students, to compare them in terms of demographic variables and to determine the relationships between them. This study is a correlational survey model in which Leisure Time Motivation Scale and Barriers to Leisure Time Scale were used. The sample of the study consisted of 317 volunteers who study at Bartın University School of Physical Education and Sports. The statistical methods used for the evaluation of research data are frequency distributions, T-test for binary groups, ANOVA analysis for multiple groups and pearson correlation analysis for determining the relationship. The results of the study revealed that the perceptions of the participants about barriers to leisure time were above average and this was due to the perceptions of lack of relevant facilities and lack of sufficient time. Higher identification-introjection and knowing-succeeding dimensions were more significant in leisure time motivation levels. There was no relationship between barriers to leisure time and leisure time motivation levels. When the findings of the study were evaluated in terms of demographic variables, significant differences were determined for sex and age variables.

Keywords: Leisure constraints, Leisure motivation, Recreation.

Beden Eğitimi ve Spor Yüksekokullarında Öğrenim Gören Öğrencilerin Boş Zaman Engellerinin Boş Zaman Motivasyonlarına Etkisinin Araştırılması (Bartın Üniversitesi Örneği)

Öz

Bu araştırma, üniversite öğrencilerinin boş zaman engelleri ve motivasyon düzeylerinin tespit edilmesi, demografik değişkenler açısından karşılaştırılması ve aralarındaki ilişkilerin belirlenmesi amacıyla yapılmıştır. İlişkisel tarama modelindeki araştırmada, Boş Zaman Engelleri Ölçeği ve Boş Zaman Motivasyon Ölçeği kullanılmıştır. Araştırmanın örneklemini, Bartın Üniversitesi beden Eğitimi ve Spor Yüksekokulunda Öğrenim Gören 317 gönüllü katılımcı oluşturmuştur. Araştırma verilerinin değerlendirilmesinde istatistiki yöntem olarak; frekans dağılımları, ikili gruplar için T-testi, çoklu gruplar için anova analizleri ve ilişkiyi belirlemek için pearson korelasyon analizi kullanılmıştır. Araştırmadan elde edilen sonuçlar incelendiğinde katılımcıların boş zaman engellerine yönelik algılarının ortalamanın üzerinde olduğu ve bu algının tesis eksikliği ile yeterli zaman bulma boyutlarından kaynaklandığı belirlenmiştir. Boş zaman motivasyon düzeylerinde yüksek özdeşim-içe atım ve bilmek-başarmak boyutlarının daha belirgin olduğu tespit edilmiştir. Boş zaman engelleri ile boş zaman motivasyon düzeyleri arasında ilişki saptanamamıştır. Araştırmadan elde edilen bulgular demografik değişkenler açısından değerlendirildiğinde her iki ölçek arasında cinsiyet ve yaş değişkenleri arasında anlamlı farklılıklar belirlenmiştir.

Anahtar Kelimeler: Boş zaman engelleri, Boş zaman motivasyonu, Rekreasyon.

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INTRODUCTION

Recreational activities can be effective in terms of the socialization of individuals and being compatible with the society (Özkalp, 1997). Many studies conducted in various fields have observed that recreational activities have significant positive effects on individuals and social health throughout the urbanization process. These studies showed that despite the positive contributions of participating in recreational activities, individuals do not or could not participate in these beneficial activities due to various obstacles. In the free time literature, the concept of “Barrier” refers to “the reasons that prevent or restrict the individual's participation in recreational activities in his spare time and those can only be eliminated by the individual” (Karaküçük, 2005).

There is a link between people and places for recreational activities. Accordingly, factors such as the small size of housing and being away from nature create some barriers to participating in recreational activities, as well as the crowd and fast pace of city life, technology, etc., are just a few other reasons that may create barriers to participation in recreational activities. These kinds of obstacles prevent people's use of their energies for relaxation and discovering their different abilities. In such an environment, people feel under constant pressure and stress, and the need for more energy consumption, innovation and change leads to different problems especially for the younger population.

Although it is accepted that the activity participation goals, expectations, satisfaction points and activity choices depend on personal preferences, it is crucial to inform individuals about motivational factors that encourage participation in recreational activities. This awareness will enable individuals to effectively engage in different activities in their leisure time. Participating in recreational activities with the contribution of various motivators will be an important factor in increasing the life quality or life satisfaction of individuals (Soyer et al., 2017).

Recreational activities those individuals engage in for their happiness and satisfaction are important in every stage of their lives (Soyer et al., 2017).

University education process is one of these stages. This process can be defined as one of the most challenging stages of life as finding identity, adopting the national and universal values of the society, adaptation, getting responsibilities in the economic, social and academic fields and growing mature take place in this stage (Tel and Sarı, 2016). Universities take a more effective role in organizing recreational activities which constitute an important place in the social lives of individuals and societies (Mete & Ağaoğlu, 2003). University students utilise their leisure time and participate in recreational activities in a semi-organized way within the framework of the opportunities offered by their universities. By this means, universities play a guiding role for their students' productive use of their time apart from their formal education.

The recreation programs prepared by universities and the related facilities increase the communication among the youth and they can also have foresight about other reasons for participation. It is observed that Turkish university students' involvement in recreational activities increased day by day due to the development of university campuses and the devotion of the administrations in recent years, however, such activities are not sufficient in many universities (Balci, 2003). The aim of this study is to examine the effects of barriers to leisure time on leisure time motivation in Department of Physical Education and Sports.

METHOD

The aim of this research is to determine the motivation levels of leisure time and barriers to leisure time for university students. Since the relations between these two variables is examined, correlational design is used for the study. Correlation method is used to investigate the relationship between two or more variables without interfering with these variables in any way (Büyüköztürk et al., 2014).

Population and the Sample

The population of the study consisted of 1461 students at the School of Physical Education and Sports, Bartın University in 2016/2017 academic year. Considering the size of the population within the scope of the study, 285 students represent the population with 95% confidence interval and 5% margin of error. In this context, the sample of the study consists of 317 students selected from the related population with simple random sampling method.

Data Collection Tools

In the study, barriers to leisure time scale and leisure time motivation scale were used to determine perceptions about barriers, motivation and the relationship between these two variables.

Barriers to leisure time scale is developed by Alexandris and Carroll (1997) and adapted to Turkish by Gürbüz et al. (2012). This scale aims to determine the perceived barriers to students' participation in recreational activities. Barriers to leisure time scale consists of 6 factors (individual psychology, lack of information, facility, lack of friends, time, lack of interest) and 18 items (Gürbüz et al., 2012). Leisure time motivation scale is developed by Pelletier et al. (1991) and adapted to Turkish by Mutlu (2008). The adapted scale consists of 22 items and 5 factors (lack of motivation, knowing and succeeding, stimulus living, identification - introjection and external regulation).

Cronbach Alpha (α) reliability coefficient values obtained from barriers to leisure time scale and sub-factors ranged from 0.61 to 0.84. The reliability coefficients of the scale are: Individual psychology (.75), Lack of information (.74), Facility (.72), Lack of friends (.65), Time (.61), Lack of interest (.63), and the internal consistency coefficient of the items constituting the 6 factors of the

scale was .84. These values indicate that the scores obtained from the scales have high level of reliabilities.

Cronbach Alpha (α) reliability coefficient values of the leisure time motivation scale and sub-factors ranged between 0.60 and 0.83. The reliability coefficients of the scale are: Lack of motivation (.60), Knowing and succeeding (.73), Stimulus living (.61), Identification-introjection (.71), External regulation (.63) and the internal consistency coefficient of the items constituting the 5 factors of the scale was .83. These values show that the scores obtained from the scale in general and the sub-scales have high level of reliabilities.

Analyses of the Data

The data were analyzed using SPSS-20 statistical program. For each participant, 7 total points were calculated for barriers to leisure time scale and its sub-factors and 6 total points were calculated for leisure time motivation scale and sub-factors. To determine the distribution of these calculated points, skewness and kurtosis values were examined.

According to this, the skewness and kurtosis values of the 13 factors ranged from -1 to +1. These results indicate that the distribution is normal. Since the distribution of the data verified the assumption of normality, parametric methods were used in the analyses. In this context, "independent sample t-test" is used when the independent variables are two groups and "oneway variance analysis (ANOVA)" is used when the independent variables are more than two groups.

In addition, Pearson product-moment correlation coefficient was used to determine the relationship between scores obtained from both scales and sub-factors. In the interpretation of the results, 0.05 significance level was considered.

FINDINGS

Table 1. Descriptive statistics for barriers to leisure time scale and its sub-factors

Factors	N	Min.	Mak.	\bar{X}	S
Individual psychology	317	3,00	12,00	7,88 (2,62)	2,01
Lack of information	317	3,00	12,00	8,34 (2,78)	2,05
Facility	317	3,00	12,00	8,89 (2,96)	1,97
Lack of friends	317	3,00	12,00	7,98 (2,66)	1,94
Time	317	3,00	12,00	8,40 (2,80)	1,70
Lack of interest	317	3,00	12,00	8,28 (2,76)	1,83
Barriers to leisure time	317	21,00	66,00	49,78(2,76)	7,66

In Table 3, descriptive statistics of the sample scores for barriers to leisure time in general and the sub-factors were given. According to the findings, the minimum score is 21 points from the 18-item scale which was scored with 4 points Likert, while the maximum score is 66 and the mean score is $\bar{X} = 49,78$ ($\bar{X} = 2,76$).

