

EXAMINATION OF PERSONALITY CHARACTERISTICS OF STUDENTS AT HIGH SCHOOLS GIVING SPORTS EDUCATION³

ABSTRACT

This study is performed in order to investigate the personality structure of the students studying in the high school of sport. In the study in which the screening method is used, "Eysenck Personality Survey – Revised Short Form (EPS-RSF) scale" (developed by Francis and his friends in 1992), is applied to 161 high school students (95 male, 66 female) which are studying in the TVF The High School of Fine Arts and Sports (affiliated to Ministry of National Education M.E.B.) and which are selected randomly as data collecting tool. In the analysis of the data, Independent Samples Test is utilized for pairwise comparison and One-way Analysis of Variance (ANOVA) is utilized for the comparison of branches including more than two groups. Tukey HSD multiple comparison test is utilized for the comparison of meaningful differences.

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As a result of findings obtained, it is confirmed that the "extraversion sub-dimension mean scores" of the national team sportsmen, studying in the high school of sport, are significantly higher than that of sportsmen which are not playing for national team. Similarly, in the case that the students are compared in all sub-dimensions separately with respect to the variable of sport branch, it is observed that "psychoticism sub-dimension mean scores" of the ones making sport individually, are significantly higher than that of team players (volleyball and football). It is understood that the "lie sub-dimension mean scores" of the students who have been sporting for 7 years or more, are significantly lower than that of students who have been sporting for the time between 1 to 3 years and that of students who have been sporting for a time between 4 and 6 years. In light of all these results, it was concluded that sports education has positive effect on the development of personality traits of students.

Key Words: Personality, Youth, Sport

SPOR LİSESİ ÖĞRENCİLERİNİN KİŞİLİK YAPILARININ İNCELENMESİ

ÖZET

Bu çalışma spor liselerinde öğrenim gören öğrencilerin kişilik yapılarını incelemek amacı ile yapılmıştır. Tarama yöntemi kullanılan araştırmada, veri toplama aracı olarak M.E.B' e bağlı TVF Güzel Sanatlar ve Spor Lisesinde öğrenim gören rastgele yöntemle seçilmiş toplam 161 (95 erkek; 66 bayan) ortaöğretim öğrencisine, Francis ve ark. (1992) tarafından geliştirilen "Eysenck Kişilik Anketi- Gözden Geçirilmiş Kısa Formu (EKA-GGK) ölçeği" uygulanmıştır. Verilerin analizinde, ikili karşılaştırmalarda independent samples t testi, ikiden fazla grubun olduğu branşlara ilişkin karşılaştırmalarda ise Tek Yönlü Varyans Analizi (ANOVA) kullanılmıştır. Bulunan anlamlı farklılıkların karşılaştırılması için Tukey HSD çoklu karşılaştırma testinden yararlanılmıştır.

Elde edilen bulgulara göre, spor lisesinde öğrenim gören milli sporcuların milli olmayan sporculara göre dışa-dönüklük alt boyut puan ortalamaları anlamlı derecede yüksek olduğu tespit edilmiştir. Yine spor lisesindeki öğrencilerin spor branşı değişkenine göre tüm alt boyutlarla ayrı ayrı karşılaştırıldığında; bireysel spor yapanların, voleybol ve futbol (takım sporları) ile uğraşanlara göre psikotizm alt boyut puan ortalamalarının anlamlı derecede yüksek çıktığı görülmüştür. Spor lisesindeki öğrenciler spor yaşı değişkenine göre karşılaştırıldığında ise 7 yıl ve üzeri spor yapan öğrencilerin, 1-3 yıl ve 4-6 yıl aralığında spor yapan öğrencilere göre yalan alt boyutu puan ortalamalarının anlamlı derecede düşük olduğu anlaşılmıştır. Tüm bu bulgulardan hareketle spor eğitiminin öğrencilerin kişilik yapılarının gelişmesinde olumlu bir etkiye sahip olduğu sonucuna varılmıştır.

