

EFFECT OF SELF-CONFIDENCE LEVELS OF 12-14 YEARS OLD STUDENTS ON THEIR SERVING ABILITY IN VOLLEYBALL*

ABSTRACT

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The aim of this study is to examine self-confidence level of students on serving ability in volleyball. The sample group of the study is consisted of 80 students aged 12-14, attending Primary of Saraçoğlu Toki Mustafa Çetin. Both the experimental and the control group were applied Piers Harris Children's Self-Concept Scale by Piers Harris before and after 8 week procedure. The SPSS statistical program (version 16.0) was used for data analysis. Findings were summarized with mean and standard deviation. One-Sample Kolmogorov-Smirnov was used to determine whether the data has normal distribution, independent-samples t-tests were used to determine significant differences among independent variables while Paired Sample test was used to determine the significant differences among the dependent variables. For this study, the criterion for significance was set at an alpha level of $p < 0.05$. The research indicates a statistical difference ($P < 0.05$) between the experimental and the control group in terms of post-test. In the comparison of pre-test and post-test results of the experimental group, there is a significant difference between pre-test and post-test results. ($P < 0.05$). In those comparisons, it was found that the post-test results are higher than pre-test results. On the other hand, in the comparison of man, a statistically significant difference was found between the post-test results of the experimental and the control group ($P > 0.05$). To Conclude, in the present study conducted to examine self-confidence level of students on serving ability in volleyball it was found that volleyball exercises applied to the experimental group led to significant difference effecting self-confidence level and serving ability. As a result, we can say that volleyball exercises can effect self-confidence and serving ability of students aged 12-14 positively.

Key Words: Children, Volleyball, Exercises, Self-confidence, Serving Ability.

12-14 YAŞ ARASI İLKÖĞRETİM ÖĞRENCİLERİNİN ÖZGÜVEN DÜZEYLERİNİN VOLEYBOLDA SERVİS ATMA BECERİSİ ÜZERİNE ETKİSİ

ÖZET

Bu çalışmanın amacı, öğrencilerin özgüven düzeylerinin voleybolda servis atma becerisini etkileyip etkilemediğinin araştırılmasıdır. Çalışmanın örneklem grubu Saraçoğlu Toki Mustafa Çetin Ortaokulu'nda okuyan 12-14 yaş grubu 80 öğrenci oluşturmaktadır. Araştırmaya deney grubu. 8 haftalık sürecinin öncesinde ve sonrasında hem kontrol hem deney gruplarına Piers Harris özgüven anketi ve voleybol isabet testi uygulanmıştır. Verilerin değerlendirilmesinde ve hesaplanmış değerlerin bulunmasında SPSS 16.0 istatistik paket programı kullanılmıştır. Verilerin ortalama ve standart sapmalar verilerle özetlenmiştir. Verilerin normal dağılım gösterip göstermediği One-Sample Kolmogorov-Smirnov testi ile test edilmiş ve verilerin normal dağılım gösterdiği tespit edilmiştir. Verilerin normal dağılım gösterdiği için bağımsız değişkenler arasındaki farklılığın tespiti için Independent-sample T testi, bağımlı değişkenler arasındaki farklılığın tespiti için ise Paired-sample T testi kullanılmıştır. Özgüvenin isabet üzerine etkisi ise regresyon analizi ile test edilmiştir. Bu çalışmada hata düzeyi 0.05 olarak alınmıştır. Araştırmaya katılan deney ve kontrol grubu arasında sönest bakımından istatistiksel olarak anlamlı ve olumlu bir farklılık olduğu tespit edilmiştir ($P < 0.05$). Araştırmaya deney grubu olarak katılan deneklerin öntest – sönest karşılaştırılmasında, öntest ve sönest değerleri arasında istatistiksel olarak anlamlı ve olumlu bir farklılık olduğu tespit edilmiştir ($P < 0.05$). Bu karşılaştırmalarda sönest değerlerinin öntest değerlerinden yüksek olduğu bulunmuştur. Deney grubunda yer alan bayanların öntest – sönest değerleri arasında istatistiksel olarak anlamlı ve olumlu bir farklılık olduğu tespit edilmiştir ($P < 0.05$). Deney grubunda yer alan erkeklerin öntest – sönest değerleri arasında istatistiksel olarak anlamlı ve olumlu bir farklılık olduğu tespit edilmiştir ($P < 0.05$). Sonuç olarak, voleybol egzersizi yapan çocukların özgüven düzeylerinin servis atma becerisi üzerine etkisinin incelenmesi amacı ile yapılan çalışmada, deney grubuna uygulanan voleybol egzersizlerinin öğrencilerin özgüven düzeyinin servis atma becerisi üzerinde anlamlı ve olumlu bir farklılığa neden olduğu bulunmuştur. Bu bağlamda voleybol egzersizi yapan 12-14 yaş grubu çocuklarda özgüven düzeylerinin daha yüksek olduğu bunda servis atma becerisini olumlu yönde etkilediğini söyleyebiliriz.