These findings show that the participants generally get more than medium scores on the leisure time scale. Accordingly, the

perceptions of the participants generally indicate that there are factors that hinder their leisure time. The lack of facilities ($\bar{X} = 2,96$), lack of time ($\bar{X} = 2,80$), lack of knowledge about leisure time ($\bar{X} = 2,78$), lack of interest about leisure time ($\bar{X} = 2,76$), lack of friends to spend leisure time ($\bar{X} = 2,66$) and the individual's own psychology ($\bar{X} = 2,62$) shape the perceptions.

Table 2. Descriptive statistics for leisure time motivation scale and its sub-factors

Factors	N	Min.	Max.	\bar{X}	S
Lack of motivation	317	3,00	15,00	10,01 (3,33)	2,62
Knowing and succeeding	317	7,00	30,00	21,97 (3,66)	3,84
Stimulus living	317	4,00	15,00	10,79 (3,59)	2,17
Identification introjection	317	9,00	30,00	22,17 (3,69)	3,67
External regulation	317	7,00	20,00	13,91 (3,47)	2,33
Leisure time motivation	317	46,00	107,00	78,88 (3,58)	10,60

Table 4 presents the descriptive statistics for participants' scores of leisure time motivation scale in general and sub-factors. The findings revealed that the minimum score was 46 for the 22 items in the scale which was scored with 5 points Likert, the maximum score was 107 and the mean score was $\bar{X} = 78,88$ 'dir ($\bar{X} = 3,58$).

These findings show that the participants generally get more than medium scores from

the leisure time motivation scale. Accordingly, it is observed that the participants' motivation for leisure time is slightly above the medium level. When the sub-factors are considered, the highest motivation factors are identification introjection ($\bar{X} = 3,69$), knowing and succeeding ($\bar{X} = 3,66$), stimulus living ($\bar{X} = 3,59$), external regulation ($\bar{X} = 3,47$) and lack of motivation ($\bar{X} = 3,33$) respectively.

Table 3. Results of Pearson Product Moment Correlation Analysis of the relationship between barriers to leisure time and leisure time motivation levels of university students

		Lack of motivation	Knowing and succeeding	Stimulus living	Identification introjection	External regulation	Leisure time motivation
Individual psychology	r	-,210	,181	,147	,228	,131	,151
	p	,000*	,001*	,009*	,000*	,019*	,007*
Lack of information	r	-,108	,125	,202	,187	,130	,154
	p	,056	,026*	,000*	,001*	,020*	,006*
Facility	r	,003	,197	,223	,211	,055	,203
	p	,962	,000*	,000*	,000*	,329	,000*
Lack of friends	r	-,235	,125	,112	,154	,169	,101
	p	,000*	,026*	,047*	,006*	,003*	,074
Time	r	-,072	,221	,257	,284	,213	,260
	p	,201	,000*	,000*	,000*	,000*	,000*
Lack of interest	r	-,148	,189	,226	,238	,171	,198
	p	,008*	,001*	,000*	,000*	,002*	,000*
Barriers to leisure time	r	-,194	,258	,289	,323	,215	,264
	p	,001*	,000*	,000*	,000*	,000*	,000*

*p<,05 Criteria: 0-0,30= Low; 0,40-0,60=Medium; 0,70-1,00=High

Table 5 shows the correlations between scores of the participants for leisure time motivations and sub-dimensions and barriers to leisure time and sub-dimensions. According to the findings, there is a low significant relationship between barriers to leisure time (the scale in general) and leisure time motivation (the scale in general) of the participants ($r = 26, p = ,000 <, 05$). Barriers to leisure time for university students explains about 7% of the leisure time motivations ($r^2 = 0,26 \times 0,26 = 0,07$). Barriers

to leisure time sub-factors; = Individual psychology $r (r = ,15, p = ,007 <, 05)$, lack of knowledge $r (r = ,15, p = ,006 <, 05)$, 15 facility = $(r = ,20, p = ,000 <, 05)$, u Time motiv $(r = ,26, p = ,000 <, 05)$, "lack of interest eksik $(r = ,20, p = ,00 <, 05)$ with sub-dimensions of leisure time motivation scale only a ir friend lack 07 $(r = ,10, p = ,07 >, 05)$ is not statistically significant. It has a low level of relationship with leisure time scale.

Table 4. Independent Sample T-Test Results Related to Gender Comparison of Participants' Perceptions Regarding Barriers to Leisure Time

	Gender	N	\bar{X}	S	t	sd	p
Individual psychology	Female	130	8,16	1,89	2,08	315	,038
	Male	187	7,68	2,07			
Lack of information	Female	130	8,63	1,97	2,11	315	,035
	Male	187	8,14	2,09			
Facility	Female	130	9,02	1,82	,97	315	,328
	Male	187	8,80	2,07			
Lack of friends	Female	130	8,06	2,07	,67	315	,501
	Male	187	7,91	1,84			
Time	Female	130	8,50	1,73	,86	315	,387
	Male	187	8,33	1,67			
Lack of interest	Female	130	8,35	1,78	,56	315	,573
	Male	187	8,23	1,87			
Barriers to leisure time	Female	130	50,74	7,97	1,86	315	,063
	Male	187	49,11	7,39			

*p<,05 Criteria: "Female=1"; "Male=2"

As seen in Table 8, although the average scores of the participants for barriers to leisure

time scale are higher for women (\bar{X}_{women}

50.74; $\bar{X}_{men} = 49.11$), the difference was statistically insignificant ($t_{315} = 1.86$; $p = .063 > .05$).

When the subscales were analyzed, only the individual psychology ($t_{315} = 2.08$; $p = .038 < .05$) and lack of knowledge ($t_{315} = 2.11$; $p = .035 < .05$) showed a statistically significant difference in favor of women.

Even though women had higher scores for the rest of the subfactors; facility ($t_{315} = .97$; $p = .328 > .05$), lack of friends ($t_{315} = .67$; $p = .501 > .05$), time ($t_{315} = .86$; $p = .387 > .05$) and lack of interest ($t_{315} = .56$; $p = .573 > .05$); these differences were not statistically significant.

Table 5. Independent Sample T-Test Results Related to Gender Comparison of Participants' Perceptions Regarding Leisure Time Motivations

	Gender	N	\bar{X}	S	t	sd	p
Lack of motivation	Female	130	10,40	2,60	2,20	315	,028
	Male	187	9,74	2,61			
Knowing and succeeding	Female	130	22,23	3,94	1,01	315	,309
	Male	187	21,79	3,76			
Stimulus living	Female	130	10,89	2,14	,66	315	,507
	Male	187	10,72	2,19			
Identification introjection	Female	130	22,22	3,88	,17	315	,862
	Male	187	22,14	3,53			
External regulation	Female	130	13,66	2,59	-1,63	315	,103
	Male	187	14,09	2,13			
Leisure time motivation	Female	130	79,41	11,09	,749	315	,455
	Male	187	78,50	10,26			

* $p < .05$ Criteria: "Female=1"; "Male=2"

The findings of the analysis revealed that women had higher scores for the scale in general ($\bar{X}_{women} = 79.41$) compared to men ($\bar{X}_{men} = 78.50$) but women are statistically different in only lack of motivation subfactor ($\bar{X}_{women} = 10.40$) ($t_{315} = 2.20$; $p = .028 < .05$).

The other subfactors; knowing and succeeding ($t_{315} = 1.01$; $p = .309 > .05$) stimulus living ($t_{315} = .66$; $p = .507 > .05$), identification introjection ($t_{315} = .17$; $p = .862 > .05$) and external regulation ($t_{315} = -1.63$; $p = .103 > .05$) had statistically indifferent results for men and women.

Table 6. Results of One-Way Analysis of Variance (ANOVA) for the comparison of participants' perceptions on barriers to leisure time based on university departments

	Class	N	\bar{X}	S	F(3-313)	P
Individual psychology	Physical Education and Sports Teaching	72	7,84	2,01	1,202	,309
	Coaching Training	114	7,97	1,99		
	Sports Management	36	7,30	2,27		
	Recreation	95	8,01	1,91		
Lack of information	Physical Education and Sports Teaching	72	8,47	1,86	,264	,851
	Coaching Training	114	8,40	2,22		
	Sports Management	36	8,19	1,78		
	Recreation	95	8,24	2,10		
Facility	Physical Education and Sports Teaching	72	8,73	2,07	,509	,677
	Coaching Training	114	8,83	1,98		
	Sports Management	36	9,19	2,02		
	Recreation	95	8,96	1,88		
Lack of friends	Physical Education and Sports Teaching	72	7,88	1,98	1,165	,323
	Coaching Training	114	8,07	1,94		
	Sports Management	36	7,47	1,96		
	Recreation	95	8,13	1,88		
Time	Physical Education and Sports Teaching	72	8,61	1,73	,631	,596
	Coaching Training	114	8,27	1,76		
	Sports Management	36	8,30	1,28		
	Recreation	95	8,43	1,74		
Lack of interest	Physical Education and Sports Teaching	72	8,48	1,81	,885	,449
	Coaching Training	114	8,34	1,64		
	Sports Management	36	8,33	1,75		
	Recreation	95	8,04	2,08		
Barriers to leisure time	Physical Education and Sports Teaching	72	50,04	7,25	,230	,876
	Coaching Training	114	49,89	7,18		
	Sports Management	36	48,80	6,99		
	Recreation	95	49,83	8,78		

The analysis showed that students of Physical Education and Sports Teaching Department had higher scores on average for barriers to leisure time scale ($\bar{X}_{PE} = 50,04$) compared to other departments ($\bar{X}_{Coach} = 49,89$; $\bar{X}_{spor} = 48,80$; $\bar{X}_{Rec} = 49,83$). However, the

differences between the scores are not statistically different for the subfactors and the scale in general ($F_{(3-313)} = ,230$; $p = ,876 > ,05$). As a result, the factors seen important about barriers to leisure time are similar for the students at different departments of the university.

