

ANALYSIS OF PHYSICAL EDUCATION AND SPORT STUDENTS' EMOTION MANAGEMENT SKILLS

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ABSTRACT

This study aims to examine the emotion management skills of the students attending the School of Physical Education and Sports (SPES) including the Department of Coaching Training (DCT), the Department of Teaching Physical Education and Sports (DTPES) and the Department of Sports Management (DSM) in Çukurova University.

A total of 441 volunteers consisting of 165 female and 276 male students with the mean age of 22.86 ± 2.75 years were participated in this study. The distributions of the participants were 153 from the DSM, 174 from DCT and 114 from DTPES. "Emotion Management Skills Scale" (EMSS) developed by Çeçen (2002) was used.

This study showed that there was a significant difference only in the sub-dimensions of emotion management called "coping with problems" among DCT, DTPES and DSM ($p < 0.01$) in males. All the sub-dimensions of EMSS among the departments were significantly differentiated in females ($p < .05$; $p < 0.1$). In all participants there were significant differences ($p < 0.05$) among the departments in all sub-dimensions except "the ability to express emotions verbally". Generally, there were statistically significant differences between two genders, only in the sub-dimensions including "the ability to control negative somatic/physical reactions" and "anger management" ($p < 0.05$).

In conclusion, SPES students need the EMS for interpreting, controlling and managing their emotions observed within sportive, social and academic life.

Key Words: Emotion Management, Gender, Physical Education, Sport.

BEDEN EĞİTİMİ VE SPOR YÜKSEKOKULU ÖĞRENCİLERİNİN DUYGULARINI YÖNETME BECERİLERİNİN İNCELENMESİ

ÖZ

Bu çalışma, Çukurova Üniversitesi Beden Eğitimi ve Spor Yüksekokulunda (BESYO) öğrenim gören Beden Eğitimi Öğretmenliği Bölümü (BEÖB), Antrenörlük Eğitimi Bölümü (AEB) ve Spor Yöneticiliği Bölümü (SYB) öğrencilerinin duygularını yönetme becerilerini incelemeyi amaçlamaktadır.

Araştırmanın örneklemini 165'i kadın, 276'sı erkek olmak üzere toplam 441 gönüllü öğrenci oluşturmuştur. Ortalama yaşı 22.86 ± 2.75 yıl olan katılımcıların 153'ü SYB, 174'ü AEB ve 114'ü BEÖB öğrencilerden oluşmuştur. Bu çalışmada Çeçen (2002) tarafından geliştirilen "Duyguları Yönetme Becerileri Ölçeği" (DYBÖ) uygulanmıştır.

Çalışmanın bulguları, erkek öğrencilerde AEB, BEÖB ve SYB bölümleri arasında "sorunlarla başa çıkma" alt ölçeği bakımından anlamlı farklılığın ($p < 0.01$) olduğunu göstermiştir. Kadınlarda tüm alt ölçeklerde bölümler arasında anlamlı farklılık vardır ($p < .05$; $p < 01$).

Tüm katılımcılarda bölümler arasında "sözel olarak duyguları olduğu gibi ifade edebilme" alt ölçeği ortalamaları hariç, diğer alt ölçeklerde ortalama değerler anlamlı düzeyde farklılaşmaktadır ($p < 0.05$). Genelde erkek ve kadın öğrenciler arasında "olumsuz bedensel tepkileri kontrol edebilme" ve "öfke yönetimi" alt ölçekleri ortalamaları arasında cinsiyete bağlı anlamlı farklılık gözlenmiştir ($p < 0.05$).

Sonuç olarak, BESYO öğrencileri, sportif, sosyal ve akademik yaşamlarında duygularının yorumlanması, kontrolü ve yönetimine ihtiyaç duymaktadır.

Anahtar Kelimeler: Duyguları yönetimi, Cinsiyet, Beden Eğitimi, Spor.