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INTRODUCTION

When sports is considered as an important part of human life, physical, spiritual and social aspects of human being should be taken into consideration and the activities done should not be reduced just in physical dimension. It is necessary to investigate the interaction of physical, spiritual, social aspects of human being with sports well and to tackle them as a whole. These properties especially for children should be assessed as an inseparable whole.

Sport is a whole of systematic physical movements which are done intentionally and with pleasure, have its own rules and reveals generally as competition. It contributes to mental and physical development of people as well as socialization and improvement of personality and results in an increase in the efficiency of work life (Hassandra, 2003).

Sport plays an essential role in the development of children and the youth in all respects and moreover it is beneficial and necessary for physical health, physiological development, formation of a good personality and mental health in adolescent children (Araci, 2006).

Physical health gained in childhood and youth periods and protected lifelong is essential for the body to function with maximum capacity. Exercise education should be started immediately when children grow as they can understand the messages of their parents and teachers (Baltaci, 2008).

The balanced growth of the individual is possible by taking the development of physical, cognitive, emotional and social dimensions into consideration. The period when movement skills and techniques are rapidly gained is the childhood period in which development is very quick. A good education taken in these periods provides an individual to be healthy, fit and dynamic lifelong in terms of physical and psychological means (Sema, 2007).

Personality leads and conducts behaviours. A person behaves according to personality and expectations of the environment. If an individual does not behave accordingly with the personality, then personal conflict reveals and this causes him/her to become unbalanced (Yuksel, 2006).

Personality is a kind of consistent and built-up relationship which is established by the individual with his/her internal and external environment and is distinctive from other individuals (Cuceloglu, 2003).

In order to do exercises, it is necessary to have developed muscle and skeleton structure and in order to do movements, high coordination, personal properties such as succeeding in spite of various mental, physical and sensual preventions and not breaking loose from struggle in case of failure, sufficient motivation for training are required. As the individual maintains doing exercises, these qualifications develop. This development occurs within certain rules.

There are effects of sportive activity on personality in the basis of rules and they vary depending on sports branches (Cakir, 2000).

The effects of sportive activities on personality can be generalized as follows; sports efform character, team sports teach how to cooperate, individual sports develop individual discipline and teach how to deplete aggressive incentives naturally and in accordance with social rules (Kuru and Bastug, 2008).

It was stated that sportsmen were more self-confident, assertive and extraversive than people who are not sportsmen (Tepekoylu et al., 2009).

The personality traits of sportsmen doing individual and team sports were considered. It was observed that the ones doing individual sports were more responsible and got higher grades from autonomy than the ones doing team sports. Moreover, the ones doing team sports scored higher grades in tendency

for cooperation and sincerity than the ones doing individual sports (Nia and Besharat, 2010).

It is necessary to mention about personality concept together with individuality concept and self-respect. Individuality concept is the one which describes how a person sees and evaluates himself/herself. Positive or negative answers given to our questions such as "What am I?" and "What can I do?" constitute sense of self which is the subjective part of personality. Self-respect expresses how much a person loves himself/herself and how precious he/she considers himself/herself (Kaya, 2003).