Table 7. Results of One-Way Analysis of Variance (ANOVA) for the comparison of participants' perceptions on leisure time motivations based on university departments

	Class	N	\bar{X}	S	F(3-313)	p
Lack of motivation	Physical Education and Sports Teaching	72	9,90	2,88	1,975	,118
	Coaching Training	114	10,21	2,48		
	Sports Management	36	10,72	2,58		
	Recreation	95	9,58	2,55		
Knowing and succeeding	Physical Education and Sports Teaching	72	21,43	4,42	,988	,399
	Coaching Training	114	21,85	3,58		
	Sports Management	36	22,36	3,57		
	Recreation	95	22,37	3,76		
Stimulus living	Physical Education and Sports Teaching	72	10,69	2,58	,511	,675
	Coaching Training	114	10,85	1,98		
	Sports Management	36	10,44	1,88		
	Recreation	95	10,92	2,16		
Identification introjection	Physical Education and Sports Teaching	72	21,80	4,37	,497	,685
	Coaching Training	114	22,12	3,25		
	Sports Management	36	22,27	3,36		
	Recreation	95	22,49	3,71		
External regulation	Physical Education and Sports Teaching	72	14,15	2,32	,683	,563
	Coaching Training	114	13,70	2,24		
	Sports Management	36	13,80	2,55		
	Recreation	95	14,04	2,38		
Leisure time motivation	Physical Education and Sports Teaching	72	77,98	12,30	,316	,814
	Coaching Training	114	78,75	9,61		
	Sports Management	36	79,61	11,08		
	Recreation	95	79,43	10,28		

The findings showed that the differences between the scores are not statistically different for the subfactors and the scale in general ($F_{(3-313)}=,316$; $p=,814 > ,05$). As a

result, the factors seen important about leisure time motivations are similar for the students at different departments of the university.

Table 8. Independent Sample T-Test Results for Participants' Perceptions Regarding Barriers to Leisure Time based on engagement in active sports

	Active sports	N	\bar{X}	S	t	sd	p
Individual psychology	Yes	199	7,89	2,09	,222	315	,824
	No	118	7,84	1,87			
Lack of information	Yes	199	8,47	2,03	1,412	315	,159
	No	118	8,13	2,07			
Facility	Yes	199	8,95	2,07	,784	315	,434
	No	118	8,77	1,80			
Lack of friends	Yes	199	8,15	1,84	2,032	315	,043
	No	118	7,69	2,06			
Time	Yes	199	8,47	1,65	1,044	315	,297
	No	118	8,27	1,77			
Lack of interest	Yes	199	8,41	1,78	1,617	315	,107
	No	118	8,06	1,91			
Barriers to leisure time	Yes	199	50,37	7,75	1,774	315	,077
	No	118	48,79	7,45			

* $p<,05$ Criteria: "Yes=1"; "No=2"

The findings showed that students who engage in active sports are significantly different in only lack of friends subfactor ($t_{315}=2,032$; $p=,043 < ,05$). Based on this finding, it can be said that students who engage in active sports perceive lack of friends subfactor as a more important barrier to leisure time compared to the rest of the participants. In parallel to barriers to leisure

time scale in general; engagement in active sports doesn't result in statistically difference perceptions about individual psychology ($t_{315}=,222$; $p=,824 > ,05$), lack of information ($t_{315}=1,412$; $p=,159 > ,05$), facility ($t_{315}=,784$; $p=,434 > ,05$), time ($t_{315}=1,044$; $p=,297 > ,05$) and lack of interest ($t_{315}=1,617$; $p=,107 > ,05$) subfactors.

Table 9. Independent Sample T-Test Results for Participants' Perceptions Regarding Leisure Time Motivations based on engagement in active sports

	Active sports	N	\bar{X}	S	t	sd	p
Lack of motivation	Yes	199	9,82	2,74	-1,620	315	,106
	No	118	10,32	2,38			
Knowing and succeeding	Yes	199	22,23	3,67	1,577	315	,116
	No	118	21,53	4,08			
Stimulus living	Yes	199	11,05	2,01	2,745	315	,006
	No	118	10,36	2,36			
Identification introjection	Yes	199	22,38	3,46	1,273	315	,204
	No	118	21,83	3,99			
External regulation	Yes	199	13,90	2,13	-,133	315	,894
	No	118	13,94	2,65			
Leisure time motivation	Yes	199	79,40	9,96	1,138	315	,256
	No	118	78,00	11,60			

* $p < ,05$ Criteria: "Yes=1"; "No=2"

According to the findings, for stimulus living subfactor, motivation levels of the participants actively playing sports ($\bar{X}_{yes}= 11,05$) and who do not ($\bar{X}_{no}= 10,36$) are statistically different in favor of active players ($t_{315}=2,745$; $p=,028 < ,006$). The average scores of the participants for the other subfactors are not statistically different depending on actively playing sports ($F_{(3-313)}=,316$; $p=,814 > ,05$). As a result, actively playing sports was not a significant variable on the subfactors of lack of motivation ($t_{315}=-1,620$; $p=,106 > ,05$), knowing and succeeding ($t_{315}=1,577$; $p=,116 > ,05$), identification introjection ($t_{315}=1,273$; $p=,204 > ,05$) and external regulation ($t_{315}=-,133$; $p=,894 > ,05$).

DISCUSSION AND RESULT

Descriptive statistics of the scores for barriers to leisure time in general and sub-factors showed that there were factors preventing the participants' leisure time according to their perceptions. In shaping this perception, lack of facilities to value their time ($\bar{X}=2,96$), lack

of sufficient time ($\bar{X}=2,80$), lack of information about leisure time ($\bar{X}= 2,78$), similarly lack of interest for leisure time ($\bar{X}= 2,76$), lack of friends to value leisure time ($\bar{X}= 2,66$) and indivial psychology of the student ($\bar{X}=2,62$) are the effective factors respectively.

Responses to leisure time motivation scale revealed the following results: "identification introjection" ($\bar{X}= 3,69$), "knowing and succeeding" ($\bar{X}= 3,66$), "stimulus living" ($\bar{X}=3,59$), "leisure time motivation" ($\bar{X}=3,58$).

Descriptive statistics of the barriers to leisure time scale and its sub-factors asserted that the highest score was the lack of facility. In many studies conducted in this field, lack of facilities was concluded to be an important factor. Lack of knowledge and time factors are also high rated factors. The results also revealed that students were not aware of potential recreational activities in their leisure

time or their time was not sufficient. Elective courses can be added to reduce the impact of the time factor, which is considered as an obstacle for students to value their free time.

In a study conducted by Kaya (2011), 91.9% of the students said that university facilities were not sufficient and only 8.1% of the students thought the facilities were sufficient. In another study, Eroğlu (2001) asked similar questions in five universities and highest percentage of students said that their university lack the supportive environment and the facilities for valueing their leisure time (Muğla University % 46.5, Ege University % 34.4, Dokuz Eylül University % 40.6, Celal Bayar University % 35.3, Balıkesir University % 48.3) (Eroğlu, 2000). Zengin, Sertbaş ve Kolayış (2006) concluded in their study that % 67,1 of the students are not able to participate in recreational activities (Zengin, vd., 2006). For the students who declared that they can't participate in recreational activities to the desired level, lack of facilities and equipment got the highest rate among other reasons. Although the rates obtained in these studies are lower than the results of our study, similar results suggest that there is an important problem to be solved for university students in our country.

In a study conducted by Süzer (1997) at four different departments of Pamukkale University, 54.8% of the students stated that "there are no facilities, equipment and material in this environment" and 31.7% stated that "no one directs me how to participate in recreational activities" among the students who stated that they could not attend leisure time activities as much as they wanted,

The findings about student perceptions for barriers to leisure time and leisure time motivation were investigated for possible gender differences. The ratings of the barriers to leisure time scale in general and the sub factors revealed that even though there is a difference fort he scale in general, the results were not statistically significant. ($\bar{X}_{woman}=50,74$; $\bar{X}_{man}=49,11$), ($t_{315}=1,86$; $p=,063 > ,05$). For individual psychology sub factor, the average rating of the female participants was higher than ($\bar{X}_{woman}=8,16$) male participants

($\bar{X}_{man}=7,68$) and this difference was statistically significant ($t_{315}=2,08$; $p=,038 < ,05$). According to this, women are concluded to perceive individual psychology, sub factor of barriers to leisure time scale, as a more important factor.

Similarly, females ($\bar{X}_{woman}=8,63$; $\bar{X}_{man}=8,14$) have a higher average rating than males for "lack of information" sub-factor and this difference was statistically significant ($t_{315}=2,11$; $p=,035 < ,05$). Accordingly, among other sub factors of barriers to leisure time scale, women perceptions on "lack of information" were higher. Women also have higher average scores for the rest of the sub factors; lack of facility ($t_{315}=,97$; $p=,328 > ,05$), lack of friends ($t_{315}=,67$; $p=,501 > ,05$), time ($t_{315}=,86$; $p=,387 > ,05$) and lack of interest ($t_{315}=,56$; $p=,573 > ,05$). However, the differences were not statistically significant. As a result, women and men seem to have similar perceptions about other sub factors of barriers to leisure time scale.