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INTRODUCTION

Emotion, in a general sense, can be characterised through what an individual may perform under the circumstances that occur within his/her subjective life and how s/he can evaluate the events confronted in that process. In particular, it blazes the trail for the individual to get ready for his/her actions, determine his/her priorities and makes his/her plans. Emotions are accompanied by somatic/physical changes, emotional expressions (verbal and non-verbal) and courses of action (Baumeister et al., 2007; Gross, 1998). Emotions have such significant deterministic qualities as how individuals will behave in their daily life, in what direction they will make their decisions, within what framework they will draw the line in their personal space and on what level they will be in contact with the others. Also emotions can be comprehensible and controllable; the quality of the communication established between the individuals as well as between the individual and the society will be maximized. Thus, emotion management is stated to have a prominent role in individuals' lives (Bauer and Bumeister, 2011; Gross, 1998). Emotion management is described as the efforts of individuals to change their inner states or the responses, actions/behaviours, thoughts and feelings they exhibit in the face of the events they encounter.

Efforts related to emotional management consist of social behaviours such as individual and cultural characteristics, moral values, virtuous and disciplined behaviours, and the ability to control hostile and aggressive impulses (Koole et al., 2011). Studies on the relationships among the elements of emotion suggest that these elements are intermingled, yet there is no relationship among them at times, and that

an emotion is sometimes experienced subjectively, which is accompanied by somatic/physical changes from time to time (Baumeister et al., 2007; Gross, 2007; Gross, 1998). It is obvious that emotions have different functions during the time at which they are expressed cognitively, somatically/physically and verbally. The essential point of emotions is based on the fact that they are seen as the tools of being ready for change, of giving priority to some of the targets rather than the others and of being used as a means for communication in social relationships (Bauer and Baumeister, 2011). Different emotional phenomena can occur during different course of time, whereas several somatic changes like facial expressions, mimics and gestures in particular take place within a few seconds, and even instantly in general (Gratz and Tull, 2010).

Emotion management occurs when an individual monitors/follows up his/her behaviours and eventually evaluates his/her own emotional reactions. This is based on the his/her temporary and permanent characteristics involving internal and external processes in order to actualize his/her personal targets (Berking, 2012; Bauer and Baumeister, 2011; Gross, 1998; Larsen, 2000; Saarni, 1999). Thus, it is important that individuals learn both how to recognize their and others' emotions and how to manage the emotions.

According to Thompson (1994)'s the main objective of emotion management is to replace undesired emotions with desired ones, which can consists of nine stages: (a) being aware of emotions in a conscious manner, (b) being in the know of the definition of emotions in its full sense, (c) the ability to interpret the bodily senses in an accurate way (Damasio, 1994; Marchesi et al., 2005), (d) being aware of emotional

demands (Southam-Gerow and Kendall 2002), (e) getting involved in upsetting emotional states, (f) the ability to change negative emotions so as to feel better (Catanzaro and Greenwood, 1994), (g) the ability to accept emotions (Leahy, 2002), (h) the ability to tolerate negative emotions and be flexible (Kabat-Zinn, 2003), and (i) the ability to confront upsetting emotional situations one after the other in a realistic manner so as to attain important goals (Hayes et.al., 1996).

Emotional management, on the other hand, can occur at any time when one uses his/her capacity of affecting the sensations concerned with various emotions in order to not only attain his/her goals but also to control this on various levels by sustaining the same capacity (Eisenberg et.al., 2004). A multi-dimensional and complex structure should be considered when the ability of adolescents to manage emotions and tolerate stress is taken into consideration (Cole et al., 2004). Thus, it is important to co-evaluate the strategies in terms of both accepting emotions and being in full awareness of them along with the given responses (Gratz and Roemer, 2004; Thompson, 1994). The studies regarding the ability of adolescents to manage their emotional states revealed the importance of the need to be supported primarily by family, school and other adults. (Goldin et al., 2014; Carthy et al., 2010).

