

# **Sport Sciences**

**Editor**  
**F. Pervin BİLİR**

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**ISBN**

978-605-258-870-3

**Book Title**

Sport Sciences

**Editor**

F. Pervin BİLİR

**Publishing Coordinator**

Yasin Dilmen

**Page and Cover Design**

Typesetting and Cover Design by Akademisyen

**Publisher Certificate Number**

25465

**Printing and Binding**

Printing press Sonçağ Matbaacılık

**Bisac Code**

SPO000000

**DOI**

10.37609/akya.1792

**GENERAL DISTRIBUTION**

**Akademisyen Kitabevi A.Ş.**

*Halk Sokak 5 / A*

*Yenişehir / Ankara*

*Tel: 0312 431 16 33*

*siparis@akademisyen.com*

**www.akademisyen.com**

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# Chapter 1

## A RESEARCH ON THE BURNOUT LEVELS OF PHYSICAL EDUCATION TEACHER CANDIDATES IN TERMS OF CERTAIN VARIABLES

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### INTRODUCTION

It is of great importance for the teacher candidate who is going to perform the teaching profession in the future to have adequate field knowledge, general world culture and ability; to have good communication skills and to be investigative, to follow the latest developments and to have an attitude that leads the students to think creatively.

In Turkey, Public Personnel Selection Examination (KPSS) is required for the undergraduate students to start working in the public sector after they graduate from university. KPSS, which students have to be successful, causes psychological problems on undergraduate students and causes difficulties in many aspects (1). Some of the students studying at the faculties of Sports Sciences and schools of Physical Education and Sports, receiving initial teacher training, who are physical education and sports teacher candidates, continue both their university education and priva-

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te courses at the same time. This busy schedule, expectations of their family and social environment, fear of failure in the exam and concern for the future create an intense pressure on teacher candidates.

Especially the students, who are in the process of entering upon a career, are affected positively or negatively by various stimuli, and as a result, they may be exposed to burnout syndrome due to the stimuli with negative effects (2). According to Maslach (2003) burnout is a psychological response to stress increasing stimuli.(3). According to Maslach, burnout is “a syndrome that is formed by the reflection of the physical exhaustion, long-lasting fatigue, despair and hopelessness feelings that are seen in people who are exposed to emotional demands due to their profession and who are constantly working with other people face to face on the work done, life and other people with negative attitudes” (4). When burnout is approached in a psychological point of view, compulsory activities such as entering courses and fulfilling course tasks and tendencies related to a particular purpose such as passing exams can be defined as “work” and have a meaning equivalent of “work” (5).

Maslach and Jackson have defined burnout in three dimensions: emotional exhaustion, decreased personal accomplishment, and depersonalization. Emotional exhaustion has been expressed as the depletion of emotional resources and the inability of employees to psychologically focus on their works (4).

Depersonalization is related to the aspect of burnout in interpersonal relationships, and it is characterized as a decrease in the sensitivity of employees to themselves and to the people they serve; in other words, it is the emotional and cognitive distancing from themselves and the people they serve (6).

Personal accomplishment can be defined as the tendency of an individual to evaluate oneself negatively (7).



Burnout causes important problems both for individuals and organizations. Burnout can not only affect the individual alone, but also everyone who the individual is in contact with and the whole society negatively, expanding as growing rings. Burnout brings about a decrease in personal sense of accomplishment and self-esteem of the individual. Findings of some researches support the assumption that burnout itself is a form of mental illness (8).

In this study, it is aimed to analyze the burnout levels of Physical Education and Sports teacher candidates prepared for the KPSS exam in terms age, gender and doing sports variables.

## **MATERIAL AND METHOD**

The research consisted of a total of 150 individuals, including 60 females and 90 males, with an average age of  $21.44 \pm 0.99$  years, who are Physical Education and Sports Teacher candidates preparing for the KPSS exam in different private courses in Samsun province. Quantitative research method was used in this research. Demographic information was collected using the "Information Form". As the data collection tool, Turkish adaptation of Maslach Burnout Inventory – Student Form (MBI-SF) (9) developed to determine the burnout levels of teacher candidates was used.

Maslach Burnout Inventory – Student Form consists of 13 items, has 3-subcales and is in Likert type (1=Never, 2=Sometimes, 3=Often, 4=Generally, 5=Always). The highest score that can be obtained from the inventory is 65, and the lowest score is 13. It was seen that the correlations between the scores of the sub-factors in the inventory varied between 0.32 and 0.83. Item total test correlations were determined and the correlation values of the sub-factors were found to be between 0.32 and 0.69. In the criterion-related validity implementation of MBI-SF, Burnout Inventory Short Version (BI-SV) was applied and the correlati-

ons between the total score of the inventory and MBI-SF sub-factors were found to be 0.51, 0.45 and -0.38 respectively. While the Cronbach Alfa internal consistency coefficient calculated to determine the reliability of the inventory was found to be 0.76, 0.82 and 0.61 respectively, the test-retest reliability results were found to be 0.76, 0.74 and 0.73 respectively (9).

**Table 1. Table of Interpretation of the Burnout Inventor Scores (10)**

Level of Burnout			
	Low	Normal	High
Emotional Exhaustion	0-16	17-26	27 and above
Depersonalization	0-6	7-12	13 and above
Personal Accomplishment	39 and above	32-38	0-31

The data were analyzed through SPSS 21 packaged software. Whether the data showed normal distribution or not was controlled by Kolmogorov-Smirnov test. Then, the descriptive statistics of the variables (average, standard deviation, median, minimum and maximum values) were produced. Mann Whiney U test was used for dual comparisons and Kruskal Wallis was used for trilateral comparisons in statistical analysis. 0.05 value was taken as the level of significance.

## **FINDINGS**

**Table 2. Average Age of Physical Education and Sports Teacher Candidates**

Variable	N	Ave.	Sd.	Min.	Max.
age	150	21.44	,99	20	23

It detected that the average age of the Physical Education and Sports Teacher candidates is  $21.44 \pm 0.99$  in Table 2.

**Table 3. Comparison of Total and Subscale Scores of Maslach Burnout Inventory According to Gender Variable**

	Gender	N	Ave.	Sd.	Med.	Min.	Max.	p
Emotional Exhaustion	Female	60	12.06	13.12	11	5	24	0.376
	Male	90	12.80	4.65	11.5	5	25	
Depersonalization	Female	60	8.97	3.76	8	4	18	0.936
	Male	90	8.93	3.84	9	4	20	
Personal Accomplishment	Female	60	13,67	3.58	13	8	20	0.784
	Male	90	13.30	3.56	13	4	20	
Total Burnout	Female	60	34,60	6.51	33.5	24	51	0.792
	Male	90	35.18	7.58	34	14	58	

When the total and subscale scores of Maslach Burnout Inventory are compared according to gender variable in Table 3, it is determined that there are not any statistically significant differences between the groups ( $p>0.05$ ).

**Table 4. Comparison of Total and Subscale Scores of Maslach Burnout Inventory According to Age Variable**

	Age	N	Ave.	Sd.	Med.	Min.	Max.	p
Emotional Exhaustion	20-21	83	12.71	4.66	11	5	25	0.653
	22-23	67	12.25	4.16	11	5	25	
Depersonalization	20-21	83	9.04	3.98	8	4	20	0.932
	22-23	67	8.84	3.58	9	4	18	
Personal Accomplishment	20-21	83	13.04	3,62	13	4	20	0.093
	22-23	67	13.96	3.45	14	6	20	
Total Burnout	20-21	83	34.99	7.51	33	14	58	0.953
	22-23	67	34.90	6.73	34	24	52	

When the total and subscale scores of Maslach Burnout Inventory are compared according to age variable in Table 4, no statistically significant difference is determined between the groups ( $p>0.05$ ).

**Table 5. Comparison of Total and Subscale Scores of Maslach Burnout Inventory According to Doing Sports**

	Doing Sports	N	Ave.	Sd.	Med.	Min.	Max.	p
Emotional Exhaustion	Yes	89	12,31	4,19	11	5	25	0.668
	No	61	12,79	4,79	12	5	25	
Depersonalization	Yes	89	8,84	3,90	8	4	18	0.758
	No	61	9,10	3,66	9	4	20	
Personal Accomplishment	Yes	89	13,75	3,43	13	8	20	0.432
	No	61	13,00	3,74	13	4	20	
Total Burnout	Yes	89	35,02	7,16	33	24	58	0.825
	No	61	34.83	7,20	34	14	51	

No statistically significant difference is determined between the groups when the total and subscale scores of Maslach Burnout Inventory are compared according to doing sports variable in Table 5 ( $p>0.05$ ).

## **DISCUSSION AND CONCLUSION**

The population of the research consisted of a total of 150 individuals, including 60 females and 90 males, with an average age of  $21.44\pm 0.99$  years, who are Physical Education and Sports Teacher candidates preparing for the KPSS exam in different private courses in Samsun province.

It was determined that there was no significant difference in terms of emotional exhaustion scores between males and females. Also, it was observed that female and male teacher candidates had low emotional exhaustion scores. No significant difference was found between the males and females in terms of depersonalization scores, and both female and male teacher candidates were seen to have normal depersonalization scores. There was no significant difference in terms of personal accomplishment scores between females and males. The high scores in burnout and

depersonalization subscales and low scores in personal accomplishment (graded reversely) subscale indicate the existence of burnout (9). Accordingly, it was observed that the burnout levels of female and male teacher candidates were high in the personal accomplishment subscale.

Ağaoğlu et al.(11) stated that males had higher burnout levels in the depersonalization and emotional exhaustion subscales. Vızlı (2005), on the other hand, detected that males had higher burnout in the depersonalization subscale.(12). In the study of Sucuoğlu and Kuloğlu-Aksaz (1996), no significant difference was found between the burnout levels of teachers according to their gender (13).