Key Words: Kişilik, Gençlik, Spor

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INTRODUCTION

The term personality is generally used to emphasize individual differences. Nevertheless, there is no unique definition with which scientists agree. Many attributes are included in the definition of personality. The scientists who are interested in the subject have presented a personality definition by considering some qualities. In the studies of Allport, it is reported that more than fifty definitions of personality exist (Güney, 2006).

When the information above-mentioned is examined; some of the definitions of personality are as below: personality is a set of consistent behavioral characteristics that portray one as different from others (Baysal and Tekarslan, 2004). Again; personality is a dynamic organization of the systems working in individuals that determine their specific adaptations and adjustments to the social environment (Ergun, 2000). For Burger (2006); personality is consistent behavioral patterns and intra-personal process that arise from individuals themselves. In other words; personality is the whole of physical, mental and psychological characteristics that differentiate one from others (Tezcan, 1987). Then; personality is the course of evaluating what occurs in individuals and wishing to achieve the position that will offer them satisfaction and benefits. From others' points of view; personality is one's having definite, certain and distinguishing characteristics and roles in the society (Eroğlu, 1996).

Sport is a part of universal culture and a significant tool that unites people of different languages, races and religions and makes important contributions to the global peace. In addition to the physical benefits; today's sport can be defined as a set of activities done in order to affect psychological health of the individuals and to obtain social and moral gains (Tiryaki, 2000). If we examine the multi-faceted scientific definition; sport is

technical and physical efforts made to win from the athletes' points of view; an aesthetic process based on competition from the spectators' point of view; sometimes a mirror (a dependent variable) that reflects a society's contradictions and characteristics as they are and other times an effective tool that can govern the society but in the last analysis, sport is important social institution (Kılıçgil, 1998).

Although many studies have been conducted on sport and personality; there are contradictory results emerging from these studies. Yet; all of the researchers agree that "there is an interaction between sports and personality" and "sport leaves positive effects upon personality" (Doğan, 2004).

Different scientists, thinkers, sports moralists generalize the effects of sport upon personality as follows (Başar, 1998):

1. Sport shapes character.
2. Team sports teach cooperation.
3. Individual sports improve personal discipline.
4. Sports teach manly struggle and competition.
5. Freedom and voluntariness in physical education improves learner-teacher relations and facilitates socialization process of the athletes.
6. Dangerous trainings increase courage.
7. Some sportive branches require a higher level of communication. It is particularly true for those in which physical contacts are used.
8. Sport teaches how to discharge aggressive instinct in a natural and socially acceptable way.

Among individuals; personality develops with the help of interactions with others in the society and organized groups with whom they live together. The most appropriate setting that paves the way for this interaction is the participation in sportive activities because no other pastime activities in which personal

preferences are emphasized do have so much pleasure, entertainment and competition as sport (Kuru, 2004). It is thought that doing sport regularly affects physical and psychological health positively. Increased self-confidence, having positive personality idea, self-acceptance, anxiety, depression and decreased stress are just some of the positive effects of sports (Kuru, 2000).

Again, it is known that sportive activities influence physical and psychological health of the young individuals aged 14-29 years who are in the most important phase of their lives (Ministry of Youth and Sports, 2006).

In light of the above mentioned information; the aim of our study was to explore whether or not there was a correlation among some variables by examining personality structures of the students who studied at sports high schools.

MATERIALS AND METHODS

Participants:

The population of the study was composed of 240 high school students who studied at Fine Arts and Sports High School of Turkish Volleyball Federation located in Ankara city center during the academic year of 2012–2013. The sample of the study was consisted of 161 randomly recruited students who studied at Fine Arts and Sports High School of Turkish Volleyball Federation.