On the other hand, studies on adolescents examined in a clinical sample focusing on the emotion management of adolescents under advantageous circumstances reported that, the support provided by the adults in the social environment was of great importance (Braveman and Barclay 2009), which was also reported to have been effective in minimizing the psychosocial risks (Maurizi et.al., 2012). It seems

that the familial relationships are significant factors for developing and maintaining the supports in regard to the emotion management skills (Gratz and Tull, 2010; Hunter et al., 2010; Gross, 2007). The adolescent-parent relationship is vitally important in terms of emotion management, however, the support to be provided by friends and other adults as well as the school environment should never be ignored (Breugh and Frye, 2008).

In developing self-control in sports, the quality, intensity, duration and frequency of emotional reactions affect the process of emotion management (Wagstaff and Weston, 2014; Tamminen and Crocker, 2013; McRae et al., 2011). Emotion management in sports provides a significant support while describing the performance indicators (benchmarks) of athletes, teams and the personnel in charge of the organization (Hanin, 2010).

In the study conducted by Hagger et al. (2010) on emotional management related to performance incapability in sports, it was reported that the ego-orientation of an athlete eventually decreased the blood glucose level along with the restriction in fulfilling the cognitive tasks due to exhaustion. They also suggest that such negativities could be improved through rejuvenation and recovery by following and sticking to adequate amount of time for resting and relaxation (Hagger et al., 2010). In Turkey, there are studies conducted on the school performances and emotion management of the youth, young adults and adolescents, whereas there are very few studies on the emotion management in the field of sports (Çeçen, 2002; Sevimli, 2010). Sevimli, (2010) investigated the emotion management capacity of the individuals taking part in physical activities and those living sedentary life-styles. They found that

the total EMSS scores in exercising group were higher than the sedentary participants. It was also reported that those exercise regularly were likely to attain a more competent level in emotion management skills when their ability to control somatic reactions as well as coping with those reactions along with their anger management skills were compared.

Stanley et al. (2012) determined the emotion management strategies of the athletes in other country. They suggest that cognitive strategies particularly those involved in emotion management used by the athletes, goal setting, recalling past performances and checking out mistakes as well as prioritizing the emotions creating

satisfaction after training were more important than changing certain behaviours. Departments have different programs including different theoretical and practical courses. Departments of Coaching and Teaching Physical Education and Sports are more physically active than sport management department. It was hypothesized that students' emotional management skills in the school of sport may change depending different programs and gender. Thus, this study aimed to determine the emotion management skills of the students attending the different departments of School of Physical Education and Sports in Çukurova University.

MATERIAL AND METHOD

In this descriptive study, the sampling of the study comprised a total of 441 students consisting of 165 females and 276 males attending the School of Physical Education and Sports in Çukurova University during the 2013-2014 academic year. Distribution of participants according to the departments were as follows; 153 participants from Sports Management Department, 174 participants from Coaching Training Department and 114 participants from Teaching Physical Education Department. Two independent variables including gender and programs effects on emotional management were tested in this study. The mean age of the group was 22.86 ± 2.75 years (min: 17, max: 30). During the period of March-April-May, 2014, EMSS and a personal information form were administered in the classroom environment with a 10-minutes application. The volunteers from departments coaching training, physical education and sport management were expected to respond to

the items in the "Emotion Management Skills Scale" EMSS is a self-evaluation scale of a 5-point likert scale type which aims to measure the emotion management skills of individuals. The scale consists of 5 sub-scales as follows: the ability to express emotions verbally (items; 3,4,7,9,23,25,27) the ability to express emotions (items; 15, 16, 18, 20, 24, 28), the ability to control the negative somatic/physical reactions (items; 1, 5, 11, 13), the ability to cope with problems (items; 2, 17, 21, 26) and the anger management skills (items; 6, 22, 14). The Turkish version of the EMSS the validity- and reliability study of which was performed by Çeçen (2002), was composed of a total of 28 items involving 8 positive and 20 negative expressions. For this study, the Cronbach's Alpha values were 0.75 for the total score of emotion management, 0.77 for the ability to express emotions verbally, 0.68 for the ability to express emotions, 0.67 for the ability to control the negative somatic/physical reactions, 0.70 for the ability to cope with problems and 0.63 the anger management skills.