No significant difference was observed in terms of emotional exhaustion scores according to age groups variable, and it was determined that teacher candidates had low emotional exhaustion scores. It was observed that there was no significant difference in terms of depersonalization scores according to age groups variable, and it was determined that teacher candidates had normal level of depersonalization scores. It was seen that burnout levels were high in personal accomplishment subscale according to age groups variable. Oruç (2007) determined that 20-29 age group experienced more burnout than 40 and above age group in terms of personal accomplishment according to age variable (14). In the study on the burnout levels of teachers, Çimen (2007) detected that burnout decreased with increasing age (15).

There was no significant difference in terms of emotional exhaustion according to doing sports variable, and it was found out that teacher candidates had low emotional exhaustion scores. It was observed that there was no significant difference in terms of depersonalization scores according to doing sports variable, and it was determined that teacher candidates had normal level of depersonalization scores. According to the variable of doing sports,

it was seen that the feeling of personal failure was high. In their study, Dođan and Moralı (1999) found out that the burnout levels of the teachers who did regular physical activity/sports were lower (16).

As a result, it was observed that the personal accomplishment burnout levels of the physical education and sports teacher candidates who were preparing for KPSS were high. It can be interpreted as that situations such as the fact that KPSS is an exam which is going to shape their future and which requires hard work, and concerns about that if they do not get enough scores in this exam, they will not be able to do their profession which they get education about in public sector, put stress on the students and this stress increases the personal accomplishment burnout of the students.

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## Chapter 2

# THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS' SPORTSPERSONSHIP BEHAVIOR AND SUBJECTIVE WELL-BEING LEVELS

Yasemin ÇAKMAK YILDIZHAN<sup>1</sup>

### INTRODUCTION

Nowadays, researches about moral perspective in sports are interesting. Studies on sports ethics are increasing day by day. In addition to the fact that the concept of sportspersonship is generally evaluated within its sports organizations, it is expressed as the basic moral values which symbolize respect for mutual rights, fairness and honesty in all areas of life and which must be applied (1).

In the beginning, sportspersonship has manifested itself in a way that expresses respect for human dignity and has established itself as a moral principle that leads to honest play in all areas of sports (2). While sportspersonship, which stands out in the concept of sports and is accepted as a morality concept and education principle, includes humanitarian characteristics such as gentlemanliness, rights, justice, respect for others, and compliance with the rules of play, it has also been expressed that it rejects unacceptable behaviors such as non-compliance, lies, and cheating (3). Sportspersonship describes virtuous behavioral tendencies that show how to behave appropriately in the spirit of sports (4). Fezezell (1986), as a thoughtful and responsible athlete, defines the

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concept of sportpersonship as an expression of competition and honesty (5). For Arnold, sportpersonship is expressed by concepts such as magnanimity, respect, kindness, affection, compassion and generosity (6).

In the modern sense, sports is an education and education is the process of creating positive behaviors towards goals. Psychology is a behavioral science (7), in the early 2000s, a change in behavioral sciences has been introduced with positive psychology, which is one of the newest fields in psychology. Three different areas which will make life important and help examine personal strengths have been identified in the field of positive psychology, which emphasizes the healthy development and the strengths of individuals. These areas are subjective, individual and group. First, experiences that contribute to the general well-being of a person are examined from past, present and future perspectives at a subjective level such as hope, satisfaction, contentment, happiness, life satisfaction, joy (8). The second is positive individual characteristics, which are resilience, originality, coping, creativity, forgiveness, optimism and spirituality. Third and lastly, it is features such as proportionality, kindness, compassion, responsibility, benevolence, tolerance and work ethic that lead to better at the group level (9).

One of the positive psychology fields is the subjective field. Subjective well-being, which is also expressed as happiness in the literature, is defined as evaluating a person's life and making judgments about his life (10). This assessment is both cognitive (life satisfaction judgments) and emotional (satisfying and unsatisfying emotional reactions) (11). Subjective well-being defined as experiencing positive emotions more frequently than negative emotions and as satisfaction with life (8) is the subjective belief or feeling that life is going well (12). People experience high subjective well-being when they experience pleasant and unpleasant

feelings, do remarkable activities, are satisfied with their lives, experience so much joy and very little pain (13).

Another area of positive psychology is the group area. Characteristics such as proportionality, kindness, compassion, responsibility, benevolence, tolerance and work ethic that lead to the betterment of the individual in the group gain importance at this point. It is precisely at this point it comes to mind that the subjective area of the individual and the group area may be related to each other, and to express more clearly, that there may be a significant effect between the subjective well-being level of the individual and tolerance, benevolence and morality.

When the literature is also examined, no studies have been found investigating the relationship between these two concepts. A study to be carried out in this way will be important in revealing the effect of positive psychology in displaying sportspersonship behavior. In this study, it is aimed to investigate the sportspersonship and subjective well-being levels of students and the predictive status of students' sports well-being behaviors.

In accordance with this purpose, answers to the sub-problems below are investigated:

1. What is the level of sportspersonship behaviors and subjective well-being of the students?
2. Do the sportspersonship behaviors and subjective well-being levels of the students differ significantly according to gender and grade level variables?
3. Do the sportspersonship behaviors of the students predict their subjective well-being statistically significantly?

## **MATERIAL AND METHOD**

This research has been designed by being based on the correlational research method, which is defined as the examination of the relationship between two or more variables without any inf-

luence on the variables (14). In this study, this method has been preferred because the participants were only asked to answer the questions without being influenced.

### **Participants**

The research group of the study consists of 292 people participating in inter-university competitions. Appropriate sampling method was used to identify the participants. The distribution of the participants by grade level and gender variables are presented in Table 1.

**Table 1. Frequency and Percentage Distribution of Demographic Characteristics of Participants**

Variable	Group	f	%
Gender	Female	154	52.7
	Male	138	42.3
Sports Branch	Volleyball	90	30,8
	Basketball	66	22,6
	Handball	87	29,8
	Football	49	16,8
Grade	1st year	72	24,7
	2nd year	85	29,1
	3rd year	72	24,7
	4th year	63	21,6
Total		292	100

As presented in Table 1, it is seen that 52.7% of the students participating in the research are girls, 42.3% boys, that 30.8% play volleyball, 29.8% handball, 22.6% basketball and 16.8% football, that 24.7% are 1<sup>st</sup> year, 29.1% are 2<sup>nd</sup> year, 24.7% are 3<sup>rd</sup> year and 21.6 are 4<sup>th</sup> year students.

## **Measures**

In the research, three different data have been collected in the form of demographic characteristics of the participants (department that they study, grade level, gender), sportspersonship behaviors and subjective well-being levels. A form was prepared by the researchers to specify the demographic characteristics of the participants.

### **MULTIDIMENSIONAL SPORTSPERSONSHIP ORIENTATION SCALE (MSOS)**

The data on the sportspersonship behaviors of the participants were collected using the 5-point Likert-type Multidimensional Sportspersonship Orientation Scale (MSOS), which was developed by Vallerand et al. (1997) and translated into Turkish by Balçıkanlı who also conducted its validity-reliability studies (2010) (15-16). Multidimensional Sportspersonship Orientation Scale consists of 20 items under four sub-dimensions: respect for social norms, respect for rules and management, responsibility in sports and respect for the rivals. The Cronbach alpha internal consistency coefficients calculated to discover the reliability of the scale have been specified as 0.86 in the Compliance with Social Norms sub-dimension, 0.83 in the Respect for Rules and Management sub-dimension, 0.91 in the commitment to responsibilities in sports sub-dimension and 0.82 in the respect to the rivals sub-dimension.

### **SUBJECTIVE WELL-BEING SCALE**

Data related to subjective well-being of the participants were developed by Tuzgöl (2004) based on the theories explaining subjective well-being, mainly Diener's (1984) views on subjective well-being (8,17). The 5-point Likert-type Subjective Well-Being Scale consists of 46 items. The scale includes personal judgments

about living spaces and positive and negative emotion expressions. The scores of each item ranged from 5 to 1. 26 of the scale items are negative expressions. Negative expressions are items 2, 4, 6, 10, 13, 15, 17, 19, 21, 24, 26, 28, 30, 32, 35, 37, 38, 40, 43 and 45. Scoring negative expressions is done by reversing. The lowest score that can be obtained from the scale is 46 and the highest score is 230. High score indicates a high level of subjective well-being. Cronbach's alpha reliability coefficient (0.93) of the scale has been found.

### **Statistical Analysis**

Data were analyzed using SPSS for Windows 22. Frequency and percentage values have been used to identify the demographic characteristics of the participants (gender and grade level).

In the research, firstly, the appropriateness of the data to the normal distribution has been examined when deciding the analysis of the sub-problems. Since Skewness and Kurtosis values are between +2 and -2, it is accepted that the movement distributions are normal (18). In addition, when the Q-Q plot graphs are examined, it can be assumed that the data are normally distributed because all the sub-dimensions and total values are collected on or near the diagonal.

Arithmetic mean and standard deviation techniques were used to demonstrate the sportpersonship behavior and subjective well-being levels of the participants. Regarding the sub-problems two different demographic information was collected from the participants about gender and grade level. ANOVA test was used to find the effects of these variables on sportpersonship behavior and subjective well-being. LSD test was carried out to identify the sources of differences found as a result of the analysis.

Pearson Correlation Coefficient was also calculated to find the level or amount and direction of the relationship between the

variables. In order to find the answer to the question as to whether sportspersonship behavior is a significant predictor of subjective well-being, simple regression analysis was conducted. The significance level of the applied tests was taken as .05.

## **FINDINGS**

This section includes findings from students.

**Table 2. Descriptive Statistics of Variables**

	n	Min.	Max.		Ss	Skewness	Kurtosis
Respect for Social Norms	292	1	5	4.40	.828	-1.288	1.729
Respect for Rules and Management	292	1	5	3.97	.755	-.911	1.232
Responsibility in Sports	292	1	5	4.23	.870	-1.076	.405
Respect for Rivals	292	1	5	3.76	.945	-.606	-.099
Subjective Well-Being	292	101	230	162.4	25.4	.629	-.704

As seen in Table 2, it is found that, according to student perceptions, subjective well-being levels of participants are (=162.4), respect for social norms is (=4.40), respect for rules and management is (=3.97), responsibility in sports is (=4.23) and respect to the rivals is (= 3.76). In addition, as presented in Table 2, when the distribution of the data is examined, it is accepted that the related distributions are normal due to the fact that the sub-dimensions of the inventory and Skewness and Kurtosis values related to the distribution of all data are between +2 and -2 (18). Moreover, when the Q-Q plot graphs are examined, it can be assumed that the data are distributed normally as all the sub-dimensions and all the values according to total scores are collected on or near the diagonal.