INSTRUMENTS:

The data collection tool used in the study was made up by two parts. The first part included questions to identify

demographic characteristics of the participants. The second part included “Eysenck Personality Survey – Revised Short Form (EPS-RSF) scale”. The validity and reliability tests of EPS-RSF designed by Francis et al (1992) were performed by KARANCI et al. in 2007. The scale has 24 items and is clustered into four subscales: psychoticism, neuroticism, extraversion and lie.

In the study; for the reliability analysis Kuder-Richardson 20 was employed because EPS-RSF items were assessed with the two-choice questions and there were no continuous variables. As the result of the analysis; Kuder-Richardson alpha values in the study were .71 for extraversion, .60 for neuroticism, .40 for psychoticism and .59 for lie. These results obtained showed parallelism with those obtained in the study of Karanci et al.

Analysis of the Data:

The data obtained from the study were evaluated with Statistical Package for the Social Sciences (SPSS) 17 statistical package program. The analyses conducted demonstrated that the study followed a normal distribution. Therefore; Independent Samples Test was used for pair-wise comparison and One-way Analysis of Variance (ANOVA) was utilized for the comparison of branches in which there were more than two groups. Tukey HSD multiple comparison test was employed for the significant differences. Again; such descriptive statistics as means and standard deviation were presented in order to provide descriptive information on the participant students.

RESULTS

Table 1. Demographic Characteristics of the Study Group

| Variables | Sportive Branch | F | % |
|--|----------------------|------------|------------|
| Distributions of the Students in terms of Sportive Branches | Volleyball | 108 | 67.1 |
| | Basketball | 16 | 9.9 |
| | Football | 18 | 11.2 |
| | Individual Sports | 19 | 11.8 |
| | Total | 161 | 100 |
| Distributions of the Students in terms of being a national or non-national athlete | National Athlete | 16 | 9.9 |
| | Non-national Athlete | 145 | 90.1 |
| | Total | 161 | 100 |
| Distributions of the Students in terms of sportive age | 1-3 years | 30 | 18.6 |
| | 4-6 years | 87 | 54 |
| | ≥ 7 years | 44 | 27.3 |
| | Total | 161 | 100 |

As seen in Table 1; when the data concerning distributions of sportive branches of the study group were investigated; it was seen that 67.1% played volleyball while when the data of the study group were investigated in terms of being a national athlete or non-national athlete; it was seen that 90.1% were non-national athletes and when the data concerning distributions of age of the study group were investigated; it was seen that %54 belonged to 4-6 years sportive age.

Table 2. One Way Anova results of the students who studied at sports high school in terms of sportive branch variable

| Subscale | Department | N | X± | SD | F | p |
|--------------|--------------------------------|-----|------|------|-------------|--------------|
| Psychoticism | Volleyball ^a | 108 | 1.33 | 1.06 | .678 | .001* |
| | Basketball ^c | 16 | 2.12 | 1.20 | | |
| | Football ^b | 18 | 1.44 | 1.19 | | |
| | Individual sports ^d | 19 | 2.36 | 1.60 | | |
| | | | | | | |
| Neuroticism | Volleyball | 108 | 3.09 | 1.73 | .450 | .717 |
| | Basketball | 16 | 2.56 | 1.26 | | |
| | Football | 18 | 3.00 | 1.81 | | |
| | Individual sports | 19 | 3.00 | 1.73 | | |
| | | | | | | |
| Extraversion | Volleyball | 108 | 4.31 | 1.68 | .061 | .368 |
| | Basketball | 16 | 4.87 | 1.40 | | |
| | Football | 18 | 4.44 | 1.33 | | |
| | Individual sports | 19 | 4.84 | 1.06 | | |
| | | | | | | |
| Lie | Volleyball ^d | 108 | 4.41 | 1.51 | .448 | .001* |
| | Basketball ^b | 16 | 3.56 | 1.41 | | |
| | Football ^a | 18 | 3.00 | 1.45 | | |
| | Individual sports ^c | 19 | 4.31 | 1.66 | | |