When the findings about student perceptions for leisure time motivation were investigated for possible gender differences, for the scale in general, ratings of female participants ($\bar{X}_{woman}=79,41$) were higher than males ($\bar{X}_{man}=78,50$) but the differences were not statistically significant ($t_{315}=,749$; $p=,455 > ,05$). For lack of motivation sub factor, there was a statistically significant difference between females ($\bar{X}_{woman}=10,40$) and males ($\bar{X}_{man}=9,74$) ($t_{315}=2,20$; $p=,028 < ,05$). In line with this, motivation levels of women were higher than men for lack of motivation sub factor. There were no statistically significant gender differences for other sub-factors of the leisure time motivation scale; knowing and succeeding ($t_{315}=1,01$; $p=,309 > ,05$) stimulus living ($t_{315}=,66$; $p=,507 > ,05$), identification introjection ($t_{315}=,17$; $p=,862 > ,05$) and external regulation ($t_{315}=-1,63$; $p=,103 > ,05$).

Alexandris and Carroll (1997) reported that gender had a positive effect on recreational activities in their study. Culp (1998) stated

that gender is an important component of social influence and an important element that limits the recreational activities of individuals. Akyüz and Türkmen (2016) found that, there were significant differences about affective area, cognitive area and total area between male and female students based on t test results in their study to determine the attitudes of university students towards recreational activities.

Many scientific studies have supported this phenomenon. Henderson et al. (1996) stated in their study that the issues faced by men and women are different and therefore the activities they perform in their leisure time are different. According to Moccia (2000) and Gümüş et. al (2017), gender plays an important role in choosing leisure time activities. In their study, Altergoot and McCreedy (1993) reached supportive results for Moccia (2000) and found that family structure and gender play an important role among the factors affecting the participation of individuals in recreational activities. Hudson (2000) found significant differences between men and women in participating in leisure activities in his study. Women are more likely to face barriers to participating in recreational activities than men (Henderson and Bialeschki 1993; Shaw 1994), and many women believe that they are not given enough opportunity to participate in recreational activities (Henderson and Bialeschki, 1993).

In her study, Henderson (1995) found that women did not get enough support from their families to participate in leisure activities and that they did not have enough free time. The physical structure of women can also affect participation in leisure activities. James (1995) found that because of a variety of reasons, women's physical appearance can limit the activities that they participate in public facilities. Archer and McDonald (1990) determined that some adolescent girls do not participate in some sports activities because of gender. Stronger body structure of men compared to women is the main reason for men's preference for physical activities (Kane, 1990).

There was no statistically significant difference between different departments about barriers to leisure time. Students of Physical Education and Sports Teaching Department had higher average scores for the scale ($\bar{X}_{PE} = 50,04$) compared to other departments ($\bar{X}_{Coa} = 49,89$; $\bar{X}_{sport} = 48,80$; $\bar{X}_{Rec} = 49,83$). These findings were not statistically significant ($F_{(3-313)} = ,230$; $p = ,876 > ,05$). Accordingly, it is concluded that students at different departments have similar determinants of barriers to leisure time.

Findings for “lack of information”, “time” and “lack of interest” sub-factors of the scale were also similar. “Lack of information” scores for Students of Physical Education and Sports Teaching Department were higher ($\bar{X}_{PE} = 8,47$) compared to other departments ($\bar{X}_{Coa} = 8,40$; $\bar{X}_{sport} = 8,19$ $\bar{X}_{Rec} = 8,24$) (Table 12).

However, this difference was not statistically significant ($F_{(3-313)} = ,264$; $p = ,851 > ,05$). In a study of Demirel and Harmandar (2009), it is concluded that universities are different in lack of information sub-factor among possible barriers to attend leisure time activities for university students.

The analysis on leisure time motivation scale and its sub-factor scores for the possible differences between students at different departments revealed that average scores for the scale in general are not statistically significant ($F_{(3-313)} = ,316$; $p = ,814 > ,05$). Accordingly, it is concluded that students at different departments have similar determinants of leisure time motivations.

For the lack of motivation sub-factor of the scale, average scores for students of sports management ($\bar{X}_{sport} = 10,72$) were higher than the scores of the other departments ($\bar{X}_{PE} = 9,90$; $\bar{X}_{coa} = 10,21$ $\bar{X}_{Rec} = 9,58$). However, these differences were not statistically significant ($F_{(3-313)} = 1,975$; $p = ,118 > ,05$). For the other sub-factors, there were no significant differences between average scores of students at different departments: “knowing and succeeding” ($F_{(3-313)} = ,988$; $p = ,399 > ,05$), “stimulus living” ($F_{(3-313)} = ,511$;

$p=,675 > ,05$), “identification introjection” ($F_{(3-313)}=,497$; $p=,685 > ,05$) and external regulation ($F_{(3-313)}=,683$; $p=,563 > ,05$).

In the study conducted by Aydın (2012) comparing the students of the department of physical education and the other department students, a significant difference was found in favor of the students of other departments in the relationship between the levels of leisure time and social harmony.

Similar results were reached in the study conducted by Türkoğlu (2009). The study showed that physical education teachers and high school students taking physical education courses have positive attitudes towards the environment. Although both physical education teachers and students stated that they did not have much time to participate in environmental recreational activities, they could follow the developments in the media and pay attention to share this information with their friends.

When the students' perceptions about barriers to leisure time and their motivation for leisure time were analyzed for possible changes due to their active engagement in sports, no significant difference was found for the overall scale. However, when the sub-factors were examined, a significant difference was found in favor of students playing active sports for lack of friends and stimulus living sub-factors. Low motivation of individuals to play sports alone may be the cause of these differences. When the descriptive averages and sub-factors of the scales are examined, the participants are seen to exhibit similar characteristics.

According to the results of pearson moments correlation analysis of the relationship between barriers to leisure time and leisure time motivation levels of the university students, there is a low but significant relationship between the barriers to leisure time (scale in general) and leisure time motivations (scale in general) of the participants ($r = ,26$, $p = ,000 < ,05$). The barriers to leisure time of university students explains about 7% of the leisure time motivations ($r^2 = 0,26 \times 0,26 = 0,07$). Briefly, there is a low level of relationship between

leisure time motivation and barriers to leisure time perceptions of physical education and sports college students.

According to the results of the research; leisure time activity scores are close to each other for males and females. Gender can be considered as one of the important factors affecting the participation of individuals in leisure time activities. In the study of Akyüz and Turkmen (2016), “The place and importance of sports activities for valueing the leisure time of candidate students of Physical Education and Sports School”, the candidate students were reported to benefit at a low level from the municipal facilities.

In our study, it is found that facility sub-factor has the highest score among barriers to leisure time sub-factors, the facilities are limited in many departments, all of the students cannot completely benefit from them and the equipment and the materials are insufficient. Low scores for valuing leisure time for PE and Sports School students playing active sports are caused by limited recreational areas within the school.

In a study conducted by Barkın in 2016; statistically significant differences were found between gender, physiological characteristics, status of the facilities, side causes variables in the participation of recreational physical activity; in the comparison of faculty and college students, statistically significant differences were found between status of facilities, negative internal balance and economic status and finally statistically significant differences were found between the physiological characteristics, the status of the facilities, the economic situation and organizational elements for the class distribution (Barkın, 2016).

For this reason, it is recommended to give training seminars for the students within the university to develop skills in time management and to arrange the activities in accordance with the leisure time of the students. Also it is recommended to expand and to regulate the recreational areas in the university in line with the needs of the students.

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Physical Education Teachers Organizational Trust and Organizational Investigation of Awareness Levels*

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Abstract

The aim of this study, primary and secondary education school physical education teachers who work in organizational trust and organizational awareness is intended to determine the relationships between the levels. Relating to organizational awareness organizational confidence with variable teacher perceptions; gender, mourning, education, seniority, making this institution operating time and graduate's has changed has been identified according to the variable. The research universe, 2016-2017 in the academic year under the Ministry of national education, Ankara province, Mamak County official primary and secondary education schools and teachers in these schools. The sample of the survey in the Mamak district 158 physical education teacher. Research as a tool for data collection "personal information form", "the scale of Organizational Trust in schools", and "Organizational Awareness Scale in schools". Research results and the results are as follows; Physical education teachers perceptions of organizational trust and all of its dimensions with dimensions of organizational awareness in schools and at the level of the child has been found quite agree. According to the variable gender physical education teachers perceptions regarding openness and trust in organizational communication environment showing statistically significant difference in the size of mourning and physical education teachers according to their seniority variable organizational trust administrator perceptions regarding trust in size have shown statistically significant differences. Physical education teachers perceptions of organizational trust-related education, the premises at run time, and working with the Manager of the institution according to the duration variable did not show statistically significant difference. Graduate education of physical education teachers according to the variable do the perceptions of organizational trust in all child dimension was found statistically significant. Teacher awareness, organizational awareness in schools administrator awareness and perceptions of organizational trust with positive way meaningful relationships. Regression analysis as a result of the size of the trust and openness to the administrator, the teacher is raising significant awareness and openness in schools the size of organizational awareness significantly as a result of the upgrade.

Keywords: Organizational Trust, Organizational Awareness.