**Table 3. Comparison of Students' Scale Scores According to Gender (t-Test)**

	Group	n	X	Ss	t	p
Respect for Social Norms	Female	154	4.277	.750	.724	0.49*
	Male	138	4.207	.906		
Respect for Rules and Management	Female	154	4.042	.691	1.53	0.12*
	Male	138	3.907	.814		
Responsibility in Sports	Female	154	4.209	.884	-.422	.199
	Male	138	4.252	.853		
Respect for Rivals	Female	154	3.764	.864	-.029	0.47*
	Male	138	3.768	1.02		
Subjective Well-Being	Female	154	161.2	24.9	-.845	.551
	Male	138	163.8	25.9		

As Table 3 displays, when the sportspersonship behaviors of the students according to their gender are examined, it is observed that the values of respect for girls' social norms ( $t = 0.724$ ,  $p < 0.05$ ) and respect for the rivals ( $t = -0.29$ ,  $p < 0.05$ ) are significantly higher than that of male students, there is no significant difference in the responsibility in sports values ( $t = -0.422$ ,  $p < 0.05$ ); in addition, there is no significant difference in subjective well-being levels of students ( $t = -0.845$ ,  $p < 0.05$ ) according to gender.



**Table 4. Comparison of Students' Scale Scores According to Grade Level (Anova)**

	Year	n	Mean	Ss	F	p	LSD
Respect for Social Norms	1	72	4.19	.923	2.169	0.92	
	2	85	4.40	.732			
	3	72	4.26	.696			
	4	63	4.06	.940			
Respect for Rules and Management	1	72	3,92	,826	3.330	.020*	2 > 1 2 > 3 2 > 4
	2	85	4,18	,638			
	3	72	3,94	,625			
	4	63	3,81	,892			
Responsibility in Sports	1	72	4,32	,821	2.514	0.59	
	2	85	4,36	,771			
	3	72	4,16	,834			
	4	63	4,00	1,03			
Respect for Rivals	1	72	3,68	,880	5.548	0.001*	2 > 1 2 > 3 2 > 4
	2	85	4,07	,816			
	3	72	3,75	,961			
	4	63	3,46	1,05			
Subjective Well-Being	1	72	162,5	25,21	5.241	0.002*	2 > 1 2 > 3 2 > 4
	2	85	170,8	26,86			
	3	72	157,4	20,61			
	4	63	156,8	26,17			

As can be seen in Table 4, when the sportspersonship behaviors and subjective well-being levels of the students according to their grade are examined, it is identified that respect for the rules and management ( $F = 2.514$ ,  $p < 0.05$ ), respect for the rivals ( $F = 5.548$ ,  $p < 0.05$ ) and subjective well-being scores ( $F = 5.241$ ,  $p < 0.05$ ) of the 2<sup>nd</sup> year are higher than that of the 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years; it is also observed that there is no significant difference in the sub-dimensions of respect for social norms ( $F = 2.169$ ,  $p < 0.92$ ) and responsibility in sports ( $F = 2.514$ ,  $p < 0.05$ ).

**Table 5. Correlation Analysis Results According to the Students' Opinions**

	Respect for Social Norms	Respect for Rules and Management	Responsibility in Sports	Respect for Rivals
Subjective Well-Being	.382**	.341**	.521**	.272**

As presented in Table 5, it is discovered that there is a positively weak correlation between subjective well-being level and respect for social norms ( $r = 0.382$ ,  $p < 0.01$ ), respect for rules and management ( $r = 0.341$ ,  $p < 0.01$ ), respect for the opponent ( $r = 0.272$ ,  $p < 0.01$ ) sub-dimensions, that there is a medium positive correlation with the sub-dimension of responsibility ( $r = 0.521$ ,  $p < 0.01$ ) in sports.

**Table 6.**

Subjective Well-Being	B	Std.Error	$\beta$	t	p
Constant	89.53	7.71		11.59	.000
Respect for Social Norms	4.49	2.17	.146	2.06	.040*
Respect for Rules and Management	.155	2.44	.005	.063	.949
Responsibility in Sports	13.18	1.88	.451	6.99	.000**
Respect for Rivals	-.669	1.66	-.025	-.403	.687

R=,535 R2=,276

As presented in Table 6, sportspersonship behavior of students is a significant predictor of subjective well-being levels. This situation can be formulized as the following:

Subjective Well-Being = 4.49 Respect for Social Norms + .155 Respect for Rules and Management + 13.18 Responsibility in Sports + -.669 + 89.53

The regression model developed reveals that students create a meaningful relationship between respect for social norms called sportspersonship orientations, respect for rules and management, responsibility in sports and respect for rivals, and subjective well-being levels ( $R=.53$ ,  $R^2=.27$ ,  $p<.001$ ). All the independent variables included in the model explain 27% of the total variance related to the subjective well-being levels of students that are dependent variables. This indicates that the 73% change in subjective well-being scores can be explained by different variables that are not included in the regression model. According to the standardized regression coefficients ( $\beta$ ), the relative importance order of predictive variables on students' subjective well-being levels is responsibility in sports, respect for the rival, respect for social norms and rules and management.

## **DISCUSSION AND CONCLUSION**

In the research, students' sportspersonship behaviors and subjective well-being levels, the correlation between gender, grade, branch variables and sportspersonship behavior and subjective well-being level, and the predictive status of sportspersonship behaviors in subjective well-being levels have been investigated. Findings of the research have been discussed with the support of the related literature.

In the study, it has been found that the average of students' sportspersonship behavior is high. Studies supporting this result are available in the literature (19-21).

The subjective well-being levels of the participants have been found to be moderate. In the literature, subjective well-being levels of students are parallel to this study (22-26).

When the subjective well-being levels and sportspersonship behaviors of the students are examined in the study, it is found that the sportspersonship behaviors of the female students are significantly higher than the male students in respect for social

norms and respect for rivals, and that there is no significant difference in the responsibility factor and subjective well-being levels in sports. As a result of the literature review, there are studies that reveal sportspersonship behaviors are meaningful in favor of female students in parallel with this research (27-32).

According to the results of the research, when the sportspersonship behaviors and subjective well-being levels of the students are examined, it is observed that respect for the rules and management, respect for rival and the subjective well-being scores of 2<sup>nd</sup> year students are significantly higher than that of other years, and that there is no significant difference in the respect for social norms and the responsibility sub-dimensions in sports. In the study conducted by Güllü (2018), it was specified that the sportspersonship orientation of the 1<sup>st</sup> year students was higher in the sub-dimensions of respect for the rules and management, and commitment in sports responsibilities, compared to other grade students (21). As a result of the literature review, there are studies that do not suggest a significant relationship between grade level and sportspersonship behavior (33-35). These results partially support our study.

In the research, it is found that there is a positive weak relationship between subjective well-being levels of students and the sub-dimensions of respect for social norms, rules and management, respect for rivals, and a moderate positive relationship with the sub-dimension of responsibility in sports. In addition, it is found that sportspersonship behavior (respect for social norms, responsibility in sports, respect for rules and management, respect for rivals) explains 27% of the total variance that subjective well-being is a significant predictor. There are very limited studies in the literature that examine the relationship between these two concepts (sportspersonship and subjective well-being). In his study, Tazegül (2017) found that there is a significant relationship between sportspersonship behavior and positive thinking (36).

Baş and Dilmaç (2019) observed that there is a positive linear and significant relationship between adolescents' values (responsibility, friendship, peacefulness, respect, tolerance, honesty) and subjective well-being (37). Seki (2014), in their research, found positive relationships between subjective well-being and values (friendship/amity, honesty, tolerance, and respect) (38). Also in this study, it is demonstrated that human values predict 26% of positive emotions.

There are studies in the literature that examine the relationship between aggression and subjective well-being, which is the negative equivalent of the concept of sportspersonship. Kaukiainen et al. (2001) pointed out that there is a significant negative relationship between aggression and various types of well-being (39). Yalçın (2016) revealed in his study that happiness predicts aggression negatively (40). Moreover, Küçükköse and Bedel (2015) found a negative relationship between subjective well-being levels and constant anger, anger-in and anger-out wordings, and stress levels (41). Yalçın (2019) found a negative relationship between the aggression scale sub-dimensions and subjective well-being level (42). These studies support our research findings.

In this study, it is pointed out that sportspersonship orientations are effective in individuals' experiencing more positive emotions, less negative emotions and feeling themselves satisfied with their lives. It is found that, as the values acquired such as tolerance, respect, responsibility, honesty increase, the individuals' subjective well-being levels increase and they become happier.

Since there are not many studies examining the relationship between subjective well-being and sportspersonship, it is suggested that the relationship between these two concepts be studied in different age groups, and that the relationship between other subjects of positive psychology (such as psychological well-being, psychological resilience, social intelligence, self-esteem and altruism) and sportspersonship behavior be examined.

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## Chapter 3

# A STUDY ON THE EATING ATTITUDES OF UNIVERSITY STUDENTS ACCORDING TO DIFFERENT VARIABLES

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### INTRODUCTION

Eating disorders are frequently seen in adolescents and young adults and defined as a serious public health problem with its negative physical and psychological effects (1).

Eating disorders are excessive eating that causes obesity, rejecting eating, restricting eating due to being vegetarian or because of some psychological reasons, eating non-food items, digesting and driving the food eaten out of the body quickly, or displaying irresistible eating at night behaviors (2).