p<0,05, a<b<c<d

Neuroticism and extraversion scores did not differ significantly in terms of sportive branch variable (p>0.05). Psychoticism

scores [F= .678; p< .001] were statistically significant in terms of sportive branch variable. In order to discover which groups

yielded the differences; Tukey HSD multiple comparison test was employed. According to the results of Tukey HSD multiple comparison test; there were significant differences between those playing Volleyball (=1.33) and Football (=1.44), and those playing individual sports (= 2.36) in terms of sportive branch variable. Psychoticism scores of those playing individual sports were higher than

other two other groups. Lie scores [F= .448; p<.001] showed a higher difference in terms of sportive branch variable and according to the results of Tukey HSD multiple comparison test; it was found out that mean scores of those playing Football (=3.00) and Basketball (=3.56) were lower than those playing Volleyball (= 4.41) and Individual sports (= 4.31) in terms of sportive branch variable.

Table 3. One Way Anova results of the students who studied at sports high school in terms of sportive age variable

| Subscale | Department | N | X± | SD | F | p |
|--------------|--------------------------|----|------|-------|-------------|--------------|
| Psychoticism | 1 - 3 Years | 30 | 1.23 | 1.040 | .136 | .121 |
| | 4 - 6 Years | 87 | 1.51 | 1.199 | | |
| | ≥ 7 Years | 44 | 1.81 | 1.334 | | |
| Neuroticism | 1 - 3 Years | 30 | 2.93 | 1.720 | .236 | .790 |
| | 4 - 6 Years | 87 | 3.10 | 1.712 | | |
| | ≥ 7 Years | 44 | 2.90 | 1.681 | | |
| Extraversion | 1 - 3 Years | 30 | 4.20 | 1.730 | .623 | .201 |
| | 4 - 6 Years | 87 | 4.35 | 1.532 | | |
| | ≥ 7 Years | 44 | 4.79 | 1.487 | | |
| Lie | 1 - 3 Years ^b | 30 | 3.90 | 1.748 | .953 | .008* |
| | 4 - 6 Years ^c | 87 | 4.50 | 1.396 | | |
| | ≥ 7 Years ^a | 44 | 3.65 | 1.655 | | |

P<0,05, a<b<c

Psychoticism, neuroticism and extraversion scores did not show a significant difference in terms of sportive age variable (p>0.05) but Lie scores [F= .953; p<.008] was statistically significant in terms of sportive age variable. In order to discover which groups gave the differences; Tukey HSD multiple

comparison test was employed. According to the results of Tukey HSD multiple comparison test; it was explored that those whose sportive age was 1-3 years (=3.90) and ≥7 years (=3.65) had lower mean scores than those whose sportive age was 4-6 years (=4.50)

Table 4. Comparison of mean psychoticism, neuroticism, extraversion and lie scores according to t-test results in terms of being a national athlete or non-national athlete

| Sub-scale | Being national athlete | N | X± | SD | t | P |
|--------------|------------------------|-----|------|------|--------------|---------------|
| Psychoticism | Yes | 16 | 1.93 | 1.48 | 1.355 | 0.177 |
| | No | 145 | 1.50 | 1.18 | | |
| Neuroticism | Yes | 16 | 3.37 | 1.66 | 0.884 | 0.378 |
| | No | 145 | 2.97 | 1.70 | | |
| Extraversion | Yes | 16 | 5.25 | 1.48 | 2.188 | 0.030* |
| | No | 145 | 4.35 | 1.55 | | |
| Lie | Yes | 16 | 3.81 | 1.51 | 0.933 | 0.352 |
| | No | 145 | 4.20 | 1.58 | | |

p<0.05

Psychoticism, neuroticism and lie scores did not differ significantly in terms of being a national athlete or non-national athlete ($p>0.05$). Extraversion scores [$t=2.188$; $P>.030$] demonstrated a significant difference in terms of being a national athlete or non-national athlete. Accordingly; it may be argued that extraversion scores of the national athletes were higher than those who were not national athletes.