Beden Eğitimi Öğretmenlerinin Örgütsel Güven ve Örgütsel Farkındalık Düzeylerinin Araştırılması

Öz

Bu çalışmanın amacı, ilk ve orta öğretim okullarında görev yapan beden eğitimi öğretmenlerinin örgütsel güven ve örgütsel farkındalık düzeyleri arasındaki ilişkileri belirlemektir. Örgütsel güven ile örgütsel farkındalık değişkenlerine ilişkin öğretmen algılarının; cinsiyet, yas, öğrenim durumu, kıdem, kurumda çalışma süresi ve yüksek lisans yapma değişkenlerine göre saptanmıştır. Araştırmanın evrenini, 2016-2017 eğitim-öğretim yılında Ankara ili Mamak ilçesi Milli Eğitim Bakanlığı'na bağlı resmi ilk ve orta öğretim okulları ve bu okullarda görev yapan öğretmenler oluşturmaktadır. Örneklemi ise Mamak ilçesinde görev yapan 190 beden eğitimi öğretmeninden 158'i oluşturmaktadır. Araştırmada veri toplama aracı olarak "Kişisel Bilgi Formu", "Okullarda Örgütsel Güven Ölçeği" ve "Okullarda Örgütsel Farkındalık Ölçeği" kullanılmıştır. Sonuç olarak, beden eğitimi öğretmenlerinin algıları örgütsel güven ve tüm alt boyutlar ile okullarda örgütsel farkındalık ve alt boyutlarında oldukça katılıyorum düzeyinde bulunmuştur. Cinsiyet değişkenine göre beden eğitimi öğretmenlerinin örgütsel güvene ilişkin algıları yeniliğe açıklık ve iletişim ortamı boyutlarında istatistiksel anlamda manidar fark gösterirken yas ve kıdem değişkenlerine göre beden eğitimi öğretmenlerinin örgütsel güvene ilişkin algıları yöneticiye güven boyutunda istatistiksel anlamda manidar fark göstermiştir. Beden eğitimi öğretmenlerinin örgütsel güvene ilişkin algıları öğrenim durumu, kurumdaki çalışma süresi ve kurumdaki yönetici ile çalışma süresi değişkenlerine göre istatistiksel anlamda manidar fark göstermemiştir. Lisansüstü eğitim yapma değişkenine göre beden eğitimi öğretmenlerinin algıları örgütsel güvenin tüm alt boyutlarında istatistiksel anlamda manidar bulunmuştur. Öğretmen farkındalığı, yönetici farkındalığı ve okullarda örgütsel farkındalık ile örgütsel güven algıları arasında pozitif yönlü anlamlı ilişkiler bulunmuştur. Regresyon analizi sonucunda yöneticiye güven ve yeniliğe açıklık boyutlarının, öğretmen farkındalığını anlamlı düzeyde yükselttiğini ve yeniliğe açıklık boyutunun, okullarda örgütsel farkındalığı anlamlı düzeyde yükselttiği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Örgütsel Güven, Örgütsel Farkındalık.

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INTRODUCTION

Like all organizations, human resource, which is one of the most important capitals of school organizations, are in mutual relations within the organization. Sense of trust adopted by employees comes first on the basis of organizational relations. Trust is regarded as an important factor in organizational life in addition to social relations (Kalemci Tüzün, 2007). For example, the studies have proved that the participation of students in physical education and sport activities in schools does not hinder their education and training, and that sports activities contribute to the physical, mental and psycho-social development of students (Çeviker, et al., 2016). It can be said that this positive situation originating in the students has undoubtedly caused the teachers to increase their confidence in the organization. The fact that trust perceived by employees within the organization is positive or negative seems to have positive or negative effect on their organizational behaviour. Organizational trust is regarded as the trust of employees in their administrators and the level of faith in what the management tells the employees (Kartal, 2010).

Organizational trust should be considered as a liveable environment that has to be created with the participation of all employees within the organization. According to (Cufaude, 1999; Akt: Sakar, 2010), the approach of the administration in establishing the culture of trust is the most important factor for the creating this environment. The level of the relationships within the organization, the full understanding and implementation of the duties and responsibilities, and the competence of organization's employees to conduct are among the most important elements that ensure the organization to have a reliable culture. According to (Fukuyama, 1998; Akt: Yılmaz, 2006), trust is especially an important factor in ensuring corporate success for schools. Since, you can assign more responsibility and authority to the lower levels of the organization in institutions where sense of trust exists. In addition, a positive work environment is ensured on the basis of a flexible understanding depending on the team work. This will allow more effective use of

human capital, which is the foundation of corporate success. Trust, collaboration and belonging create a more qualified educational environment and opportunity by playing an important role on the effectiveness of the school environment as a more livable place from the point of teachers and administrators working in school (Ekinçi, 2010). The interaction of teachers with each other and with the social spheres of the school gains importance in a more qualified education environment. Teachers, as members of the school organization, share beliefs affecting the school's social environment. As assumed by social cognitive theory, the social impact is shaping self-efficacy. In schools, teaching activity is often carried out in the context of groups, and many problems that teachers encounter require them to work collectively (Tschannen-Moran, Woolfolk Hoy and Hoy, 1998).

Hoy, Gage and Tarter (2004) adopted the concept of organizational awareness to the education organizations. Schools with awareness are able to capture unexpected situations earlier compared to others. Schools are places where simplifications are reduced and details are required to be seen more (not wanting to simplify), schools are aware of learning and teaching processes (sensitivity to technical procedures), they detect the effects of unexpected circumstances, become flexible (flexibility) and they have structures and processes that are open to expert opinion when deemed necessary (adhering to expert opinion). It has been stated that the schools are able to increase awareness of individuals as well as awareness of organizations. Social processes in schools may affect the performance of employees within schools. Therefore, organizational trust dimensions and organizational awareness cases in schools constitute two critical dimensions that need to be investigated. Organizational trust plays a critical role in constituting the positive relationships in the school environment, while organizational awareness is also relevant and important in reducing the bureaucratic structure and pressure of the school. Organizational awareness is an important concept that should be understood and adopted by each school administrator. The

concepts of organizational trust and collective competence are also thought to be necessary in understanding and adopting organizational awareness. Considering the relationship between organizational awareness, organizational trust and collective competence could be beneficial for administrators to create an effective school environment has led to this research study.

The Significance of the Research

In foreign countries, there are many studies on organizational trust and organizational awareness in education organizations while in our country, these studies are very few. This research is important in terms of eliminating this deficiency found in our country. In this study, we have tried to determine what organizational trust environments, job satisfaction are and motivation levels of physical education teachers in schools. Trust environment is an important concept in terms of working with high motivation between students and teachers, administrators and teachers, especially in educational institutions. Therefore, it is observed that the schools with established trust environment are more successful in achieving their goals. Another targeted subject is that determining the level of organizational awareness of physical education teachers will shed light on the situations existing in secondary and high schools. While the research tries to explain the relationship between organizational trust and organizational awareness level, it also aims to reveal the levels of organizational trust perception and organizational awareness of physical education teachers. In this sense, it aims to contribute to the personal development of these teachers by revealing the existing situation.

Aim of the Research

The aim of this research is; to reveal the relationships between organizational trust perceptions and organizational awareness levels of physical education teachers working in official secondary schools and high schools of Ministry of National Education in Mamak district of Ankara Province in 2016-2017 academic year and to determine the effect of demographic variables on the teachers.

Organizational Trust

In the structure of organizations, trust occurs both at the individual level and at the organizational level, in which the individual is present. As a combination of these, trust in the individual and trust in the organization constitute the organizational trust within the total by coming together (Nyhan and Marlowe, 1997; Zaheer et al., 1998; Tan and Tan, 2000).

It is possible to observe the existence or absence of sense of trust in every moment of life. It is generally foreseen that relations without any sense of trust cannot be sustained. It is seen that the sense of trust is expressed as being trustworthy, having self-confidence and trusting others (Baltaş, 2000).

According to (Akt; Yılmaz, (2006), organizational trust is the individuals' belief that administrators will speak the words of truth and stand behind their words and their perceptions of the support provided by the organization. It is observed that there are three types of trust including interpersonal trust, trust in the organization and trust in the system depending on the nature of the trust of individuals. According to Mishra and Morrissey (1990), it can be said that trust control mechanisms in organizations reduce implementation costs in the structures of the organization, increase information transfer, minimize the behaviours that allow for personal benefit, and harmonize by means of preventing the possible disruptions that could take place in the organization and preventing the uncertainties about the decisions to be implemented (Lewicki and Bunker, 1996). People working together are in need of interdependence. They need to get help from each other in various ways in order to achieve their personal and organizational goals.

Organizational Awareness

Although it is quite personal, we occasionally come across awareness as a mixed structure. An organization having awareness refers to more than the total of those who are aware (Hoy, Gage and Tarter, 2006). Managing unexpected (surprise) situations with awareness is like an early warning system. Trusting the stereotyped and standard works

in organization management is the effort to protect organizations from extremes or from situations that differ compared to previous experiences. The reason driving the organizations and individuals to perform monotonous acts is the so-called successes of stereotyped ideas in the past (Hoy, Gage and Tarter, 2006). None of the organizations want to encounter unknown or unexpected events otherwise they have to take measures when they encounter such events (Ray, Baker and Plowman, 2011). Organizational awareness needs to be prepared for unexpected situations and to be experienced in terms of measures. In a rapidly changing world in which we are living, organizations are obliged to take a decision in a very hasty manner. It is necessary to think more deeply besides making hasty decisions. To conduct an investigation thoroughly when making decisions in the short-term leaves the decision-makers in a difficult situation and most of the time it is not possible to achieve a thorough investigation (Waller and Roberts, 2003).