Experts define individuality as the potential that occurs naturally in an individual and becomes gained structure with the effect of environment (Kuzgun, 2009).

Self-respect is defined as the source of motivational power. It was focused on the necessity of the individual to evaluate him/herself or to evaluate him/herself positively. In order to develop self-respect, social comparisons and reflected evaluations were indicated as a source. The individuals compare themselves with their coevals in order to realize their own values. The studies performed indicated that such comparisons are progressional events beginning at the age of six or seven and become intensive throughout adolescence period (Sevinc, 2003).

It was indicated that an increase thorough positive in mood states and sense of self while a decrease was observed in fear and depression depending on physical exercises (Ikizler, 2002).

Positive variations were observed at the self-respect levels of children between 12-15 years old throughout 6 weeks as a result of physical education (Icten et al., 2006).

When researches related with self-respect were taken into consideration, a

significant difference in favor of adults doing sports was found where self-respect was investigated for adults both doing and not doing sports (Gun, 2006).

The emotion of self-concept is formed by confirming and approving what they do and is a belief of themselves that they can bear with difficulties and problems in life depending on their own internal feelings, power, capability and intelligence (Sayar, 2003).

Generally self-concept is defined as identifying of abilities and emotions by the individual, loving and relying on him/herself (Ozbey, 2004).

Two basic points that are important for developing self-concept are loving and accepting himself/herself. Perceiving ourselves and our worth for us are very important from this point of view. Self-concept is a personality trait and is not a temporary attitude or a special attitude towards individual situations (Pervin and John, 2001).

Sports education does not only consist of learning how to do some motor movements; it is also under the effect of many intellectual and emotional psychological factors.

In our study, the effects of self-concept term defined as loving, accepting him/herself, etc. of students on their serving ability were investigated during education of serving ability in volleyball.

Serving in volleyball should not be just evaluated as passing of the ball to opponent court to begin the game. The idea of "Effective serving team has always advantages" caused serving to gain importance in today's volleyball.

Throwing the service to the target area is related with ability and education as well as motivation, self-concept and internal processes of the individual.

The purpose of this research was to determine whether self-concept levels of students were effective on their serving ability or not.

METHOD

The research group was constituted of 80 students between 12-14 years old from Karatay district Saracoglu Toki Mustafa Cetin Primary School. Control and experimental groups including female and male students were selected by random method. Volleyball exercise program was taken by experimental group 80 minutes a day, 3 days a week for 8 weeks. In this study, this applied program was used in physical education extracurricular exercise program of students. Before and after 8-week period, Piers Harris Children's Self-concept Scale was applied to both control and experimental groups (Piers 1984). Moreover, shooting test aimed at serving ability in volleyball was applied before and after 8-week period. Piers Harris Children's Self-concept Scale was applied as self-concept scale. The purpose of this scale is to obtain data concerning self-concept of children. The scale which was adapted to Turkish by Oner (1996) and Catakli (1985) aims to assess ideas, emotions and attitudes of children towards themselves. The scale constitutes of 80 items which are answered as "Yes" or "No" and includes sub-scales such as "Behavior", "Intellectual/School situation", "Physical appearance", "Anxiety", "Catching on" and "Happiness". The answers are graded via an answer key and grades varying between 0 and 80 are obtained. High grades indicate positive self concept whereas low grades indicate negative self concept. The reliability coefficient of the scale changes between 78 and 93 for subscales. Six factors express 42% of total grade change. The reliability coefficient of Turkish form also changes between 81 and 89. The factor structure of Turkish form shows parallelism to the factor structure of original form. As a result of factor

analysis, it was determined that six factors expressed 41.7% of total grade change.

The backland of volleyball court is separated 3 meters in front of the service line with a lane parallel to service line. This region is divided into two equal parts constituting of 4.5 m x 4.5 m dimensions. The positions in volleyball were numbered with 1-2. Every region will have three shooting rights, i.e. 6 shootings were made in totally two regions. The shootings in target region including the lines were accepted as successful (2 grades) and non-observant, outside shootings were accepted as unsuccessful (0 grade), moreover, the balls fell into the court despite of not shooting the target region were evaluated (1 grade). A rest was given for every inter-regional shootings. After completing the shootings for one region, shootings for other region were tried. Inter-shooting and inter-regional times for rest were optimal. When students got ready, shooting was performed.