The highest score to be obtained is 140, while the lowest score is 28. The highest scores the participant earn the more competent they are in managing their emotions. The findings put forward the fact that the university students can measure their perceptions as to their emotion management skills in a valid and reliable way. In addition to the scale personal information forms were given to the

students to determine their demographic characteristics. The data were analysed using descriptive statistics such as mean (average), standard deviation, minimum and maximum. The assumption of normality was verified by using Kolmogorov-Smirnov tests ($p < 0.01$). For testing differences Kruskal -Wallis and Mann Whitney U tests were used for three and two groups, respectively.

RESULTS

The emotional management skills of the students from the School of Physical Education and Sports (SPES) was investigated with respect to gender and departments factors on 441 volunteers students including 165 female and 276 males in Çukurova University.

Table 1. Kruskal Wallis test results of the emotion management scale between DCT, DTPES and DSM for males.

Variables	Groups	N	M	SD	Min-Max.	df	X ²	Sig.
The Ability to Express Emotions Verbally	DCT	117	24.38	5.91	7-35	2	2.475	0.290
	DTPES	69	23.36	5.08	12-35			
	DSM	90	24.27	6.32	7-35			
	Total	276	24.09	5.85	7-35			
The Ability to Show Emotions As They Are	DCT	117	20.29	4.04	10-30	2	1.415	0.493
	DTPES	69	20.04	4.05	12-28			
	DSM	90	20.92	3.6	10-30			
	Total	276	20.43	3.9	10-30			
The Ability to Control Somatic/Physical Reactions	DCT	117	12.79	3.24	4-20	2	2.697	0.260
	DTPES	69	13.46	3.08	7-20			
	DSM	90	12.97	3.11	4-20			
	Total	276	13.02	3.16	4-20			
The Ability to Cope with Problems	DCT	117	13.57	3.27	7-20	2	8.223	0.016*
	DTPES	69	13.81	3.23	4-20			
	DSM	90	14.76	3.18	7-20			
	Total	276	14.02	3.26	4-20			
The Anger Management	DCT	117	10.05	2.93	3-15	2	4.060	0.131
	DTPES	69	10.52	2.48	3-15			
	DSM	90	10.77	3.05	3-15			
	Total	276	10.4	2.87	3-15			
The Total Scores of Emotion Management Skills	DCT	117	81.09	13.28	48-120	2	2.947	0.229
	DTPES	69	81.2	10.94	60-105			
	DSM	90	83.68	11.56	61-112			
	Total	276	81.96	12.19	48-120			

* There is significant difference at 0.05 level, M=Mean, SD=Standart Deviation.

According to Kruskal Wallis analyzes among DCT, DTPES and DSM in terms of the sub-scales of emotion management in

males, there was no significant difference ($p > 0.05$) in the means of “the ability to express emotions verbally” ($X^2=2.475$,

p=0.290), “the ability to show emotions as they are ($X^2=1.415$, $p=0.493$), the ability to control somatic/physical reactions” ($X^2=2.697$, $p=0.260$), “the anger management” ($X^2=4.060$, $p=0.131$) and “the total scores of emotion management skills”

($X^2=2.947$, $p=0.229$). Only the sub-scales of “The Ability to Cope with Problems” was differentiated among among DCT, DTPES and DSM ($X^2=8.223$, $p=0.016$) at .05 significance level.

Table 2. Kruskal Wallis test results of the emotion management scale between DCT, DTPES and DSM for females.