One of the first factors in organizational structure is the decision-making authority (Cameron and Smart, 1998). Making correct decisions is an important feature of organizations with higher awareness. One of the most important gains that the organizational awareness will provide to the school organization is to produce the most appropriate solution in the shortest time possible against the negative events encountered and to continue the education activities without interrupting the normal functioning of the school. Organizations with higher awareness incorporate a leader and individuals who have higher levels of awareness. As a result of this awareness level adopted by the majority of the persons in the organization, this place turns into an organization that takes lesson and learns from the negative circumstances that they encounter (Hoy, Gage and Tarter, 2004). Organizational awareness is a structure that enables organizational management and employees to work with a dynamic structure and increases their work performance (Dernbecher and Beck, 2014).

METHOD

Working Group

The target population of the study consists of physical education teachers working in official secondary schools and high schools of Ministry of National Education in Mamak district of Ankara Province. The number of schools and teachers in the 2016-2017 academic year are taken from "Official Statistical School Information on secondary schools and high schools for 2016-2017 Academic Year" which indicates the number of official schools and teachers in Mamak district of Ankara province and which is prepared by the Department of Strategy Development in Istanbul Provincial Directorate of National Education under Ministry of National Education (Ministry of National Education, 2016). When the distribution is examined; there are 88 official secondary schools and high schools and 190 physical education teachers working in these schools under the Ministry of National Education in Mamak district of Ankara province according to the data of 2016-2017 academic year). 158 out of 190 people who teach physical education in these schools were reached and sampling method was carried out.

Data Collection Tools

Personal Information Form

Personal information form includes the items for revealing information such as gender, age, education level, vocational seniority, and working period in the present school, having a master's degree in branch and management / educational sciences.

Organizational Trust Scale

In order to determine the teachers' organizational trust levels, the Organizational Trust Scale in Schools which was developed by Daboval Comish and Swindle and Gaster (1994), translated into Turkish by Kamer (2001) and adapted to schools by Yılmaz (2005), was used (There are 4 sub-dimensions: Trust in administrator, Openness to Innovation, Communication Environment, and Responsivity to Employees). Alpha value of the scale, which was adapted to Turkish by Kamer (2001), was found to be 0.96 in the

six-factor and reliability test. Then, the organizational trust scale was adapted to educational institutions, the schools, by Yılmaz (2005) and a Likert-type scale with 40 items and 1-6 points was created. Organizational trust scale in schools is a scale consisting of four sub-dimensions including: trust in administrator, openness to innovation, communication environment, and responsivity to employees. Scoring of the scale is as follows: (6) I strongly agree, (5) I quite agree (4) I highly agree, (3) I agree a little, (2) I disagree and (1) I strongly disagree. The total reliability coefficient of the scale was 0.97. Reliability coefficients calculated within four sub-dimensions were found as follows: responsivity to employees; 0.95, trust in administrator; 0.95, openness to innovation; 0.75 and communication environment; 0.92. In this study, Cronbach's Alpha reliability coefficient of the organizational trust scale was found as 0.97 for the entire scale. Cronbach's Alpha reliability coefficient values of the scale's sub-dimensions were found as: responsivity to employees; 0.91, trust in administrator; 0.96, openness to innovation; 0.81 and communication environment; 0.90.

Organizational Awareness Scale in Schools

Organizational Awareness Scale in Schools which was developed by Hoy, Gage and Tarter (2004), was adapted to Turkish by Yılmaz (2014). The scale consists of 14 items and is a 6-point Likert type scale which originally has two sub-dimensions and was

rated from 1 (I strongly disagree) to 6 (I strongly agree). In negative statements (Items 1.4.5.7.8.11. and 14.), the scores are reversed. The Cronbach's Alpha internal consistency coefficient for the entire scale was .94. The Cronbach's alpha internal consistency coefficient for each dimension was found to be .96 and .91. In this study, Cronbach's Alpha internal consistency coefficient for the whole scale in its last application was .94. Cronbach's alpha internal consistency coefficients for its sub-dimensions were .88 for teacher awareness and .96 in administrator awareness.

Data Analysis

In the determination of organizational trust perceptions and organizational awareness levels of physical education teachers in schools, arithmetic mean and standard deviation values of the scores obtained from the subscales of the 2 scales were examined. Kolmogorov Smirnov test, t-test and one-way analysis of variance (Anova) were used in order to analyze the data.

Correlation and regression analyzes were used for determining the relationships between the organizational trust perceptions, organizational awareness, and sub-dimensions of physical education teachers. Research hypotheses were tested at the significance level of .05.

FINDINGS

Table 1 Arithmetic Mean and Standard Deviation Values Regarding Organizational Trust and Organizational Awareness Levels of Physical Education Teachers

	Dimensions	n	X	SS
Organizational Trust Scale	Trust in Administrator	158	4.28	1.13
	Openness to Innovation	158	3.04	1.07
	Communication Environment	158	4.11	0.98
	Responsivity to Employees	158	3.07	0.86
	General Total	158	3.81	0.90
Organizational Awareness Scale	Teacher Awareness	158	4.12	0.37
	Administrator Awareness	158	3.83	0.74
	Organizational Awareness in Schools	158	3.94	0.49

When we examine Table 1; teachers' perceptions of organizational trust are seen to have the highest value in the dimension of

trust in administrator (4.28) while they have the least value in terms of responsivity to employees (3.07). Teachers' perceptions of

organizational trust and all its sub-dimensions are at the level of "I highly agree". In addition, it is seen that their perceptions are at the level of "I quite agree" when we look at

organizational awareness, administrator awareness and teacher awareness levels in schools.

Table 2 Results of T-Test According to Gender Variables of Physical Education Teachers' Organizational Trust Perceptions

Dimensions	Gender	n	SS	X	Sd	t	p
Trust in administrator	Female	60	4.21	1.10	158	-0.81	0.41
	Male	98	4.23	1.01			
Responsivity to Employees	Female	60	3.51	0.81	158	-1.54	0.10
	Male	98	3.58	0.87			
Openness to Innovation	Female	60	3.68	1.06	158	-2.53	0.01*
	Male	98	3.81	1.08			
Communication Environment	Female	60	4.02	0.98	158	-2.48	0.01*
	Male	98	4.14	0.99			
Organizational Trust Total	Female	60	3.85	0.88	158	-1.81	0.07
	Male	98	3.93	0.92			

*p< .05

When we examine Table 2; organizational trust perceptions of physical education teachers do not reveal statistically significant difference in organizational trust and trust in administrator and responsivity to employee

sub-dimensions according to gender variable, while, there is a statistically significant difference in the sub-dimensions of openness to innovation and communication environment.

Table 3 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Age Variable

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p	Significant Difference
Trust in administrator	Intergroups	10.09	3	5.05	3.91	0.02*	1-3
	Intragroup	2266.41	155	1.29			
	Total	2276.49	158				
Responsivity to Employees	Intergroups	1.09	3	0.55	0.74	0.48	-
	Intragroup	1300.04	155	0.74			
	Total	1301.13	158				
Openness to Innovation	Intergroups	4.25	3	2.13	1.85	0.16	
	Intragroup	2021.04	55	1.15			
	Total	2025.29	158				
Communication Environment	Intergroups	1.51	3	0.76	.78	0.46	-
	Intragroup	1707.63	155	0.97			
	Total	1709.14	158				
Organizational Trust Total	Intergroups	138	3	0.07	.08	0.92	-
	Intragroup	1433.54	55	0.82			
	Total	1433.67	158				

*p< .05

When we examine Table 3; organizational trust perceptions of physical education teachers do not reveal statistically significant difference in organizational trust and in responsivity to employees, openness to

innovation and communication environment sub-dimensions according to age variable, while, there is significant difference in the sub-dimension of trust in administrator.

Table 4 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Education Status Variable

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p
Trust in administrator	Intergroups	2.83	3	1.42	1.09	0.34
	Intragroup	2273.66	55	1.29		
	Total	2276.49	58			
Responsivity to Employees	Intergroups	4.36	3	2.18	2.96	0.05
	Intragroup	1296.76	155	0.74		
	Total	1301.13	58			
Openness to Innovation	Intergroups	1.07	3	0.54	0.47	0.63
	Intragroup	2024.21	155	1.15		
	Total	2025.29	158			
Communication Environment	Intergroups	.72	3	0.36	0.37	0.69
	Intragroup	1708.41	155	0.97		
	Total	1709.14	58			
Organizational Trust Total	Intergroups	2.38	3	0.54	1.46	0.23
	Intragroup	1431.29	155	1.15		
	Total	1433.67	158			

p>.05

When we examine Table 4; it is observed that organizational trust perceptions of physical education teachers did not reveal statistically significant difference in organizational trust

and in responsivity to employees, openness to innovation, trust in administrator and communication environment sub-dimensions according to education status variable.

Table 5 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Seniority Variable

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p	Significant Difference
Trust in administrator	Intergroups	20.88	3	6.96	5.42	0.00*	4-1 3-1
	Intragroup	2255.62	155	1.29			
	Total	2276.49	158				
Responsive to Employees	Intergroups	1.28	3	0.43	0.58	0.63	-
	Intragroup	1299.84	155	0.74			
	Total	1301.13	158				
Openness to Innovation	Intergroups	.20	3	0.07	0.06	0.98	-
	Intragroup	2025.09	155	1.15			
	Total	2025.29	158				
Communication Environment	Intergroups	3.36	3	1.12	1.15	0.33	-
	Intragroup	1705.78	155	0.971			
	Total	1709.14	158				
Organizational Trust Total	Intergroups	4.04	3	1.35	1.65	0.18	-
	Intragroup	1429.64	155	0.97			
	Total	1433.67	158	1.65			

*p< .05

When we examine Table 5; organizational trust perceptions of physical education teachers do not reveal statistically significant difference in organizational trust and in responsivity to employees, openness to

innovation and communication environment sub-dimensions according to seniority variable, while, there is significant difference in the sub-dimension of trust in administrator. When the tables were examined in detail,

following findings were concluded: it was observed there was a statistically significant difference in physical education teachers'

perception in the dimension of trust in manager according to seniority variable.