SPSS 16.0 statistical software program was used for the evaluation of data and finding the calculated values. The data were interpreted by giving their means and standard deviations. One-Sample Kolmogorov-Smirnov test was used to test whether the data indicated normal distribution or not and it was determined that the data indicated normal distribution. Since the data indicated normal distribution, Independent-sample T test was used to determine the difference between independent variables and Paired-sample T test was used to determine the difference between dependent variables. The effect of self-concept on shooting was tested via regression analysis. The error performance in this study was taken as 0.05.

FINDINGS

Table 1: Descriptive statistical information about students participated in the research.

Gender	Groups	N	Mean	Standard deviation	
Female	Age	Experimental	19	12.84	0.76
		Control	20	13.00	0.72
	Height	Experimental	19	1.44	3.87
		Control	20	1.42	2.74
	Body weight	Experimental	19	42.26	2.28
		Control	20	41.00	2.77
Male	Age	Experimental	20	13.00	0.79
		Control	20	12.85	0.74
	Height	Experimental	20	1.44	3.02
		Control	20	1.43	2.92
	Body weight	Experimental	20	45.85	3.60
		Control	20	46.20	2.93

Table 2: Comparison of groups in terms of self-concept and shooting tests related with students participated in the research.

Gender	Groups	N	Mean	Standard deviation	t	p	
Female	Self-concept pretest	Experimental	19	54.21	9.52	0.265	0.792
		Control	20	53.45	8.37		
	Self-concept posttest	Experimental	19	62.58	10.77	2.895	0.006*
		Control	20	53.80	8.04		
	Shooting pretest	Experimental	19	4.47	1.93	3.456	0.001*
		Control	20	2.70	1.22		
Shooting posttest	Experimental	19	8.63	2.65	8.203	0.000*	
	Control	20	3.15	1.35			
Male	Self-concept pretest	Experimental	20	53.10	8.67	0.298	0.767
		Control	20	52.25	9.34		
	Self-concept posttest	Experimental	20	57.20	8.60	1.635	0.110
		Control	20	52.75	8.61		
	Shooting pretest	Experimental	20	4.80	1.58	4.133	0.000*
		Control	20	2.95	1.23		
Shooting posttest	Experimental	20	8.15	2.03	9.726	0.000*	
	Control	20	3.00	1.21			

When Table 2. is taken into consideration in terms of comparing self-concept pretest of groups consisting of female students, it was determined that there wasn't a statistically significant difference between experimental and control groups ($p>0.05$). On the other hand, when self-concept posttest, shooting pretest and shooting posttest were compared in terms of groups belonging to female students, a statistically significant difference was found between experimental and control

groups ($p<0.05$). Moreover, a significant and positive difference in terms of statistics was not found in the comparison of self-concept pretest and posttest regarding groups of males ($p>0.05$). When shooting pretest and posttest of male students were considered in terms of groups, a statistical significant and positive difference was determined between experimental and control groups ($p<0.05$).

Table 3: Comparison of self-concept and shooting tests of students participated in the research in terms of pretest-posttest.

Gender	Groups	N	Mean	Standard deviation	t	p	
Female	Experimental	Self-concept pretest	19	54.21	9.52	-7.061	0.000*
		Self-concept posttest	19	62.58	10.77		
	Control	Self-concept pretest	20	53.45	8.38	-0.487	0.632
		Self-concept posttest	20	53.80	8.04		
	Experimental	Shooting pretest	19	4.47	1.93	-12.388	0.000*
		Shooting posttest	19	8.63	2.65		
Control	Shooting pretest	20	2.70	1.22	-1.630	0.119	
	Shooting posttest	20	3.15	1.35			
Male	Experimental	Self-concept pretest	20	53.10	8.67	-8.252	0.000*
		Self-concept posttest	20	57.20	8.60		
	Control	Self-concept pretest	20	52.25	9.34	-1.125	0.274
		Self-concept posttest	20	52.75	8.61		
	Experimental	Shooting pretest	20	4.80	1.58	-10.5188	0.000*
		Shooting posttest	20	8.15	2.03		
Control	Shooting pretest	20	2.95	1.23	-0.188	0.853	
	Shooting posttest	20	3.00	1.21			

