

The Online Journal of Recreation and Sport

*Volume 4 Issue 1
January 2015*

Editor-in-Chief
Assoc. Prof. Dr. Metin YAMAN

Editors
Prof. Dr. İsmail Hakkı MİRİCİ
Prof. Dr. Mehmet GÜNAY

Associate Editors
Assoc. Prof. Dr. Mehmet GÜÇLÜ
Assoc. Prof. Dr. Fatih ÇATIKKAŞ

Hüseyin ESKİ
Technical Editor



Copyright © 2012 - THE ONLINE JOURNAL OF RECREATION AND SPORT

All rights reserved. No part of TOJRAS articles may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Contact Address:

Assoc. Prof. Dr. Metin YAMAN
TOJRAS, Editor in Chief
Ankara-Turkey

Published in TURKEY

Message from the Editors

The Online Journal of Recreation and Sport (TOJRAS) welcomes you. TOJRAS also thanks all researchers, practitioners, administrators, educators, teachers, parents, and students from all around the world for visiting the volume 4 and issue 1.

TOJRAS is a quarterly journal (January, April, July and October). This online periodical is devoted to the issues and applications of recreation and sport. Reviewed by leaders in the field, this publication is designed to provide a multi-disciplinary forum to present and discuss all aspects of recreation and sport.

TOJRAS records its appreciation of the voluntary work by the following persons, who have acted as reviewers for one or more submissions to TOJRAS for v4i1. The reviewers of this issue are drawn quite widely from education field. Reviewers' interests and experiences match with the reviewed articles.

I am always honored to be the editor-in-chief of TOJRAS. Many persons gave their valuable contributions for this issue. I would like to thank the editorial board of this issue.

TOJRAS invites article contributions. Submitted articles should be about all aspects of recreation and sport. The articles should also discuss the perspectives of students, teachers, school administrators and communities. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJRAS. For any suggestions and comments on the international online journal TOJRAS, please do not hesitate to contact with us.

Assoc. Prof. Dr. Metin YAMAN
Editor in Chief

Editor-in-Chief

Assoc. Prof. Dr. Metin YAMAN

EditorsProf. Dr. İsmail Hakkı MİRİCİ Editors
Prof. Dr. Mehmet GÜNAY**Associate Editors**Assoc. Prof. Dr. Mehmet GÜÇLÜ
Assoc. Prof. Dr. Fatih ÇATIKKAŞ**Technical Editor**