Table 6 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Variable of Time Worked in the Institution

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p
Trust in administrator	Intergroups	.26	3	0.13	0.10	0.91
	Intragroup	2276.24	155	1.30		
	Total	2276.49	158			
Responsivity to Employees	Intergroups	1.24	3	0.62	0.84	0.43
	Intragroup	1299.89	155	0.74		
	Total	1301.13	158			
Openness to Innovation	Intergroups	3.48	3	1.74	1.51	0.22
	Intragroup	2021.82	155	1.15		
	Total	2025.29	158			
Communication Environment	Intergroups	0.19	3	0.09	0.10	0.91
	Intragroup	1708.09	155	0.97		
	Total	1709.14	158			
Organizational administrator	Intergroups	0.57	3	0.29	0.35	0.70
	Intragroup	1433.09	155	0.82		
	Total	1433.67	158			

p>.05

When we examine Table 6; it is observed that organizational trust perceptions of physical education teachers did not reveal statistically significant difference in organizational trust and in responsivity to employees, openness to

innovation, trust in administrator and communication environment sub-dimensions according to variable of time worked in the institution.

Table 7 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Variable of Time Worked with the Administrator in the Institution

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p
Trust in administrator	Intergroups	4.19	28	2.10	1.62	0.20
	Intragroup	2272.30	130	1.29		
	Total	2276.49	158			
Responsivity to Employees	Intergroups	0.32	28	0.16	0.22	0.81
	Intragroup	1300.80	130	0.74		
	Total	1301.13	158			
Openness to Innovation	Intergroups	2.91	28	1.05	0.91	0.40
	Intragroup	2023.19	130	1.15		
	Total	2025.29	158			
Communication Environment	Intergroups	1.19	28	0.59	0.62	0.54
	Intragroup	1707.95	130	0.97		
	Total	1709.14	158			
Organizational Trust Total	Intergroups	0.94	28	0.47	0.57	0.56
	Intragroup	1432.74	130	0.82		
	Total	1433.67	158			

p>.05

When we examine Table 7; it is observed that organizational trust perceptions of physical education teachers did not reveal statistically significant difference in organizational trust and in responsivity to employees, openness to

innovation, trust in administrator and communication environment sub-dimensions according to variable of time worked with the administrator in the institution.

Table 8 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Postgraduate Education Variable

	Postgraduate Education	n	X	SS	Sd	t	p
Trust in administrator	Yes	12	3.52	1.08	158	-8.6	0.00*
	No	146	4.30	1.11			
Responsivity to employees	Yes	12	3.10	0.67	158	-6.94	0.00*
	No	146	3.59	0.86			
Openness to innovation	Yes	12	3.25	0.91	158	-6.06	0.00*
	No	146	3.78	1.07			
Communication environment	Yes	12	3.34	0.72	158	-10.14	0.00*
	No	146	4.15	0.97			
Total	Yes	12	3.30	0.72	158	-8.87	0.00*
	No	146	3.95	0.89			

*p<.05

When we examine Table 8; it is observed that organizational trust perceptions of physical education teachers' revealed statistically significant difference in organizational trust

and in responsivity to employees, trust in administrator, openness to innovation and communication environment sub-dimensions according to postgraduate education variable.

Table 9 Results of Multiple Regression Analysis Regarding Prediction of administrator Awareness

Variable	B	Standard Error	β	t	p
Responsivity to Employees	0.01	0.01	0.10	0.81	0.42
Trust in administrator	0.00	0.01	0.07	0.62	0.54
Communication Environment	0.01	0.01	0.09	0.71	0.48
Openness to Innovation	0.03	0.03	0.15	0.87	0.39

R=0.08, R2=0.04, p>.05

When we examined Table 9; as a result of multiple linear regression analysis conducted in order to determine how the variables such as perceptions of responsivity to employees, trust in administrator and communication environment and openness to innovation, which are thought to have an impact on

administrator awareness, predict the administrator awareness, it was observed that these variables did not have any impact on the administrator awareness. These variables account for 4% of the administrator awareness.

Table 10 Results of Multiple Regression Analysis Regarding Prediction of Organizational Awareness in Schools

Variable	B	Standard Error	β	t	p
Responsivity to Employees	0.00	0.01	0.10	0.09	0.93
Trust in administrator	0.00	0.01	0.07	0.73	0.47
Communication Environment	0.00	0.01	0.09	0.06	0.95
Openness to Innovation	0.06	0.02	0.15	2.79	0.01

p>.01, R=0.18, R2=0.13

When we examined Table 10; it was observed that openness to innovation variable had impacts on organizational awareness in schools. This variable accounts for 13% of organizational awareness in schools. According to standardized regression coefficients, the predictor variable is openness

to innovation in organizational awareness (0.15). Given the significance tests of the regression coefficients, it is seen that the openness to innovation variable among predictive variables is a meaningful predictor of organizational awareness in schools at the level of ($p < 0.01$).

Table 11 Results of Multiple Regression Analysis Regarding Prediction Teacher Awareness

Variable	B	Standard Error	β	t	p
Responsivity to Employees	0.00	0.00	0.02	0.19	0.85
Trust in administrator	0.01	0.00	0.18	2.26	0.03**
Communication Environment	0.01	0.00	0.11	1.22	0.23
Openness to Innovation	0.06	0.01	0.64	5.34	0.00*

R=0.56, R²=0.54, **p<0.05, *p<0.01

When we examined Table 11; it was observed that trust in administrator and openness to innovation variables had an impact on teacher awareness. These two variables account for 54% of teacher awareness. According to standardized regression coefficients, the order of relative importance of the predictor variables on the teacher awareness is as follows; openness to innovation (0.64) and trust in administrator (0.18). Given the significance tests of regression coefficients, it is seen that openness variable among the predictive variables is a significant predictor of teacher awareness at the level of ($p < 0.01$) and trust in administrator variable is at the level of ($p < 0.05$). When the results are considered, it is observed that the best predictor of teacher awareness among predictive variables is openness to innovation.

DISCUSSION AND RESULT

Establishing the trust in organizations is one of the factors that directly affect the existence of organizations. It is stated that the organizations in which employees have trust in others and themselves are able to maintain their existence under adverse conditions as well (Asunakutlu, 2002). For this reason, educational organizations are obliged to ensure organizational trust in order to achieve their objectives. Elements that are believed to contribute to the establishment of organizational trust are expressed as follows; to have a well-functioning communication system, to include the employees in the decision-making process, to ensure efficient

transfer of power, to have effective and arrangeable rules and regulations and to have a continuous education system and to attach importance to ethical values (Asunakutlu, 2002). At this point, education administrators have important responsibilities to undertake. First of all, education administrators should be aware of the importance of organizational trust and create an organization where these elements are ensured for an effective and efficient organizational environment.

In this research, it was found that the teachers' perceptions of organizational trust were ranked as higher to lower in the form of trust in administrator, communication environment, openness to innovation and responsivity to employees. Teachers' perceptions of organizational trust are seen to have the highest value in the dimension of trust in administrator while they have the least value in terms of responsivity to employees. Teachers' perceptions seem to be at the level of "I highly agree" in organizational trust and all sub-dimensions (Table 1). When we look at organizational awareness, administrator awareness and teacher awareness levels in the schools, it is observed that they are at the level of "I highly agree" (Table 1).

The perceptions of physical education teachers do not differ significantly in the perception of trust in the administrator, responsivity to employees and organizational trust dimensions of organizational trust according to gender variable (Table 2). In other words, gender variable has not been a

variable that determines the perceptions of teachers in terms of trust in administrator, responsiveness to employee dimensions and in terms of organizational trust. It is observed that the scores of female and male teachers about their perceptions are very close. In the thesis study conducted by İşleyen (2011), it was also found that organizational trust did not differ significantly in the dimension of trust in administrator. The research study carried out by Yılmaz (2005) also reached the same conclusion in terms of the responsiveness of the organizational trust to the employees. In the research study conducted by Teyfur et al. (2013), significant differences were found in all sub-dimensions of organizational trust according to gender variable. This result partially supports the findings of the research. Teaching is a profession that is preferred by women more because it provides opportunities such as half-day work and long-term holidays. The reasons for choosing the profession of teaching could reduce women's sense of professional promotion and even we can say that the number of women administrators in our country is low for this reason (Özdemir, 2008). This situation caused the majority of school principals to be male. Therefore, male teachers can communicate more with male administrators and they can get the opportunity to share. Thanks to this communication, male teachers and administrators may find the opportunity to get to know each other better. The perceptions of male teachers may therefore be higher. It can be said that perceptions of teachers' in the dimensions of openness to innovation and communication environment in organizational trust vary according to gender, and there is a significant difference in teachers' perceptions in favour of male teachers according to gender variable (Table 2). This result is also largely consistent with the results of previous research studies. In the research studies conducted by Teyfur et al. (2013) and İşleyen (2011), it was found that organizational trust differed significantly in terms of openness to innovation and communication environment dimensions. In the study conducted by Artuksı (2009), a significant difference was found in the dimension of openness to innovation however no significant difference was found

in the communication environment dimension. It was also determined that female teachers had higher opinions. This finding partially coincides with the results of the research study. However, teachers' organizational trust perceptions also vary according to gender in the research studies conducted by Çağlar (2011), Taşdan (2012), Özer et al. (2006), Yılmaz (2005), Karaçay-Şevik (2012), Bilgiç (2011) and Artuksı for the entire organizational trust. But, the research studies conducted by Bökeoğlu and Yılmaz (2008), Altun (2010), Memduhoğlu and Zengin (2011) and Eğriboyun (2013) found that teachers' perception of organizational trust did not differ significantly according to the gender variable. This result coincides with the results of this research study. At the same time, it was found that male teachers' perceptions of organizational trust were higher than female teachers' perceptions from the research studies with and without significant differences and in conclusion that findings were consistent with the results of this research study.