Among the eight types of eating disorders (Pica Syndrome, Rumination Disorder, Avoidant Restrictive Food Intake Disorder, Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder, Defined Other Nutrition and Eating Disorder, and Undefined Other Nutrition and Eating Disorder), the most common ones are anorexia nervosa and bulimia nervosa. Anorexia nervosa that emerged in the Western countries in the 1960s when young middle and upper class women started to leave themselves

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hungry, may result in deaths. Almost 10 years after the emergence of Anorexia nervosa, a new eating disorder defined as bulimia nervosa that revealed itself by bingeing rather than leaving hungry and then vomiting became widespread. The common purpose of people behaving within the definitions of anorexia nervosa and bulimia nervosa is to reduce calorie intake and to have a slimmer appearance (3).

Gender and age take the first place among the factors affecting eating attitude in literature (4). Although a specific cause and pathogenesis for eating disorder is not known, it is accepted that risk factors include general, social, familial, developmental, psychological, behavioral, and biological factors and life events (5). On the other hand, the frequency of eating disorder is lower in the individuals who establish healthy relationships with their family and feel that they are valuable (6). Furthermore, eating disorders are more common among women (especially between the ages of 15-24) (7).

It is thought that determining the frequency of eating disorders among university students shall contribute to taking protective measures. Because university students constitute the risk group for eating disorders due to their age and possible psycho-social and financial difficulties they may be facing (8).

Many young people who have started university are separated from their family and their home due to reasons such as city change, inconvenience of financial situation and desire to live independently. Living alone or with friends at student dormitories, at apartments, or with other families leads to significant changes in the lifestyles of young people. Therefore, it is observed that eating disorders increase especially among university students (9).

Revealing the factors creating risks in the development of eating disorders among university students is considered important in this study and this constitutes the main purpose of the study.

## **MATERIAL AND METHOD**

The population of the research consisted of a total of 230 students, including 136 males and 94 females, with an average age of  $19.99 \pm 1.67$  (years) studying at Karadeniz Technical University and Ondokuz Mayıs University in the 2019-2020 academic year. In order to determine eating attitudes of the students, "Eating Attitude Test-40 EAT" was used in the study. In addition, a questionnaire created by the researchers was used to determine demographic information.

Eating Attitude Test (EAT) was developed by Garfinkel and Garfinkel (1979) as a self-assessment scale to measure the symptoms of anorexia nervosa and adopted into Turkish by Savaşır and Erol (1989)(10,11). EAT is a six-point multiple choice Likert type scale consisting of 40 items, and its cutoff score was determined to be 30. As a result of the reliability analysis conducted by Savaşır and Erol (1989) the Cronbach alpha reliability coefficient of the scale was found as .70.

The data were analyzed through SPSS 22 packaged software. Whether the data showed normal distribution or not was controlled by Kolmogorov-Smirnov test, and it was determined that the data did not show normal distribution ( $p < 0.05$ ). The descriptive statistics of the variables (average, standard deviation, median, minimum and maximum values) were produced. Mann Whitney U and Kruskal Wallis tests were used in statistical analysis. 0.05 value was taken as the level of significance.

## **FINDINS**

**Table 1. Comparison of EAT Score Averages According to Gender Variable**

gender	N	Aver.	Sd.	Med.	Min.	Max.	p
Male	136	13.61	7.32	12	1	42	0.000*
Female	94	17.70	8.96	15	6	52	

The eating attitude score averages of females are found to be statistically higher than the males when the eating attitude score averages are compared according to gender variable in Table 1 ( $p < 0.05$ ).

**Table 2. Comparison of EAT Score Averages According to Age Variable**

Age	N	Aver.	Sd.	Med.	Min.	Max.	p
17-19	95	15.83	8.20	15	3	42	.233
20 and over	135	14.90	8.31	12	1	52	

When the eating attitude score averages are compared according to age variable in Table 2, no statistically significant difference is observed between the groups ( $p > 0.05$ ).

**Table 3. Comparison of EAT Score Averages According to Income Level Variable**

Income	N	Aver.	Sd.	Med.	Min.	Max.	p
Low	49	15.53	8.25	13	1	40	0.750
Middle	168	15.33	8.38	14	3	52	
High	13	13.85	7.10	12	7	33	

The average scores of eating attitude are compared according to income level variable in Table 3, and no statistically significant difference is found between the groups ( $p > 0.05$ ).

**Table 4. Comparison of EAT Score Averages According to Care Giver Variable**

Care Giver	N	Aver.	Sd.	Med.	Min.	Max.	p
Mother	175	15.38	8.59	14	1	52	0.127
Family elders	42	15.24	7.27	12.5	6	36	
Babysitter	4	21.25	5.90	23	13	26	
Father	9	11	5.02	13	3	19	

No statistically significant difference is seen between the groups when the eating attitude score averages are compared according to care giver variable in Table 4 ( $p > 0.05$ ). Although it is not found to be statistically significant, the eating attitude scores of those who were grown-up by babysitters are observed to be higher.

**Table 5. Comparison of EAT Score Averages According to the Variable of Doing Exercise**

Exercise	N	Aver.	Sd.	Med.	Min.	Max.	p
Yes	97	15.74	9.37	12	1	52	0.910
No	133	14.95	7.37	14	3	43	

When the eating attitude score averages are compared according to the variable of doing exercise in Table 5, no statistically significant difference is found between those who do exercise and those who do not ( $p > 0.05$ ).

**Table 6. Comparison of EAT Score Averages According to Their BMI**

Body Mass Index	N	Aver.	Sd.	Med.	Min.	Max.	p
Underweight	18	16.05	7.04	14.5	7	36	0.711
Normal	171	15.29	8.62	13	1	52	
Overweight	37	14.59	7.04	14	4	33	
Class I obese	4	18.25	10.01	16.5	8	32	

When the eating attitude score averages are compared in terms of their BMI in Table 6, no statistically significant difference is observed ( $p>0.05$ ).

**Table 7. Percentage Distribution According to EAT Cutoff Scores**

	Number (n)	Percent (%)
30 and less	214	93.05
30 and more	16	6.95

As shown in Table 7, 6.95% ( $n=16$ ) of the students participated into the study obtain scores equal to or over 30. The rate of students showing risk of eating disorder is found to be 6.95% ( $n: 16$ ).

## **DISCUSSION AND CONCLUSION**

The purpose of the study was to compare the average scores of eating attitude according to gender, age, income level, status of doing exercise, and BMI of the participants. Furthermore, the percentage distribution was given according to EAT cut-off scores of the university students participating in the study.

A total of 230 students, including 136 males and 94 females, studying at different classes and departments, whose ages ranged between 17-30 and who had an average age of  $19.99 \pm 1.67$  (years) were included in the study. Students were not subject to a special selection in terms of gender variable while the survey was conducted. Therefore, the gender distribution reflects a random distribution.

While 6.95% of the students who were participants of the study obtained scores equal to or over 30, the cut-off score from the eating attitude test, it was found out that 11.1% of the students had an eating disorder in a study conducted on the students at

İnönü University Faculty of Medicine (12). In a study by Altuğ (2000) et al. on 253 university students, 7.9% of the participants were found to have bad eating attitudes (13).

When the average scores of eating attitudes were compared according to age variable, no statistically significant difference was seen between the groups in the study ( $p>0.05$ ). In the study carried out by Batigün and Utku (2006) on a total of 675 primary school, high school and university students, it was observed that those in 13-16 age group, got higher scores than those in 21-25 age group (14).

When the average scores of eating attitudes of the university students participated in our study were compared according to the doing exercise variable, no statistically significant difference was determined between the groups ( $p>0.05$ ). In their study, Özvurmaz et al. (2018) found that there was no statistically significant difference between the groups who did sports and those who did not do any sports ( $p>0.05$ ) (15).

No statistically significant difference was found between the groups in the study when the average scores of eating attitudes were compared in terms of BMI ( $p>0.05$ ). However, unlike our study, Moore and Keel (2005) introduced a result showing that BMI was related to eating attitudes in their study (16).

There was no statistically significant difference between the groups when the eating attitude score averages were compared according to the care giver variable ( $p>0.05$ ). Although it was not found to be statistically significant, the eating attitude scores of those who were grown-up by babysitters were observed to be higher. This result supports the statement of Alantar and Maner: “individuals who are not securely connected with the family and whose emotional needs are not met show a higher rate of eating disorders” (6).

In the study, the average of eating attitude scores of the women were found to be statistically significantly higher than men ( $p < 0.05$ ). In line with the results of the study, Ünalın et al. (2009) found the average eating attitude scores of women significantly higher than men ( $p < 0.05$ )(8). In the study conducted by Kadiođlu and Ergün (2015), it was observed that the average eating attitude test scores of female university students were statistically significantly higher than male students (17). Likewise, in their study, Turnbull et al. (1996) determined that eating attitude score averages of women were statistically significantly higher than men (18) ( $p < 0.05$ ).

When the average scores of eating attitudes were compared according to the income level variable, no statistically significant difference was determined between the groups ( $p > 0.05$ ). In parallel with the results of the study, Bushi (2016) did not find a statistically significant difference between the groups when Eating Attitude score averages were compared in terms of income level (19) ( $p > 0.05$ ). In their study, Wang et al. (2004) reported that there was no correlation between socio-economic level and eating attitude (20) ( $p > 0.05$ ). In a study conducted by Ünalın et al. (2009) no significant correlation was found between income levels and eating attitudes of the students (8) ( $p > 0.05$ ).

As a result, women appear to have higher eating disorders than men. It can be interpreted as that women focus more on thoughts about their body forms than men and often prefer wrong diet programs. Although it was not found statistically significant, it was observed that the average eating attitude scores of the individuals who were grown up by a babysitter were higher than the others and this may be interpreted as that the individuals who cannot be safely connected with parents may be more likely to encounter eating disorders in their future lives.