Hüseyin ESKİ

Editorial Board

- | | |
|---|---------------------------------|
| Dr. Adela Badau, Romania | Dr. Mehmet Özal |
| Dr. Adnan Turgut | Dr. Metin Yaman, Turkey |
| Dr. Ahmet Altıparmak, Governor of Antalya, Turkey | Dr. Muhsin Hazar |
| Dr. Ahmet Peker, Turkey | Dr. Mutlu Türkmen, Turkey |
| Dr. Arslan Kalkavan, Turkey | Dr. Müslüm Bakır, Turkey |
| Dr. Ayda Karaca, Turkey | Dr. Nadhim Al-Wattar, Iraq |
| Dr. Ayşe Kin İşler, Turkey | Dr. Nevzat Mirzeoğlu, Turkey |
| Dr. Aytekin İşman, Turkey | Dr. Nikola Hadjiev, Bulgaria |
| Dr. Azmi Yetim, Turkey | Dr. Osman İmamoğlu, Turkey |
| Dr. Beyza Merve Akgül | Dr. Ömer Şenel, Turkey |
| Dr. Birol Doğan, Turkey | Dr. Özbay Güven, Turkey |
| Dr. Cecilia Cevat, Romania | Dr. Özcan Saygın, Turkey |
| Dr. Cengiz Aslan, Turkey | Dr. Özcan Saygın, Turkey |
| Dr. Dana Badau, Romania | Dr. Peter Bonov, Bulgaria |
| Dr. Diana Jones, USA | Dr. Rasim Kale, Turkey |
| Dr. Emin Kuru, Turkey | Dr. Sami Mengütay, Turkey |
| Dr. Emre Erol, Turkey | Dr. Settar Koçak, Turkey |
| Dr. Ercan Zorba | Dr. Seydi Ahmet Ağaoğlu, Turkey |
| Dr. Erdal Zorba | Dr. Seydi Karakuş, Turkey |
| Dr. Erdal Zorba, TSFAF President Turkey | Dr. Suat Karaküçük, Turkey |
| Dr. F. Tondnevis, Iran | Dr. Tekin Çolakoğlu, Turkey |
| Dr. Fatih Çatıkkaş, Vice Secretary | Dr. Wolfgang Buss, Germany |
| Dr. Fatih Yenek | Ali Paydar |
| Dr. Feza Korkusuz, Turkey | Amir Ghiami |
| Dr. Filiz Çolakoğlu | Bae Dixon, Australia |
| Dr. Gülfem Ersöz, Turkey | Ceren Suveren |
| Dr. Güner Ekenci, Turkey | Cüneyt Kırgız |
| Dr. Güven Erdil, Turkey | Erkan Arslanoğlu |
| Dr. Hasan Kasap, Turkey | Fatma Nur Er |
| Dr. Hatice Çamlıyer, Turkey | İlayda Mirici |
| Dr. Hayri Ertan, Turkey | Kelly Park, Korea |
| Dr. Hülya Aşçı, Turkey | M. Galip Zorba |
| Dr. Işık Bayraktar | Ms. Golda El-Khoury |
| Dr. İ Hakkı Mirici, Secretary General | Ms. Raija Mattila |
| Dr. İbrahim Yıldırım, Turkey | Nesrin Gülmahar |
| Dr. İlhan Öksöz, Turkey | Ozan Sever |
| Dr. Ju Ho Chang, Korea | Sam Ramsamy |
| Dr. Kadir Gökdemir, Turkey | Selma Selman |
| Dr. Kang-Too Lee, TAFISA President, Korea | Serpil Çubukçu |
| Dr. Kemal Tamer, Turkey | Sinem Hergüner |
| Dr. Kürşat Karacabey, Turkey | Süleyman Gönülateş |
| Dr. Margaret Talbot | Türker Bıyıklı |
| Dr. Mehmet Güçlü, Turkey | Wilfried Lemke |
| Dr. Mehmet Günay, Turkey | Wolfgang Baumann, Germany |
| | Zaid Kazi Gasim |

Table Of Contents

EVULATION OF AGGRESSION LEVEL OF ELIT ICE HOKEY PLAYER IN HIGH SCHOOL	1
<i>Muhammet Irfan KURUDIREK</i>	
EXAMINING THE FACTORS CONSTRAINING PHYSICAL EDUCATION AND SPORTS EMPLOYEES FROM PARTICIPATING IN RECREATIONAL ACTIVITIES IN TERMS OF GENDER AND PROFESSION	14
<i>Gulsum BASTUG, Ercan ZORBA, Sahali OZKARA, Duygu YARALI</i>	
RECREATIONAL ACTIVITIES IN CRIME PREVENTION AND REDUCTION	20
<i>Caner Özgen, Velittin Balcı</i>	
THE EFFECT OF THE KINESTHETIC INTELLIGENCE, THE EMOTIONAL INTELLIGENCE AND INTERIOR-EXTERIOR CONTROL COLLEGE OF THE STUDENTS IN PHYSICAL EDUCATION AND SPORT ACADEMY TO THEIR ACADEMIC ACHIVEMENT	27
<i>Hande BABA, Mehmet GÜÇLÜ</i>	
THE ROLE OF SPORTS IN RECREATIONAL ACTIVITIES	40
<i>Murat KUL, Fatih ÇATIKKAŞ, Mutlu TÜRKMEN, Hayri AKYÜZ</i>	