DISCUSSION AND CONCLUSION

In this study; personality structures of the female and male students who studied at Fine Arts and Sports High School of Turkish Volleyball Federation located in Ankara city center during the academic year of 2012–2013 were assessed.

When the distribution of sportive branches of the participant students who studied at the sports high school was examined; it was seen that 67.1% of them played volleyball. The reason why more than half of the students of the sports school played volleyball may be correlated with the fact that the building-land on which the sports high school was built had been once owned by Ministry of National Education and was hired by Turkish Volleyball Federation for 49 years with a contract between Ministry of National Education and Turkish Volleyball Federation and as a result the sports high school was constructed by Turkish Volleyball Federation and named after Turkish Volleyball Federation; thus, all of the equipments, materials, sports halls and trainers would be provided by the federation and that those who were interested in volleyball were prioritized in the special talent examinations thanks to the commission decision. Also; when the students' status of being a national athlete or not was investigated; it was seen that 9.9% were national athletes while 90.1% were non-national athletes. It may be suggested that the reason why the rate of the students who were

national athletes was low might be due to the fact that national athletes were not prioritized in the special talent exam in order to enter the school.

Another finding obtained from the study was that sports students showed a significant difference in EPS-RSF in terms of being a national or non-national athlete and the difference was seen only in extraversion. Therefore; mean extraversion scores of the national athletes were higher than non-national athletes. However; although there was no a significant difference, it was found out that mean psychoticism and neuroticism scores of the national athletes were higher than non-national athletes. It may be argued that the reason why national athletes are more worried, anxious, uneasy and easily tempered may be due to the society which always expects success and medals from them, the opinion that athletes represent the country, athletes' inability to predict the result of the competition and their idea that they get punished in case of a negative situation and these athletes being students.

Extraversion is characterized with such features as sociability, assertiveness, friendliness, communicativeness, adaptability, liveliness, leadership and activeness. A typical extraverted person has many friends and does exciting activities. Optimism, humorousness, flexibility are other apparent features of extraversion (İnanç and Yerlikaya, 2011). In our study; the reason why national athletes had significantly higher mean extraversion scores may result from the possibility that these athletes generally start sport at an early age and often participate in camping and international activities with their teammates and trainers in different cities and countries. In a study done by Allen, Greenlees and Jones (2011) on coping with behaviors in sports; it was reported that extraverted athletes were emotionally stable and

open to new experiences and had higher problem-focused coping skills.

In a study done by Güçlü and Yentür (2008); they compared personality structures of national elite female athletes and their body perception levels and as a result it was reported that the participant women's social adaptation level scores were higher and that all of the students were found to be "adaptable". Also; it was pointed out that there was a significant correlation between female athletes' body perception levels and their personal adaptation.

According to the result of the study done by Zengin (2010) on personality characteristics of anger levels of elite athletes who played individual sports; the athletes who were extraverted -that is; they were lively, assertive, sociable, active, enthusiastic, calm, natural and optimist- were found to have less anger-in.

The study of Martin, Malone and Hilyer (2011) which was conducted with the female elite athletes with disabilities examined personality differences of the Gold Medal winning USA Women's Paralympic basketball team and of 13 athletes who did not play in a team and discovered that those in the paralympic team scored higher on tough-mindedness and vigor and lower in anxiety, depressed mood and confusion.

In the study of Güler (2005) on exploration of personality structure of elite sports who did artistic gymnastics; it was seen that both male and female athletes did not concentrate themselves on artistic gymnastics, did not stand strong against stress, were impatient, found it difficult to keep their emotions under control and were prone to awkwardness; which was in agreement with our results.

Again; the study of Kuru (2003) investigated the personality characteristics of the national athletes who studied at the School of Physical

Education and Sports and those who took physical education courses and explored that there was no significant difference between personality characteristics, and gender and whether being a national athlete or not.