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## Chapter 4

# STUDENTS' METAPHORICAL PERCEPTION OF TENNIS AT SCHOOL OF PHYSICAL EDUCATION AND SPORTS

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### INTRODUCTION

Concepts are usually perceived in line with other concepts that they have something in common. A new feature of a concept is usually associated with some features of well-known concepts or situations or some comparisons are made on the mind (Geçit, Y., and Gençer, K. 2011). Therefore, formal and informal education methods often benefit from metaphors because they enable teachers to compare a complicated concept to a well-known concept. A metaphor can be defined as explaining an individual a concept by using familiar or simple concepts (Aydın, 2010). Although two compared concepts may actually have a few points in common, close familiarity with one of these concepts allows us to understand the other easily (Tamimi, 2005). Metaphor as a concept can be considered as a mental tool which an individual uses to understand and explain a highly abstract, complex or theoretical phenomenon (Saban, et al., 2006). According to Lakoff and Johnson (2005), metaphor is a way of understanding

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and experiencing a phenomenon based on another phenomenon. Being a major method of perception, metaphor involves transmitting information from a familiar concept to an unfamiliar one. Forceville (2002) states that a phenomenon can be viewed as a metaphor only when it has something in common with the concept with which it will be associated. The growing number of studies on metaphors can be attributed to its role as a strong tool of mapping and modelling for explanation and structuring individuals' own worlds (Arslan and Bayrakçı, 2006). Students at schools of physical education and sports at different universities play an important role in the development of a sports culture in a society. Training human body for various purposes dates back to ancient times. These attempts were made to strengthen human body against nature, animals and enemies, and turned into a form of entertainment and rivalry within the course of time. Movements were arranged in a certain form with certain rules to create what are known today as sports. Today's sports sciences and physical education programs first professionalized in the 19<sup>th</sup> century. It is now divided into different departments and fields of specialisation such as physical education and sports teaching, coaching education, sports management and recreation (Wuest and Bucher, 2006). These growing disciplines develop within the scope of sports branches, and should be also improved by schools of physical education and sports. One of these branches is tennis. In addition to being an enjoyable sports which can be played by all age groups, it is a popular sports branch followed by millions of spectators around the world. Tennis matches are played based on the rules specified by International Tennis Federation. Tennis matches and tournaments are played and organized in a number of different categories ranging from professional players, children and wheelchair tennis players to beginner men and women players (Fernandez, 2006). It cannot be denied that students' me-

taphorical perception of tennis at schools of physical education and sports will contribute to the development of tennis as a sport in Turkey. This study focuses on the analysis of students' perception of "tennis" at School of Physical Education and Sports. In this respect, it aims to reveal students' perception of "tennis" as a sportive concept.

## **MATERIAL AND METHOD**

### **Research Model**

This qualitative study obtained its data using metaphors. The obtained data were analyzed using content analysis method. Krippendorff states that content analysis is a scientific research method which can be used to draw meaningful and valid conclusions from texts and their contexts.

### **Study Group**

64 freshman and sophomore students, who study at School of Physical Education and Sports at Yozgat Bozok University during the fall semester of 2017-2018 academic year, participated in the present study. Their metaphorical perceptions of tennis were determined prior to this survey, and later they participated in an 8-week tennis training. Following this 8-week training process, students were asked again to state their metaphorical perceptions of tennis. Participants were trained for tennis 2 hours one day in a week. Inconvenient data were omitted during the data analysis, and the remaining data were analyzed.

### **Data Collection Tool**

Studies using metaphor as a tool to reveal individuals' perceptions of a concept in the existing literature were reviewed in order to create a data collection tool (Guerrero and Villamil, 2002; Alger 2009; Saban, Koçbeker and Saban, 2005; Cerit, 2008). Although Likert scales were used in some studies, many studies asked

the participants to make open-ended statements. In the light of these studies, students at School of Physical Education and Sports were asked to complete the sentence “Tennis is like ..... because .....” in order to measure their perception of tennis.

### **Data Analysis**

The obtained data were analyzed using content analysis. Content analysis mainly aims to reach concepts which can explain the collected data and reveal the relationship among these data. The data summarized and interpreted using descriptive analysis are subjected to a deeper processing in content analysis, which help researchers find out concepts and themes that cannot be explained using descriptive analysis (Yıldırım and Şimşek, 2008:227). At this point, previously collected metaphors were grouped and enumerated. Each metaphor was evaluated based on its content to create different categories, and all of them were analyzed in their own categories.

### **Research Question**

Which metaphors do students at School of Physical Education and Sports use for tennis?

## **FINDINGS**

<b>Table 1. Metaphors Used by Students for Tennis Prior to Tennis Training</b>					
<b>Metaphor</b>	<b>f</b>	<b>Metaphor</b>	<b>f</b>	<b>Metaphor</b>	<b>f</b>
Like catching lightning in a bottle	1	Power	1	Rafael Nadal	2
Friendship	1	Life	4	Racket	3
Athletics	1	Excitement	1	Sport	1
Love	2	Peace	1	Chess	1
Badminton	2	Hülya Aşar	1	Relieving stress	2
Failure	1	Ambition	1	War	1
Baseball	1	Business man	1	Socialization	1
Chameleon	1	Bird	1	Tennis	1
Brute force	1	Feeling special	1	Team sports	1
Tipcat	2	Clothes	1	Like a field	1
Handball	1	Table tennis	1	Racket	1
Enjoyable	1	Rivalry	1	Swimming	1
Bread	1	Happiness	1	Aged wine	1
Football	1	Game	1	Mind game	1
Federer	2	Unwrought iron	1	A sport for the rich	6
Beautiful, unique	1	Money	1		
Invalid	1			TOTAL	64

**Table 2. Categories Regarding Students' Perception of Tennis Prior to Tennis Training**

Category	f	%	Category	f	%
Tennis as richness	7	10.93	Tennis as a way of socialization	1	1.56
Tennis as a rivalry	6	9.37	Tennis as beauty	2	3.12
Tennis as a source of joy and excitement	8	12.5	Tennis as making efforts	2	3.12
Tennis as a sport branch	18	28.12	Tennis as a special sport	1	1.56
Tennis as an athlete	5	7.81	Tennis as peace and happiness	1	1.56
Tennis as a habit	6	9.37	Tennis as learning and improvement	1	1.56
Tennis as a challenge	3	4.68			

The categories regarding students' perception of "tennis" prior to tennis training can be listed as tennis as a sport branch (28.12%), tennis as a rivalry (9.37%), tennis as a source of joy and excitement (12.5%), and tennis as richness (10.93%).

**Students' opinions on tennis as a sport prior to tennis training;**

*"It is different from other sports because it is more difficult."*

*"People playing tennis aim to thrown the ball on their rival's field by hitting the ball with a racket."*

*"It is similar to table tennis and badminton because it is played with a racket, but their rules are completely different."*

*"Similar to tennis, all of our muscles move in tennis and it is a great way of relieving stress."*



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*“I compare tennis net to the hurdles in 100-meter dash and the ball to an athlete.”*

### **Students’ opinions on tennis as richness prior to tennis training;**

*“You need a lot of money to play tennis in Turkey.”*

*“Rich people play tennis in Turkey.”*

*“It is a popular sport in Turkey, and it is usually played by rich people.”*

*“It is a sport for the rich, you can earn money if you become successful.”*

### **Students’ opinions on tennis as a rivalry prior to tennis training;**

*“You cannot win the game if you don’t work.”*

*“It is displaying your performance by defending against your rival’s strength.”*

*“It is necessary to reach the ball which constantly goes up and down.”*

### **Students’ opinions on tennis as a challenge prior to tennis training;**

*“You cannot achieve your goals if you don’t work.”*

*“It is necessary to pay attention to this sport because it requires motivation and hard work.”*

*“Just as you shape unwrought iron by forging it, you make your game better by hitting the ball in tennis.”*

### **Students’ opinions on tennis as a source of joy and excitement prior to tennis training;**

*“It is enjoyable and exciting to watch and play tennis.”*

*“It makes you feel special.”*

*“It reflects your fears and joy.”*

*“It becomes more enjoyable to play when you are defeated, work more and hard. Tennis gets beautiful as you play it.”*

**Students’ opinions on tennis as an athlete prior to tennis training;**

*“We spent our childhood watching Federer’s matches. This is what made me love tennis as a sports branch.”*

*“He is my favorite because he is number one in the world.”*

*“He deserves the credit for his game and reflects his skills during the match.”*

**Students’ opinions on tennis as a habit prior to tennis training;**

*“You cannot give up playing tennis once it becomes a habit. It is like a cake, you cannot become full but it makes you happy.”*

*“It makes you want to play it again once you get accustomed to it.”*

*“Once you taste playing tennis, you will continue to play it. Sometimes you may lose the game but you will always do your best to win the match.”*

**Students’ opinions on tennis as beauty prior to tennis training;**

*“Playing lifelong tennis will help you live a more colorful life for.”*

*“Not all people can play tennis, people who play it are thought be nice and special people.”*

**Students’ opinions on tennis as making efforts prior to tennis training;**

*“What goes around comes around, how you hit ball determines how it will go.”*

*“The ball you send to the universe comes to you again.”*

**Students' opinions on tennis as a way of socialization, as a special sport, as peace and happiness and as learning and improvement prior to tennis training;**

*“You can get in touch with a lot of people. A lot of people in the world come together to watch you.”*

*“Not all people can play tennis.”*

*“You can relieve your daily stress and do not think about your bad experiences.”*

*“You can learn life slowly just as you learn hitting the ball.”*

**Table 3. Metaphors Used by Students for Tennis Following to the Tennis Training**

Metaphor	f	Metaphor	f	Metaphor	f
Tree	1	An enjoyable sports	3	Table tennis	1
Love	1	Elite	1	Tipcat	1
Car	1	Films	1	Mathematics	1
Baseball	1	Physics	1	Nadal	1
Badminton	2	Life	9	Hatchet	1
Arm wrestling	1	Bath	1	Rivalry	1
Hell	1	Imagination	1	Money	1
Tipcat	2	Theft	1	Racket	1
Flower	2	Addiction	1	Poetry	1
Field hockey	1	Work	1	Chess	1
Out of joint	1	Businessman	1	Tennis	2
Sea	1	Women	1	Welfare	1
Nature	2	Maiden's Tower	1	An enjoyable game	4
Action and reaction	1	Lahmacun	1	Richness	4
				TOTAL	64

**Table 4. Categories Regarding Students' Perception of Tennis Following to the Tennis Training**

Category	f	%	Category	f	%
Tennis as richness	8	12.5	Tennis as beauty	3	4.68
Tennis as a rivalry	10	15.62	Tennis as making efforts	9	14.06
Tennis as a source of joy and excitement	6	9.37	Tennis as a special sport	1	1.56
Tennis as a sport branch	9	14.06	Tennis as peace and happiness	9	14.06
Tennis as an athlete	1	1.56	Tennis as learning and improvement	2	3.12
Tennis as a habit	1	1.56			
Tennis as a challenge			Tennis as a way of socialization		

The categories regarding students' perception of "tennis" following to the tennis training can be listed as tennis as a rivalry (15.62%), tennis as making efforts (14.06%), tennis as peace and happiness (14.06%), and tennis as richness (12.5%).