According to the age variable, it was found that the perceptions of the primary school teachers did not differ significantly in responsiveness to employees, openness to innovation and communication environment sub-dimensions of organizational trust (Table 3). The perceptions of the primary school teachers in the subscale of trust in administrators differed significantly according to the age variable (Table 3). In individual and social life, people could change their relationships because of trust or insecurity, that is, trust offers a dynamic structure (Memduhoğlu and Zengin, 2011). When evaluated in this context, organizational trust perceptions of the teachers varied as their ages changed. This finding does not coincide with the findings of the research study conducted by Teyfur et al. (2013). In the study conducted by Teyfur et al. they found significant differences in organizational trust in all sub-dimensions. In the research studies conducted by Karaçay-Sevik (2012), Eğriboyun (2013), Altun (2010) and Çağlar (2011), it was found that organizational trust perceptions of the teachers also did not differ significantly according to the age variable.

This result is largely consistent with the results of previous research studies. Teachers and coaches should be included in the in-service training activities for the purpose of seeking organizational trust, and these training activities should be held at regular intervals (Zambak et al., 2017).

Perceptions of primary school teachers were found to be statistically insignificant in terms of responsiveness to employees, trust in administrators, openness to innovation and communication environment sub-dimensions of the organizational trust depending on the variable of education status (Table 4). However, it is seen that the perceptions of teachers who are college graduates, are higher. As the education levels of the teachers increase, their desire to participate in the management process and to express their thoughts may increase. The teachers' average perception of trust may be lower as teachers, who have higher educational status, cannot find this management understanding. This finding may be interpreted as the perceptions of the teachers participating in the study, irrespective of their educational status, are similar. In the thesis study conducted by Yılmaz (2009), it was found that organizational trust differed significantly in terms of responsiveness to employees, openness to innovation and communication environment sub-dimensions of organizational trust according to educational status variable, while, there was no significant difference in the dimension of trust in administrator. According to the study conducted by İşleyen (2011), while there was a significant difference in the dimension of openness to innovation according to educational status variable, there was no significant difference in other sub-dimensions of organizational trust. These results partially comply with the results of this research study. In the study conducted Teyfur et al. (2013), it was showed that there was a significant difference in all sub-dimensions of organizational trust according to educational status variable. With regard to teachers' perceptions of total organizational trust; the studies conducted by Altun (2010), Karaçay-Şevik (2012), Egriboyun (2013) found that there wasn't any significant difference in terms of educational status

variable. This finding complies with the findings of the research study.

According to the seniority variable, it was found that the perceptions of the primary school teachers did not differ significantly in responsiveness to employees, openness to innovation and communication environment sub-dimensions of organizational trust (Table 5). In the study carried out by İşleyen (2011), it was found that organizational trust significantly differed in terms of responsiveness to employees dimension according to seniority variable, while, there was no significant difference in other sub-dimensions of organizational trust. Given the studies on teachers' perceptions of organizational trust, the studies conducted by Çağlar (2011), Çokluk-Bökeoğlu and Yılmaz (2009), Altun (2010), Özer et al. (2006), Egriboyun (2013), Karaçay-Şevik (2012), Tasadan (2012) and Culver (1994) did not find any significant difference according to the seniority variable. This finding can be interpreted as the perceptions of the teachers participating in the study, irrespective of their seniority, are similar and the findings are consistent with the results of the research study. It was found that the perceptions of primary school teachers differed significantly in the sub-dimension of trust in administrator according to the seniority variable. In the study conducted by Bilgiç (2011) and Artuksi (2009), organizational trust perceptions of the teachers were significantly different depending on the seniority variable. It is seen that the results of Bilgiç (2011) and Artuksi (2009) study are not consistent with the results of this study.

According to the variable of time worked in the institution, it was found that the perceptions of the primary school teachers did not differ significantly in responsiveness to employees, openness to innovation and communication environment sub-dimensions of organizational trust (Table 6). In the research conducted by Altun (2010), it is stated that working time in the institution shows a significant difference in teachers' perceptions of organizational trust. This finding does not comply with the findings of the research study.

Research conducted for mandatory relocation implemented for the administrators (Yılmaz and Altınkurt, 2012; Arabacı and Sağlam, 2012) reveals that this relocation practice can positively or negatively affect the relationships between school culture and employees. However, as a result of this research study, it was found that the perceptions of the primary school teachers did not differ significantly in responsivity to employees, openness to innovation and communication environment sub-dimensions of organizational trust according to the variable of time worked with the administrator in the institution (Table 7).

According to the status of post-graduate education, it was found that primary school teachers' perceptions differed significantly in all dimensions of organizational trust (Table 8). It can be said that teachers' perceptions on all dimensions of organizational trust vary according to the status of post-graduate education and that there is a significant difference in favour of teachers who do not receive post-graduate education in their perceptions of organizational trust in all dimensions according to the status of post-graduate education. The fact that there is higher number of teachers, who do not receive post-graduate education in the research universe and accordingly in the research sample, showed that the level of perceived organizational trust is higher based on this difference.

As a result of multiple linear regression analysis conducted in order to determine how the variables such as perceptions of collective competency, responsivity to employees, trust in administrator and communication environment and openness to innovation, which are thought to have an impact on administrator awareness, predict the manager awareness, it was observed that these variables did not have any impact on the manager awareness (Table 9). In a study conducted by Baysal and Demirbaş (2012), conscious awareness of elementary school teachers were found to be higher and reflective thinking tendencies of these teachers were found to be quite higher and there was a higher level of positive significant relationship between the conscious awareness

and the reflective thinking tendencies of the elementary school teachers. These variables account for 4% of the administrator awareness.

As a result of multiple linear regression analysis conducted in order to determine how the variables such as perceptions of collective competency, responsivity to employees, trust in administrator and communication environment and openness to innovation, which are thought to have an impact on organizational awareness in the schools, predict the teacher awareness, it was observed that the variable of openness to innovation had impacts on the organizational awareness in the schools (Table 10). This variable accounts for 13% of organizational awareness in schools. Watts (2009) found that organizational structures were associated with the establishment of school structures. However, there was no significant relationship between organizational awareness, establishment of school structures and empowerment of teachers. It was found that the awareness of administrators is lower than that of teachers in the schools where physical education teachers worked. In addition, it was observed that trust in administrator and openness to innovation variables had an impact on teacher awareness. These two variables account for 54% of teacher awareness. According to standardized regression coefficients, the order of relative importance of the predictor variables on the teacher awareness is as follows; openness to innovation (0.64) and trust in administrator (0.18) (Table 11).

Suggestions

Suggestions for researchers and practitioners based on research results are listed below:

1. Administrators should be open to innovation and communication, to establish trust climate in school and these criteria should be taken into account when appointing administrators.
2. Administrators who are flexible in the organizational structure, increase socialization, keep communication channels open and migrate the authority could be trained and managers could be supported by

in-service training in order to increase the organizational awareness.

3. In order to increase organizational awareness; it is necessary to increase teacher cooperation, to have an open communication environment in the organization, to support participation in decision-making process, and to establish a school environment where teachers feel safe in taking risks and in-service training can be organized for managers and teachers in order to create a culture where the pioneers of innovations are encouraged and original ideas are given importance.

4. In order for the school staff to get to know each other better and to be an effective team, weekly course schedules in schools can be prepared in such a way that the school staff can get together so that they can get to know each other and to share.

5. In-service training programs which can develop a school environment capable of meeting the expectations of teachers, can improve school administrators in human relations and behavioural sciences, as well as help them understand the importance of trust in schools, can be organized in order to increase teachers' perceptions of trust.

6. In addition to organizational trust, research studies could be conducted on other factors (socio-economic level of the schools, student success, school climate, effectiveness, leadership styles of the administrators, facilitated school structures etc.) about understanding organizational awareness in schools.

7. The schools with high organizational awareness could be determined and the characteristics of these schools can be investigated in depth by means of implementing qualitative research methods.

8. In order to understand organizational awareness in schools, studies that are examined on comparative basis can be conducted according to different school types. For example, a similar research can be conducted comparatively between general high schools, Anatolian high schools and private high schools. However, the same

research can also be conducted with different samples.

9. There are scales that are related to organizational trust except organizational trust scale implemented in the schools of this study. Different scales can be implemented in order to determine whether the results differ. A similar study can be designed to include the views of school administrators.

10. According to the results of the research, it is observed that the teachers who do receive post-graduate education have lower perceptions about organizational trust level. The reason for this situation may constitute the subject of a future study.

11. The reasons for the lack of organizational trust and collective competence of branch teachers could be investigated in depth.

12. Research studies could be carried out on whether teacher awareness affects student awareness.

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