Variables	Groups	N	M	SD	Min-Max.	df	X ²	Sig.
The Ability to Express Emotions Verbally	DCT	58	22.93	5.43	10-35	2	6.26	0.044*
	DTPES	44	23.52	6.55	8-35			
	DSM	63	25.27	5.99	9-35			
	Total	165	23.98	6.01	8-35			
The Ability to Show Emotions As They Are	DCT	58	20.34	3.76	12-30	2	6.55	0.038*
	DTPES	44	20.55	3.68	12-26			
	DSM	63	21.98	3.51	10-30			
	Total	165	21.02	3.7	10-30			
The Ability to Control Somatic/Physical Reactions	DCT	58	10.09	3.45	4-19	2	10.05	0.007**
	DTPES	44	12.07	3.23	4-18			
	DSM	63	11.75	3.3	6-20			
	Total	165	11.25	3.43	4-20			
The Ability to Cope with Problems	DCT	58	12.88	2.52	8-20	2	9.46	0.009**
	DTPES	44	13.14	3.1	5-20			
	DSM	63	14.33	2.97	7-20			
	Total	165	13.5	2.92	5-20			
The Anger Management	DCT	58	9.31	3.11	3-15	2	9.84	0.007**
	DTPES	44	9.5	2.95	4-15			
	DSM	63	10.73	2.16	6-15			
	Total	165	9.9	2.8	3-15			
The Total Scores of Emotion Management Skills	DCT	58	75.55	10.51	47-103	2	15.51	0.000**
	DTPES	44	78.77	13.08	56-111			
	DSM	63	84.06	11.11	56-107			
	Total	165	79.66	11.98	47-111			

* There is significant difference at 0.05 level, ** There is significant difference at 0.01 level,

According to Kruskal Wallis analyzes among DCT, DTPES and DSM in terms of the sub-scales of emotion management in females, there were significant differences ($p<0.05$) in the means of “the ability to express emotions verbally” ($X^2=6.26$, $p=0.044$), “the ability to show emotions as

they are ($x^2=6.55$, $p=0.038$), the ability to control somatic/physical reactions” ($X^2=10.05$, $p=0.007$), “the ability to cope with problems” ($X^2=9.46$, $p=0.009$), “the anger management” ($X^2=9.84$, $p=0.007$) and “the total scores of emotion management skills” ($X^2=15.51$, $p=0.000$).

Table 3. Kruskal Wallis test results of the emotion management scale according to DCT, DTPES and DSM.

Variables	Groups	N	M	SD	Min-Max.	df	X ²	Sig.
The Ability to Express Emotions Verbally	DCT	175	23.9	5.78	7-35	2	4.984	0.083
	DTPES	113	23.42	5.67	8-35			
	DSM	153	24.68	6.19	7-35			
	Total	441	24.05	5.9	7-35			
The Ability to Show Emotions As They Are	DCT	175	20.31	3.94	10-30	2	6.246	0.044*
	DTPES	113	20.24	3.9	12-28			
	DSM	153	21.36	3.59	10-30			
	Total	441	20.66	3.83	10-30			
The Ability to Control Somatic/Physical Reactions	DCT	175	11.9	3.54	4-20	2	6.88	0.032*
	DTPES	113	12.92	3.2	4-20			
	DSM	153	12.46	3.23	4-20			
	Total	441	12.36	3.37	4-20			
The Ability to Cope with Problems	DCT	175	13.34	3.05	7-20	2	16.4	0.000**
	DTPES	113	13.55	3.18	4-20			
	DSM	153	14.58	3.1	7-20			
	Total	441	13.83	3.14	4-20			
The Anger Management	DCT	175	9.81	3	3-15	2	10.02	0.007**
	DTPES	113	10.12	2.71	3-15			
	DSM	153	10.75	2.71	3-15			
	Total	441	10.22	2.85	3-15			
The Total Scores of Emotion Management Skills	DCT	175	79.25	12.67	47-120	2	12.87	0.002**
	DTPES	113	80.26	11.82	56-111			
	DSM	153	83.84	11.34	56-112			
	Total	441	81.1	12.15	47-120			

* There is significant difference at 0.05 level. ** There is significant difference at 0.01 level.