**Students' opinions on tennis as richness following to the tennis training;**

*"Tennis is a costly sport, so only rich people and their children play tennis in Turkey."*

*"A sport for the rich."*

*"A sport for the elite."*

*"It is expensive."*

*"It is a game that can be played by rich people."*

**Students' opinions on tennis as a rivalry and tennis as a challenge following to the tennis training;**

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*“You can only win if you are strong enough.”*

*“Tennis is tiring and long like life itself.”*

*“It makes you sweat very much.”*

*“It always forces you to work hard.”*

*“You can never win if you don’t work hard.”*

### **Students’ opinions on tennis as a source of joy and excitement following to the tennis training;**

*“Relieving people physically and mentally.”*

*“It always makes you play more and more.”*

*“It is difficult to learn but it is enjoyable to play.”*

*“I want to play tennis more as I learn it. It is a very nice activity.”*

### **Students’ opinions on tennis as a sport following to the tennis training;**

*“It is important to hit the ball well in both sports.”*

*“Both sports use the same equipment and need a lot of attention because rules are very important.”*

*“It is similar to other sports playing with rackets. It is played in a certain field”*

*“We also hold a racket in tennis. The balls are also similar in size, not in weight.”*

### **Students’ opinions on tennis as beauty following to the tennis training;**

*“I feel happy when I play tennis.”*

*“You find peace when you play tennis.”*

### **Students’ opinions on tennis as peace and happiness following to the tennis training;**

*“It makes people happy if they like enjoying life and want to win.”*

*“All people can enjoy doing this sport.”*

*“You can find peace as you play.”*

*“It relieves all your stress and is an enjoyable sport for your life.”*

**Students’ opinions on tennis as making efforts following to the tennis training;**

*“It always pays you if you work hard enough to learn it.”*

*“You will be successful as much as you love it.”*

*“You can win if you pay attention to it. But if you don’t, you cannot win.”*

**Students’ opinions on tennis as learning and improvement following to the tennis training;**

*“You can do nothing if you don’t know a special formula.”*

*“We are afraid of sea if we don’t know how to swim, but we love it after learning. That’s valid for tennis, too.”*

**Students’ opinions on tennis as an athlete, tennis as a habit and tennis as a special sport following to the tennis training;**

*“The father of tennis”*

*“You always want to read more.”*

*“It is a very important sport for our future.”*

**DISCUSSION AND CONCLUSION**

It is sometimes difficult to clearly reveal an individual’s opinions on a topic because they may not possess sufficient knowledge about some concepts or have difficulty in directly expressing their opinions on these concepts. Therefore, strong concrete metaphors can be used to reveal individuals’ mental images (Saban et al., 2006; Semerci, 2007; Şahin and Baturay, 2013). In this respect, the present study aims to reveal students’ perception of “tennis” at School of Physical Education and Sports using metaphors. The metaphors used by university students were classified in 13 dif-

ferent conceptual categories which are tennis as richness, tennis as a rivalry, tennis as a source of joy and excitement, tennis as a sport, tennis as a challenge, tennis as an athlete, tennis as a habit, tennis as a way of socialization, tennis as beauty, tennis as making efforts, tennis as a special sport, tennis as peace and happiness and tennis as learning and improvement.

The percentages of metaphors used by students at School of Physical Education and Sports for tennis prior to the tennis training are as follows: tennis as richness (7 metaphors, 10.93%), tennis as a rivalry (6 metaphors, 9.37%), tennis as a source of joy and excitement (8 metaphors, 12.5%), tennis as an athlete (5 metaphors, 7.81%), tennis as a challenge (3 metaphors, 4.68%), tennis as a sport (18 metaphors, 28.12%), tennis as a habit (6 metaphors, 9.37%), tennis as a way of socialization (1 metaphor, 1.56%), tennis as beauty (2 metaphors, 3.12%), tennis as making efforts (2 metaphors, 3.12%), tennis as a special sport (1 metaphor, 1.56%), tennis as peace and happiness (1 metaphor, 1.56%), tennis as learning and improvement (1 metaphor, 1.56%) and invalid (4 metaphors, 6.25%).

When the findings of the present study are analyzed, it can be observed that the highest number of metaphors was used by the participants in the category of tennis as a sport prior to the tennis training. Participants' metaphorical perceptions of tennis are usually influenced by sports branches in which they were engaged in prior to tennis. This metaphor is followed by tennis as a source of joy and excitement (8 metaphors, 12.5%). It was also found out that tennis as richness (7 metaphors, 10.93%) was also commonly used students as they thought richness as a pre-condition for playing tennis, indicating that they may avoid playing tennis as a sport. In addition, it must be also noted that students' metaphorical perceptions of tennis are fairly positive. In a study focusing on primary school students' metaphorical perceptions

of sports, Koç et al. (2015) report that the majority of the students (93.07%) participating in the study used positive metaphors for sports, while only 6.97% of them used negative metaphors.

The percentages of metaphors used by students at School of Physical Education and Sports for tennis following to the tennis training are as follows: tennis as richness (8 metaphors, 12.5%), tennis as rivalry (10 metaphors, 15.62%), tennis as a source of joy and excitement (6 metaphors, 9.37%), tennis as an athlete (1 metaphor, 1.56%), tennis as a sport (9 metaphor, 14.06%), tennis as a habit (1 metaphor, 1.56%), tennis as a way of socialization, tennis as beauty (3 metaphors, 4.68%), tennis as making efforts (9 metaphors, 14.06%), tennis as a special sport (1 metaphor, 1.56%), tennis as peace and happiness (9 metaphors, 14.06%), tennis as learning and improvement (2 metaphors, 3.12%), and invalid (6 metaphors, 9.37%).

It can be understood from the findings that the highest number of metaphors was used by the participants in the category of tennis as a rivalry following to the tennis training. It can also be observed that tennis as making efforts is one of the most commonly used metaphors. Therefore, it can be stated that students' metaphorical perception of tennis following their tennis training at School of Physical Education and Sports are mostly relate to making efforts and working hard. It can be assumed that participants were not aware of the difficulty of this sport because they had not been engaged in this sport. Thus, training sessions helped them understand the level of difficulty in this sport.

The fact that life as a metaphor was used by students 4 times prior to the training and 9 times following to the training demonstrates that students view tennis as a concept which is strongly tied to their lives. According to Arpa (2014:3), sport is an indispensable and inseparable part of human life. He also adds that sports play a vital role in an individual's life as it helps them



being happier and healthier throughout their lives and increase their mental strength.

While the number of participants who associated tennis with another sport branch was 18 prior to tennis training, this figure decreased to 9 following the training. This can be attributed to the fact that all university students participating in the present study were engaged in other sports branches in their lives. However, it is likely that the frequency of this metaphor gradually decreased following their training sessions.

Because the findings of the present study indicate that 75 different metaphors were used by university students to define tennis as a concept, it can be stated that their perceptions of and opinions on this concept greatly vary. In addition, the variety of metaphors used for “tennis” as a concept demonstrates that it is quite difficult to comprehensively define this concept with a single metaphor. While the most positive metaphors were used in the category of “tennis as a source of joy and excitement”, the most negative metaphors were used in the category of “tennis as a challenge”. In summary, it was found out in the present study that metaphors used by university students for tennis as a concept indicate a positive perception on their part. Therefore, the following recommendations can be made:

1. No studies on the metaphorical perceptions of tennis can be found in the existing literature. Therefore, this is the first study to be conducted on this topic, and further studies can be carried out using different open-ended questions and statements.
2. The findings demonstrate that metaphors can be used as a strong tool to reveal students’ perceptions of and opinions on “tennis” as a concept at School of Physical Education and Sports. A similar study can also be conducted in primary and secondary schools.

3. Various positive and negative perceptions of tennis were found out in the present study. Therefore, future studies may focus on the analysis of the reasons for these perceptions. Negative perceptions of tennis can be particularly analyzed, and seminars can be organized to develop tennis as a sport branch.
5. Metaphors used for tennis as a concept can be also used to develop scales for tennis training.
6. Individuals' perceptions of tennis can be better revealed if the present study is repeated in different populations and using different samples (managers, teachers, parents etc.). Therefore, it can be possible to offer enlightening findings for educational managers and decision makers. Perception of tennis can also be analyzed using different variables.

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## Chapter 5

# THE PLACE OF TURKISH EQUESTRIAN IN THE MODERN OLYMPICS

Neslihan ARIKAN<sup>1</sup>

### INTRODUCTION

Described as the most sentient animal in the world with its strength, speed, grace and nobility, horse has been the greatest companion of mankind for thousands of years. The horse has a distinctive place and importance for the Turkish nation. According to their religious beliefs based on shamanism, Turks have sacrificed horses to the Gods for centuries. They made use of its flesh as food, of his power in freight transport, traded it, drank its milk by making kumis, participated in battles on horses, and formed a culture with it by organizing horse-drawn games and competitions.