In our study; Eysenck Personality Survey – Revised Short Form (EPS-RSF) scale was employed and students at the sports high school were separately compared using all of the subscales in terms of sports branches. As a result; it was seen that those playing individual sports had significantly higher mean psychoticism scores as compared with those playing volleyball and football (team sports); which may be emerging from the possibility that those playing individual sports know that they are to blame and are criticized when they fail. As for Lie; it was noted that those playing individual sports had higher mean lie scores as compared with those playing football and basketball (team sports); which may be due to the possibility that team players know each other very well and do need to fake good. As for extraversion and neuroticism; no significant difference existed.

In the study of Nia and Basharat (2010) on the comparison of personality characters in relation with individual and team sports; it was understood that those playing team sports were more easy-going and sociable than those playing individual sports. No significant difference was observed in both groups as far as extraversion and openness. However; ability to take responsibility and to perform self-conduct of those playing individual sports was significantly higher than those playing team sports.

The study of Bayar (2003) compared personality characteristics of female athletes who played individual sports (athletics, fencing, judo, taekwondo) and team sports (volleyball, handball and basketball) and female individuals not playing any sports and reported that those playing team sports were more

sociable and assertive.

Tiryaki (2000) defines those who play individual sports as one who loves training alone, wants to improve skills alone, is more nervous and angry, has higher level of spontaneity, is self-confident, egocentric and has higher level of reactive characteristics.

In the study of Yıldırım and Özcan (2011) done in order to determine social skill levels of high school students who play team sports and individual sports; they emphasized that those playing team sports were more sociable. In the study of Çetinöz (2005) carried out to explore personality factor among those who played individual sports and team sports; the results obtained were generally similar to those above mentioned.

As the result of the study conducted by Salar et al. (2012) to detect emotional status in daily life among those who played team sports and individual sports; it was noted that there was not statistically significant difference in terms of emotional characteristics in daily life of the individuals aged between 15 and 18 who played team sports and individual sports.

As a conclusion; the students of sports high school were assessed with Eysenck Personality Survey – Revised Short Form (EPS-RSF) scale and were compared in terms of their mean scores in psychoticism, neuroticism, extraversion and lie. Accordingly, it was seen that there was significant difference in lie in terms of sportive age variable and those playing sports for ≥ 7 years had lower mean scores in lie as compared with those playing sports for 1-3 years and 4-6 years. Considering the fact that lie subscale is an attempt to fake good; the reason for the above mentioned result may be that those playing sports for a long time have adopted sports ethics, have established their personality, have been in no need to prove themselves thanks to the successful competitions, medals and

satisfaction with life and have been inclined to fake good. Although there was no significant difference; those playing sports for ≥ 7 years had higher mean scores in extraversion as compared with those playing sports for 1-3 years and 4-6 years while their mean neuroticism scores were lower. This is because those who are occupied with sports for a long time integrate completely their lives with sports and sports have provided them with benefits in the long run.

According to what Certel and Bahadır (2012) reported; as the sportive age increases; individuals socially get more matured and improve social skills, show more respect for others' rights, get more self-confident and abstain from doing harm to others. This result was in line with our results. However; in the study of Yıldız (2008) on the assessment of personality types and trait-anger anger control styles of the footballers who played in different leagues; it was noted that there was no correlation and difference between the duration of playing sports and anger types and anger control styles among the footballers. In the study of Bayar (2003); extraversion features of the women who played sports for a longer time reduced more than those who played sports for a shorter time and these results did not concur with our results.

When the study findings were examined; it was concluded that national athletes who studied at sports high school liked communication with people, were assertive and preferred spending time with people rather than being alone (extraversion) whereas those playing individual sports were more selfish than those playing team sports (volleyball and football), were not interested in others, keep their distance and were distant (psychoticism); and those who played sports for a long time did not fake good (lie).

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