When Table 3. is investigated, self-concept pretest-posttest and shooting pretest-posttest were compared regarding female students participated as experimental group in the research and a significant as well as positive difference was found in terms of statistics ($p < 0.05$). When self-concept pretest-posttest and shooting pretest-posttest regarding female students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p > 0.05$). In the comparison of experimental groups, the grades of posttest were found significantly higher than pretest grades.

When self-concept pretest-posttest and shooting pretest-posttest were compared regarding male students participated as experimental group in the research, a significant as well as positive difference was found in terms of statistics ($p < 0.05$). Moreover, when self-concept pretest-posttest and shooting pretest-posttest regarding male students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p > 0.05$). In the comparison of experimental groups, posttest grades were found significantly and positively higher than pretest grades.

Table 4: Regression analysis between self-concept grades and shooting grades of students participated in the research.

Dependent variable	Gender	B	Standard error	Beta	t	p	
Shooting pretest	Female	Self-concept pretest	0.107	2.835	0.029	3.725	0.001
		$R = 0.522$ $R^2 = 0.273$ $F = 13.877$ $P = 0.001$					
	Male	Self-concept pretest	0.074	0.028	0.393	2.632	0.012
		$R = 0.393$ $R^2 = 0.154$ $F = 6.929$ $P = 0.012$					
Shooting posttest	Female	Self-concept posttest	0.168	0.047	0.503	3.542	0.001
		$R = 0.503$ $R^2 = 0.253$ $F = 12.545$ $P = 0.001$					
	Male	Self-concept posttest	0.131	0.053	0.372	2.469	0.018
		$R = 0.372$ $R^2 = 0.138$ $F = 6.098$ $P = 0.018$					

When Table 4. is taken into consideration, it was observed that the model was significant and positive in

terms of self-concept pretest and posttest concerning female and male students ($p < 0.05$). For female and male

students, there was a significant and positive relationship between self-concept pretest and shooting pretest values. Before training, one unit increase in self-concept pretest values of female students caused 10.7% change in shooting pretest values. In addition to this, one unit increase in self-concept pretest values of male students

caused a rate of 7.4% change in shooting pretest values. After training, one unit increase in self-concept posttest values of female students caused 16.8% change in shooting posttest values whereas one unit increase in self-concept posttest values of male students caused a rate of 13.1% change in shooting posttest values.

RESULTS AND DISCUSSION

In this study where the relationship between self-concept levels of children between 12-14 years old playing volleyball and their serving ability was investigated, totally 80 students 40 of whom were doing volleyball exercise and 40 of whom did not do any exercise program were participated in the research.

When self-concept pretest of female students was compared in terms of groups, a significant and positive difference was not found statistically between experimental and control groups ($p>0.05$). When self-concept posttest, shooting pretest and shooting posttest were compared in terms of groups belonging to female students, a statistically significant difference was found between experimental and control groups ($p<0.05$). Moreover, a significant and positive difference in terms of statistics was not found in the comparison of self-concept pretest and posttest regarding groups of males ($p>0.05$). When shooting pretest and posttest of male students were considered in terms of groups, a statistical significant and positive difference was determined between experimental and control groups ($p<0.05$) (Table 2).

When Table 3. is investigated, self-concept pretest-posttest and shooting pretest-posttest were compared regarding female students participated as experimental group in the research and a significant as well as positive difference was found in terms of statistics ($p<0.05$). When self-concept pretest-

posttest and shooting pretest-posttest regarding female students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p>0.05$). In the comparison of experimental groups, the grades of posttest were found significantly higher than pretest grades. When self-concept pretest-posttest and shooting pretest-posttest were compared regarding male students participated as experimental group in the research, a significant as well as positive difference was found in terms of statistics ($p<0.05$). Moreover, when self-concept pretest-posttest and shooting pretest-posttest regarding male students in control group were considered, it was determined that there wasn't a significant and positive difference in terms of statistics ($p>0.05$). In the comparison of experimental groups, posttest grades were found significantly and positively higher than pretest grades.