Having taken its place in the life of mankind since the earliest times of history, the horse has served many different purposes in its historical adventure. The horse, which was originally used to feed as a hunting animal, has served as an indispensable element in individual and community life throughout history as people began to notice its other characteristics and tamed it to take advantage of them. Having discovered the possibilities and capabilities of the horse one by one, mankind has always used it as the fastest means of transportation, and in subsequent periods has benefited from its power and speed in agriculture, transportation

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and postal services. For thousands of years, horses and mounted troops, as a means of warfare, have always said the last word in battles that set the turning points of human history.<sup>1</sup>

Equitation, which is a way of life thanks to its love of nature and animals, can be described as an art in which the individual presents the harmony they have created by knowing, influencing and ultimately completing each other with the horse, which is one of the most noble beings on earth, in the most aesthetic way to those who follow them. It is also possible to define equitation as a science that makes maximum use of universal truths and constantly strives for self-improvement in the process of transforming the strengths and abilities of the horse and rider into an artistic spectacle.<sup>2</sup>

The horse was at first tamed in Central Asia in B.C. 4000s; it played an important role in the social, political, economic and military life of the Turks and directed all their cultural elements.<sup>3</sup>

The ancient Olympics, which were in some way the basis for the formation of the modern Olympics, continued in ancient Olympia, southwest of the Peloponnes peninsula in Greece for more than 1200 years. One of the sport branches in the ancient Olympics starting in the year 776 B.C. and being held every four years in which any conflict and hostility between the Greek tribes were forbidden for one month during which the games continued each time is the horse and horse-car competitions which were watched with great enthusiasm by thousands of spectators in the racetracks.<sup>4</sup>

The conquest of Greece by the Romans and especially the church's oppressive attitude towards sports in parallel with the spread of the Christian religion caused the Olympic Games to lose their true meaning and importance. Having reintegrated with the modern olympics as of 1912 Stockholm Olympic Games, while equestrian sports continued its development along

with the seven different branches which were officially accepted by the International Equestrian Federation among other dozens of branches ongoing locally on earth from past to present, only 3 of them have been recognized as an Olympic branch.<sup>5</sup>

Turkish equitation, which revived in the early years of the Republic in Turkey, has added much greater new successes to its achievements. Participation in the olympic games was for the first time in the 1936 Berlin Olympics and considerable success was achieved.

The purpose of this study is to examine the place and development of Turkish equitation in the modern Olympic Games.

## **MATERIAL AND METHOD**

The study was conducted through a document review from qualitative research methods. In accordance with its characteristic features, qualitative research provides different solutions to educational problems with different perspectives, giving educational researchers the opportunity to see not only through the perspective where quantitative aspects of the problem are seen, but also through the perspective where their qualities are seen as alternatives.<sup>6</sup> Qualitative research is also the study in which qualitative data collection techniques such as unstructured observation, interview and document examination are used, and a qualitative process for realistically and integrally revealing phenomena within their natural environments is followed.<sup>7</sup>

Document review covers the analysis of written materials that are intended to be investigated and contain information about events or facts. Although it is a method used traditionally by historians, anthropologists and linguists, sociologists and psychologists have also contributed to the development of major theories using document review.<sup>8</sup>

## **FINDINGS**

No sport activities could be carried out from the proclamation of the Republic until 1925. Since 1925, staff were sent to courses abroad to meet the need for teachers and coaches were brought in.

The Turkish Equestrian Team which, was not a member of the International Equestrian Federation, received a competition invitation from Bulgaria in 1931. As a result of this invitation, the following caravan went to Sofia and the first international contact was made. As the head of the caravan, Staff Col. Cevdet Bilgişin, Crew Chief: Capt. Tevfik Kılıç, Equestrians: Capt. Ömer Vehbi Savaşer, Capt. Cevat Kula, Capt. Avni Bağna, Lieutenant Cevat Gürkan, Lieutenant Saim Polatkan, Lieutenant Cevat Resneli, Lieutenant Eyüp Öncü, Lieutenant Selahattin Salih participated.<sup>9</sup>

The Olympic Magazine of Cumhuriyet Newspaper announced this competition as “the first military national contact”. The Turkish riders were more successful than predicted in the three-day competition, which took place on 2-4 October 1931, despite being the first international contact. Capt. Cevat Kula was the first Turkish cavalryman to draw the Turkish flag to the pole of honors in an international competition since he won third place with his horse “Akın” in the individual ranking.<sup>10</sup>

### **1936 Berlin Olympic Games**

The Turkish National Equestrian Team had its first olympic test at the 1936 Berlin Olympics. The team trained by Coach Major Albert Taton set out with the following staff: Head of the caravan: Staff Col. Cevdet Bilgişin, Crew Chief: Staff. Capt. Saim Önhon, Competitors: Capt. Cevat Kula, First Lt. Saim Polatkan, First Lt. Cevat Gürkan, First. Lt. Eyüp Öncü, First Lt. Bedri İlhan, First Lt. Sadettin Erokay, Lt. Behiç Aslan, Lt. Avni Karaca.<sup>11</sup>

Both of our teams were eliminated in hurdle jumping and 3-day competition branches at the end of the competitions in



which 18 countries participated, but Capt. Cevat Kula ranked 6 with “Çapkın”, First Lt. Saim Polatkan ranked 27 with “Çakal”.<sup>12</sup>

In the three-day competition, First Lt. Erokay had very good competitions with “Akın” by making a good track in the last day’s hurdle jump section and went off the field; but, as he left the field without crossing the finish line he was eliminated from a competition where he would receive an Olympic award. Consequently, our riders’ success in olympic competitions thus became limited. This is because our horses were physically and mentally insufficient. The fact that the team’s two horses were banged off in Berlin suddenly and then the horses were already deemed worthless prevented our officers from getting better results.<sup>12</sup> The results of the 1936 Berlin Olympic Games are given in Table 1.

**Tablo 1. Overall Results of Turkish Equestrian National Team at the 1936 Berlin Olympic Games**

Rider	Horse	Competition Name	Load	Penalty	Participation	Degree
Capt. Cevat Kula	Çapkın	Hurdle Jumping (Individual)	160 cm.	12	54	6
Lt. Saim Polatkan	Çakal			28		27
Capt. Cevat Kula	Çapkın	Hurdle Jumping Nations Championship (Team)	160 cm.	12	18 Team	M
Capt. Cevat Gürkan	Güdük			M (21)		
Lt. Saim Polatkan	Çakal			28		
Lt. Saadettin Erokay	Akın	3 Day Competition (Individual)	120 cm.	Jump M	49	M
Lt. Saim Polatkan	Kısmet			Cross M		M

The Turkish National Team was involved in a wide-ranging competition chain to participate in the Rome, Paris and London International Hurdle Jumping competitions in 1937 with the following team. Team members: Head of the caravan: Major General Şemsettin Taner, Crew Chief: Staff Capt. Saim Önhon, Coach: Albert Taton, Competitors: Capt. Cevat Kula, Capt. Cevat Gürkan, First. Lt. Saim Polatkan, First Lt. Eyüp Öncü.<sup>14</sup>

In the “Mussolini Nations Gold Cup” competition held on 2 May 1938; the Turkish team has achieved a success that would put its stamp on history. It is the greatest achievement mentioned by the Turkish Equestrian community today. 178 Capt. Cevat Kula achieved this success with “Güçlü”, Capt. Cevat Gürkan with “Yıldız”, Capt. Eyüp Öncü with “Ünal”, First Lt. Saim Polatkan with “Çakal”.<sup>15</sup>

### **1948 London Olympic Games**

Participation was made to 1948 London Olympics with the intention to be a prelude to the return of the equestrian sport to its former successful days. No new horses were bought, and older horses left over from the pre-war period were given to the team. Major General Cevdet Bilgisin, who heads the Cavalry Department of the Land Forces Command, was very determined to participate in the London Olympics. He obtained permission from President İsmet İnönü in order to train the horses in the Presidential Guard Regiment. Commander Saim Polatkan working under the command of Major General Cevdet Bilgişin served as coach. Com. Selim Bahadır Çakır entered the national team in Ankara group. According to the meeting, coach of Ankara group was Commander Saim Polatkan, and coach of Istanbul Group was Commander Ziya Bora. Capt. Salih Koç, Capt. Selim Bahadır Çakır and Capt. Kudret Kasar entered the national team from Ankara team.<sup>9</sup>

The staff of the National Equestrian Team participating in the London Olympics is as follows: Head of the Caravan: Major General Cevdet Bilgişin, Crew Chief: Com. Eyüp Öncü, Competitors: Com. Saim Polatkan, Com. Eyüp Öncü, Com. Cevat Gürkan, Capt. Kudret Kasar, Capt. Selim Bahadır Çakır, Capt. Tevfik Yücel, Capt. Salih Koç, Capt. Ziya Azak, Capt. Eyüp Yiğittürk and First Lt. Kemal Özçelik.<sup>11</sup>

In this Olympiad, the Turkish team was eliminated in both branches. There is no individual achievement on records.<sup>16</sup> The results of the 1948 London Olympic Games are given in Table 2.