Kruskall Wallis analyzes showed that there was significant difference ($p < 0.05$) between DCT, DTPES and DSM in terms of the sub-scales of emotion management without the gender effect. These differences are on “the ability to show emotions as they are” ($X^2 = 6.246$, $p = 0.04$), “the ability to control somatic/physical reactions” ($X^2 = 6.88$, $p = 0.03$), “the ability to

cope with problems” ($X^2 = 16.4$, $p = 0.00$), “the anger management” ($X^2 = 10.02$, $p = 0.007$) and “the total scores of emotion management skills” ($X^2 = 12.87$, $p = 0.002$) sub-scales. Only the sub-scales of “The Ability to Express Emotions Verbally” was not differentiated among among DCT, DTPES and DSM ($X^2 = 4.984$, $p = 0.083$) at .05 significance level in Table 3.

Table 4. Man-Whitney U test results of the emotion management scale according to the gender.

Variables	Groups	N	M	SD	Min-Max.	Mann-Whitney U (Z)	Sig.
The Ability to Express Emotions Verbally	Males	276	24.09	5.85	7-35	22370,5 (-0.309)	0.757
	Females	165	23.98	6.01	8-35		
	Total	441	24.05	5.9	7-35		
The Ability to Show Emotions As They Are	Males	276	20.43	3.9	10-30	20370,5 (-1.859)	0.063
	Females	165	21.02	3.7	10-30		
	Total	441	20.66	3.83	10-30		
The Ability to Control Somatic/Physical Reactions	Males	276	13.02	3.16	4-20	(16007,5) -5.245	0.000**
	Females	165	11.25	3.43	4-20		
	Total	441	12.36	3.37	4-20		
The Ability to Cope with Problems	Males	276	14.02	3.26	4-20	20909,0 (-1.444)	0.149
	Females	165	13.5	2.92	5-20		
	Total	441	13.83	3.14	4-20		
The Anger Management	Males	276	10.4	2.87	3-15	20249,5 (-1.957)	0.050*
	Females	165	9.9	2.8	3-15		
	Total	441	10.22	2.85	3-15		
The Total Scores of Emotion Management Skills	Males	276	81.96	12.19	48-120	20567,0 (-1.702)	0.089
	Females	165	79.66	11.98	47-111		
	Total	441	81.1	12.15	47-120		

* There is significant difference at 0.05 level. ** There is significant difference at 0.01 level.

Mann-Whitney U analyzes showed that there was significant difference ($p < 0.05$) among DCT, DTPES and DSM in terms of the sub-scales of emotion management in the means of “the ability to control somatic/physical reactions” ($z = -5.245, p = 0.000$) and “the anger management” ($Z = -1,957, p = 0.050$). No

significant difference was observed the sub-scales of “the ability to express emotions verbally” ($Z = -0.309, p = 0.757$), “the ability to show emotions as they are” ($z = -1.859, p = 0.063$), “the ability to cope with problems” ($Z = -1.444, p = 0.149$) and “the total scores of emotion management skills” ($Z = -1,702, p > 0,05$) in Table 4.

DISCUSSION

Emotions help individuals determine how they will behave in their daily life, in what direction they will make their decisions, within what framework they will draw the line in their personal space and on what level they will be in contact with the others. Emotion management is on the other hand, the ability of one to change and/or adjust his/her actions, feelings, thoughts, performance tasks or targets according to those circumstances that are experienced internally and externally (Wagstaff, 2014). Thus, being able

to manage the emotional ups and downs is considered to be an important factor that should be studied.

Only departments related difference was observed in the sub-dimension called “the ability to cope with problems” in males. In this sub-dimension, DSM had a higher than DCT and DTPES (Table 1). On the other hand, there were significant differences among the departments in all of the sub-dimensions in females. DSM had significantly a higher mean values than DCT in the following sub-dimensions of “the ability to express emotions verbally”,

“the ability to show emotions as they are”, “the ability to control somatic/physical reactions” and “the ability to cope with problems”. On the other hand the mean values of DSM were significantly higher than DCT and DTPES in the following sub-dimension of “the anger management” and “the total scores of emotion management skills (Table 2).