When Table 4. is taken into consideration, it was observed that the model was significant and positive in terms of self-concept pretest and posttest concerning female and male students ($p<0.05$). For female and male students, there was a significant and positive relationship between self-concept pretest and shooting pretest values. Before training, one unit increase in self-concept pretest values of female students caused 10.7% change in shooting pretest values. In addition to this, one unit increase in self-concept pretest values of male students caused a rate of 7.4% change in shooting pretest

values. After training, one unit increase in self-concept posttest values of female students caused 16.8% change in shooting posttest values whereas one unit increase in self-concept posttest values of male students caused a rate of 13.1% change in shooting posttest values.

The trainers also play an important role in developing positive identification, enhancing social competence expectation and self-respect levels (Danish et al., 2003).

In a study which was performed to investigate the effect of self-respect levels of students in School of Physical education and sports on their academic success, it was found that self-respect grades of 4th class students in the department of sports management were higher than those of 2nd class students. It was indicated that the reason of this might be due to better comprehension of 4th class students the advantages and importance of their department. As mentioned above, it was considered that adaptation period of 2nd class students for school and doing regular sports might affect this result (Altunbas, 2006).

When studies related with self-respect were considered, a significant difference in favor of adults doing sports was found in a research where self-respect was investigated in adults doing and not doing sports (Gun, 2006).

In a study related with swimmers, their depression, self-respect and anxiety levels were evaluated. It was found that self-respect grades of individuals between 9-13 years old and doing sports regularly were significantly higher than the control group (Karakaya et al., 2006).

In a research which was dealt with the relationship between personality and sportive activities, young performance sportsmen were compared with individuals not doing sports and it was determined that the individuals doing sports were more lively, more hardworking, ready to make contact, more persevering and had better

accommodation of themselves under bad situations (Tiryaki, 2000).

It was also accepted that individuals doing sports had different personal traits such as being more independent, more objective and less anxious than those who did not do sports. It is also a fact that the people interested in sports encountered with more problems at the same time (Pehlivan and Konukman, 2004).

As a result of 6-week physical education given to children between 12-15 years old, positive variations were observed in self-respect levels of children (Icten et al., 2006).

Consequently, this research was carried out in order to investigate the effect of self-concept levels of children doing volleyball exercise on their serving ability in volleyball and it can be stated that volleyball exercise in children between 12-14 years old positively affected self-concept emotion.

In the study which was aimed to investigate self-concept levels of primary school students between 12-14 years old depending on volleyball exercise, following conclusions were obtained:

In the comparison of self-concept posttest groups of female students, a significant and positive difference in terms of statistics was determined between experimental and control groups. In shooting pretest and shooting posttest comparison of male students, it was indicated that there was a significant and positive difference between experimental and control groups in terms of statistics. The grades of posttest belonging to experimental group doing volleyball exercise were found significantly higher than pretest grades. A statistically significant and positive difference was found between self-concept pretest-posttest and shooting pretest-posttest values regarding males who do volleyball exercise. However, there wasn't a statistically significant and positive difference between self-concept pretest-posttest and shooting pretest-

posttest values regarding male students in control group. It was observed that self-concept pretest and posttest values concerning females and males were significant and positive. For female and male students, there was a significant and positive relationship between self-concept pretest and shooting pretest values. It can be concluded that volleyball exercise positively affected self-concept emotion of primary school students between 12-14 years old.

The period of training program applied here can be extended in future studies. The concept, period and density of trainings can be programmed in detail by taking conditions and ages of individuals

into consideration. Additional studies, applications and activities that develop self-concept can be included in the program to increase success in sports. Special underclass and inclusive students can be participated in the studies in coordination with competent people in the department. Personal traits of students should be identified better, their self-respect and self-concept values should be taken into consideration and studies should be carried out in detail for the protection as well as development of these values. Application of this study to other age groups in a more detailed way might be beneficial.

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