**Tablo 2. Overall Results of Turkish Equestrian National Team at the 1948 London Olympic Games**

Rider	Horse	Competition Name	Load	Penalty	Participation	Degree
Capt. Selim Çakır	Güçlü	Hurdle Jumping Nations Championship (Team)	160 cm.	M	14 Teams	M
Capt. Kudret Kasar	Siyok			M		
Com. Eyüp Öncü	Yıldız			M		
Capt. Salih Koç	Cesur	3 Days Competition (Team)	120 cm.	M	15 Teams	M
Capt. Eyüp Yiğittürk	Özbek			M		
Capt. Ziya Azak	Rüzgar			M		

The period from 1951 to 1953 was a period of stagnation in terms of equestrian sports. During this period, for reasons such as the lack of horses of the desired quality, the economic bottlene-

ck in the country, the need for a good trainer to start a disciplined work, our equitation only operated within the country. In 1952, the arrival of Taton in Turkey again, buying new horses led to the shelving of studies on domestic blood. In the years 1954-1960, the Turkish equestrian team were to run quite successful competitions with these new horses.<sup>9</sup>

The years 1949-1954 were spent re-establishing and training the team. Meanwhile, participation was made to 1951 Cairo and Alexandria (Egypt) international competitions with the horses "Sağanak", "Güzel", "Romans" and "Alço" trained by Capt. Ziya Bora as well as the three-year horses bought from abroad. "Güzel" wins a fourth place in these competitions. The School Commander during this period was Colonel Hakkı Sokullu. Thus, the re-established team developed all aspects of their work in the above intermediate period, but due to internal strife and deceptions, Col. Albert Taton (1952-1956) who retired from France, was brought in again as teacher. With the arrival of Taton, purchases of new horses were made from France, and with the World War II, foreign horse purchases was stopped and the training of the novice horse in our own resources was also ended. The team has resumed international competitions with these trained horses bought from abroad, making it mentioned in Europe between 1954 and 1960. Turkish riders who competed with the best teams in Europe and participated in the Olympic Games in 1956 and 1960 have been the feared competitors with outstanding achievements.<sup>2</sup>

### **1956 Stockholm Olympic Games**

The 1956 Summer Olympic Games were held in Melbourne, Australia. Equestrian competitions did not take place at the Olympic Games, as the country's laws for breeding horses prohibited the introduction of horses from outside the country. As a result of the decision of the International Olympic Committee, the equestrian competitions were held in Stockholm, Sweden on 10-17 June.<sup>17</sup>

The Turkish Equestrian Team participated in the Vienna, London and Dublin International Hurdle jumping competitions, respectively, before the Stockholm Equestrian Olympics in 1956. The team participated in these competitions with the following staff: Head of the Caravan: Staff Col. Hamdi Günsay, Crew Chief: Com. Saleh Coach, Coach: Albert Taton, Riders: Com. Mennan Pasinli, Capt. Selim Bahadır Çakır, Capt. Nail Gönenli, Capt. Bedri Böke, Capt. Kemal Özçelik, Capt. Alpaslan Güneş ve Capt. Fethi Gürcan.<sup>18</sup>

At the end of the Olympics, The Jumping Team did not achieve a degree as a team, but individually Com. Salih Koç ranked 30 with his horse named “Başak” and First Lt. Alpaslan Güneş ranked 38 with his horse named “Esmer Altın”. In the 3-days competition branch, upon the elimination of Capt. Nail GÖNENLİ and Capt. Fethi Gürcan by injury, Capt. Kemal Özçelik, who finished the competition alone, became 18th in individual ranking.<sup>19</sup>

The Turkish team first participated in the Vienna International Hurdle Jumping competitions. Com. Salih Koç became first in “Strenght Competition” with “Siyok”, Capt. Kemal Özçelik ranked second with “Haydi”, Capt. Nail Gönenli ranked third with “Atıl”. In the “High Horse Manege” competition, Capt. Fethi Gürcan became the first with his horse named “Rih”, Com. Mennan Pasinli came third with his horse named “Şasör”.<sup>18</sup>

In the “High Jump” competition, Capt. Kemal Özçelik shared the lead that he came the first with “Haydi” with the horse of another Turkish competitor Nail Gönenli named “Siyok”. In the “Nations Award” team competition, the Turkish team won first place among 6 teams.<sup>20</sup> The results of the 1956 Stockholm Olympic Games are given in Table 3.

**Table 3. Overall Results of Turkish Equestrian National Team at the 1956 Stockholm Olympic Games**

Rider	Horse	Competition Name	Load	Penalty	Participation	Degree
Com. Salih Koç	Başak	Hurdle Jumping Nations Championship (Team)	160 cm.	M	20 Team	M
Capt. Bedri Böke	Domino			M		
Capt. Alpaslan Güneş	E.Altın			M		
Capt. Alpaslan Güneş	E.Altın	Hurdle Jumping (Individual)	160 cm.	33,25+32 65,25	60	38
Com. Salih Koç	Başak			24+29,25 53,25		
Capt. Kemal Özçelik	Eskimo	3 Days Competition (Team)	120 cm.	186,21	22 Team	M
Capt. Nail Gönenli	Temel			Did not enter the jump		
Capt. Fethi Gürcan	Rıh			Cross M		
Capt. Kemal Özçelik	Eskimo	3-Day Competition (Individual)	120 cm.	-186,21	56	18

The Turkish team first participated in the Vienna International Hurdle Jumping competitions. Com. Salih Koç became first in “Strenght Competition” with “Siyok”, Capt. Kemal Özçelik ranked second with “Haydi”, Capt. Nail Gönenli ranked third with “Atıl”. In the “High Horse Manege” competition, Capt. Fethi Gürcan became the first with his horse named “Rih”, Com. Mennan Pasinli came third with his horse named “Şasör”.<sup>18</sup>

In the “High Jump” competition, Capt. Kemal Özçelik shared the lead that he came the first with “Haydi” with the horse of another Turkish competitor Nail Gönenli named “Siyok”. In the “Nations Award” team competition, the Turkish team won first place among 6 teams.<sup>20</sup>

### **1960 Rome Olympic Games**

The Turkish National Equestrian Team went abroad in 1960 to participate in the hurdle jumping competitions in Ostende, Rotterdam and then the Rome Olympics. The team staff is as follows: Head of the Caravan: Col. Kemal Avman, Crew Chief/Coach: Col. Eyüp Öncü, Riders: Capt. Salih Koç, Com. Cevdet Sümer, Com. Ramiz Egeli, Capt. Nail Gönenli, Capt. Muhiddin Üründül.<sup>17</sup>

In the Ostende International Hurdle jumping competition in Belgium, the Turkish team received the following degrees: Capt. Nail Gönenli came second with “Domino” in “Henri Serruys Award” competition, Com. Cevdet Sümer came sixth with “Serez”. In the competition of “M. Janssens Award” Capt. Salih Koç won the sixth place with “Polat”. In the “Wellington Prize” competition, Capt. Nail Gönenli came fourth with “Domino”, Capt. Cevdet Sümer came fifth with “Serez”, Capt. Nail Gönenli came sixth with “Esmer Altın”. The Turkish team was fourth out of five teams in the “Nations Award” competition.<sup>21</sup>

Equestrian Team, Turkish riders participating in the Olympic Games held between 25 August- 11 September 1960 in Italy's capital, Rome, and their results are as follows. The staff of caravan is as follows: coach: Col. Eyüp Öncü, Riders: Com. Salih Koç, Com. Nail Gönenli, Com. Cevdet Sümer, Com. Ramiz Egeli, Capt. Muhtetin Üründül.<sup>17</sup>

As the Turkey National Hurdle jumping team, Com. Salih Koç attended with "Eskimo" and Com. Cevdet Sümer with "İmza" to the Olympic Games and they were eliminated. Com. Nail Gönenli did not enter the competition. Individually, Com. Cevdet Sümer came fifteenth with "Zambak", Capt. Nail Gönenli became thirty-first with "İnka".<sup>9</sup>

The National Equestrian Team travelled to Italy in 1964 to take part in the Naples and Rome International Hurdle jumping competitions. The team staff is as follows: Head of the Caravan: Col. Emin Görgüç, Crew Chief / Coach: Col. Salih Koç, Riders: Col. Salih Koç, Com. Nail Gönenli, Capt. Selahattin Telli, Capt. Cemalettin Zorlu.<sup>17</sup>

The expected success was not achieved in the competitions in Rome. The Turkish team was seventh out of nine teams in the "Nations Award" team competition held on the last day. The special competitions held in Naples took place in a show mood.<sup>15</sup> The results of the 1960 Rome Olympic Games are given in Table 4.



**Tablo 4. Overall Results of Turkish Equestrian National Team at the 1960 Rome Olympic Games**

Rider	Horse	Competition Name	Load	Penalty	Participation	Degree
Com. Cevdet Sümer	İzma	Hurdle Jumping Nations Championship (Team)	160 cm.	33	18 Team	M
Capt. Nail Gönenli	Domino			M		
Com. Salih Koç	Eskimo			48,75		
Com. Cevdet Sümer	Zambak	Hurdle Jumping (Individual)	160 cm.	37,50	60	15
Capt. Nail Gönenli	İnka			63,25		31

## **DISCUSSION AND CONCLUSION**

The historical adventure of equestrian sport, which continued through different competitions throughout ancient time, continues its path by integrating with the modern olympics since the 1912 Stockholm Olympic Games. As in the whole world, equestrian sport is practiced in different branches in Turkey and Turkish equitation has been able to compete with the countries that have a say in this sport in some periods in history and continues its efforts to get its rightful place in this field at international level. The importance of equestrian sport for Turks is an undeniable fact. As foreign scientists have stated, Turks are a nation living with their horses. There is a successful period in Turkish equitation until 1960.

The Turkish equestrian team that began to gain experience with international competitions of 1932 Nice (France) in 1934 in Vienna (Austria), 1935 Vienna (Austria), Nice (France), Aachen

(Germany), Budapest (Hungary) participated in four olympic games so far in total. These are the 1936 Berlin, 1948 London, 1956 Stockholm and 1960 Rome Olympics.<sup>17</sup>

In order to ensure the continuation of the culture of society from generation to generation and to introduce itself to other societies, particularly traditional sports are of great importance. The only way for Turkey to succeed in equestrian, which is one of the oldest ancestral sports of the Turks, is to ensure that equestrian is widespread throughout the country and to take measures accordingly. The primary measures to be taken includes training quality personnel, implementing a good equestrian sport program in the Veterinary Faculties of universities as well as construction of the necessary equestrian facilities and areas. The country's development depends on the multitude of healthy and educated people. Because education grows people who will perform their duties in the best way. Equestrian, like other sports, is an indispensable and integral part of general education and is an effective and attractive tool for raising healthy people developed in organic, social, mental, emotional and skill aspects. Equestrian is today a branch of science, art and industry. As a social event, it brings people together within the country and it can bring the countries closer together.<sup>21</sup>

The state needs to develop effective policies regarding the spread of equestrian sport and the growing of domestic horses. With incentives and protections to be brought to domestic horse growing and training, instead of watching the extinction of Anatolian horses, to acclimate young people and children to the love of horses and to increase interest in many equestrian sports and games like in our history could be considered as great gains in the future.

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