We observed the significant differences among the departments in all of the other sub-dimensions except for the sub-dimension called “the ability to express emotions verbally” regardless of the gender. We also found that there was significant difference among departments in terms of “the total score of the ability to manage emotions”, It was also observed that the students of the DSM had higher score than those of the DCT and DTPES, We assume that, the students from DSM were not in need of concealing or changing their emotions (Table 3).

When the sub-scale referred to as the “the ability to control negative somatic/physical reactions” was analyzed, the scores of the students of the teaching department were found to be statistically higher than those of the other departments. We may infer that the courses taken by the students of the teaching department could help pedagogical interventions, which enabled them to be effective in the controlling their somatic/physical reactions (Table 3).

As the sub-scales of EMSS, “coping with problems and anger management” were significantly differentiated among three groups. Scores of sport management’ students were found to be higher than those of the others. We assumed that these students might have the ability to manage their emotions much better than the others. Since the dimensions mentioned involve the characteristics to be found in the sport

management students took several different courses on management skills in their programme. The students from DCT obtained lower EMSS mean scores than those from of DTPES and DSM (Table 3). Choi and Lee (2015) compared the scores of the two groups trained in emotion management and social skills. The researchers found the difference between the groups in that the students trained for emotion management through behaviour control list, depression scale and state and continuous anxiety scales were in the tendency of managing their emotions better.

Bilir (2014), examining the attitudes of violence exhibited by the students of the department of physical education and sports reported that, the ‘tendency to violence’ scores of the students from the coaching department were higher than those of the others. Thus, the students from the coaching department might not be competent enough about how to manage their emotions and anger.

In related studies, it is stated that anger is both individualistic and a physiological, behavioural and an experiential phenomenon/state. It is also stated that a part of the sense of aggressiveness, violence and hostility which seems to emerge spontaneously is rather negative for a society (Goldin et al., 2014; Hanin, 2010).

In addition, two primary reasons of why anger pops up among the others were determined by the restrictions imposed on the physical activity of the individual and the interference made in the activities they perform (Lemerise and Dodge, 1993).

Although the findings of the present study revealed no significant difference among the total emotion management skills of the female and male students, only gender

related differences were only observed in the sub-dimensions of "the ability to control negative somatic/physical reactions" and "the ability to cope with problems" regardless of departments (Table 4).

The total EMSS score of the male students was mathematically higher than those of the females. In male, the mean value of DSM for the sub-dimension called "the coping with problems" was significantly ($p=0.01$) higher than DCT and DTPES mean values in Table 1, while there were significant differences ($p<0.05$) among the departments in all of the sub-dimensions in female (Table 4).

Zlomke and Hahn (2010) studying the emotion management reported a significant difference between females and males in

terms of their cognitive skill strategies like blaming the other, whereas no difference in their anxiety and anger scores.

Thus, emotion management and/or adjustment may be considered as the active agents enabling societies, organizations, small groups and individuals to establish healthy relationships, maintaining and controlling these relationships and fulfilling their tasks in their social environments.

Further research is required to assess whether the emotion management skills of the students attending the school of physical education and sports from different universities in Turkey. In addition, gender and sports related differences should be also investigated for athletic performance and training age.

CONCLUSION

The findings of this study revealed that the mean scores obtained from all of the sub-dimensions of EMSS varied due to the gender. This variations was observed in male students, only in two of the sub-dimensions since the averages differentiated among the departments of SPES, whereas female students showed significant differences in the total score of "the ability to manage emotions" and all of the sub-dimensions. It was concluded that

students' emotional manament skills in the school of sport may change depending different programs and gender.

It is recommended that knowledge, skills and ethic codes related to emotional management should teach the SPES students for interpreting, controlling and managing their emotions not showing reactions to strong emotions under the circumstances that occur within sportive, social and academic life.

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