EVOLUTION OF AGGRESSION LEVEL OF ELIT ICE HOKEY PLAYER IN HIGH SCHOOL

Muhammet Irfan KURUDIREK

ABSTRACT: The purpose of this study is to analyze aggression levels of ice hockey players and indicate the relation between sports and aggression levels in detail within certain limitations. In the master's thesis named "the study of aggression levels of elite ice hockey players in high school, we studied the aggression levels of 51 high-school students that play ice hockey in Turkish national teams during 2012-2013 academic year in terms of age, status, parental education level and age variables. In the study, we employed personal information form that was developed by the researcher and shows participants' demographic characteristics(branch ages, status, parental education levels and ages) and "aggression scale " that was developed by Tuzgöl (1998) with the aim of collecting data. In the statistical analysis of obtained data, descriptive statistics (mean, standard deviation, minimum-maximum values etc.), unrelated t test and ANOVA statistical techniques and SPSS P were employed. Obtained data can be classified as follows: no significant difference was observed as a result of comparison aggression levels in terms of age. ($p < 0,05$) 15 year old children are more aggressive than other children. A significant difference was observed as a result of comparison aggression levels in terms of schools. ($p < 0,05$) Students in vocational high school are more aggressive than others in sports high school, regular high school. A significant difference was observed as a result of comparison aggression levels in terms of position. ($p < 0,05$) forward players are more aggressive than defense and goal keepers. A significant difference was observed as a result of comparison aggression levels in terms of their fathers' education level. ($p < 0,05$) sportsmen ($x = 3,71 \pm 474$), whose fathers graduated from primary school are much more aggressive than others whose fathers graduated from secondary education ($x = 3,20 \pm 372$) and two-year degree/undergraduate ($x = 3,25 \pm 569$). A significant difference was observed as a result of comparison aggression levels in terms of their mothers' education level. ($p < 0,05$) there seems a significant difference between students whose mothers graduated from primary school and the ones ($p = 0,038$) whose mothers graduated from two-year degree/undergraduate programs. According to this; it is observed that sportsmen ($x = 3,77 \pm 433$), whose mothers graduated from primary school are much less aggressive than others ($x = 3,66 \pm 464$) whose fathers graduated from school and two-year degree/undergraduate .

1. INTRODUCTION

The subject of this study is the evolution of aggression levels of elite ice hockey players at high school level. Sport is a struggle requiring intensive effort continuously because it combines the play with the competition and it has physical skills more and it makes the winners awarded and it requires heavy muscle working or struggle and high-level play. Prevailing his surrounding or nature and briefly to the World is the purpose which is available in his genuine. If this purpose is not channeling to a true way, violence and aggression occur [1].

Aggression is a common seen situation in the sport. This situation may depend on personal feature of the sportsman, tactical understanding a trainer applied, the pressure of supporter or media. Particularly, some terms including aggression in some team sports have settled. For example, aggression defence, aggressive play, are, some of these. The aggression term mentioned here indicates an accepted situation. Whereas, in Daily life aggressive behaviours are limited either by social rules or by laws; function is applied. In this case, whether which behaviours in sport is accepted as aggressive ones should be explained. [2]. Aggressive behaviours are often seen between children and adults too [3].

Following to 25th Winter Universiade in Erzurum in 2011, being more popularized day by day, ice hockey became interest focus of the youth. During this study in the result of literature scanning carried out it is observed that any study about this subject has not been conducted so far in our country.

The aim of this study is to determine the reasons of aggression level and is to offer suggestions in order to prevent this aggression.

2. GENERAL KNOWLEDGE

2.1. Aggression

Aggression

Tiryaki defined aggression as a shape of a behaviour which gives pain, injurious, and snarling in order to prevail others, and manage them, or break down a situation or to come them to naught, and emphasized that aggressive behaviours became the ones orienting to the purpose, and they would be orienting to a person or a group or the society, and so he also emphasized that in those who encountered with these kinds of behaviours, either avoidance or refusing to the similar behaviours could be seen [4].

Aggression is commonly used with the aim of describing the behaviours indicated by means of giving damage to the individual. In this respect, in conceptualism of aggressive behaviours; giving damage, injuring or the components such as purpose or intention are of the function of keyword. As regards better understanding of the subject, some of different definitions are as follows;

Aggression is a behaviour giving financial damage or personal pain, accepted by attacker depending on direct or indirect social reasons [6]. Loebe and Hay defines aggression as a behaviour category causing physical damage on others [8].

When aggressive behaviour came to realize in sport, two different aggression types are coined. One of them is aggression with the tool and the other is aggression including hatred. In the sport branches performed mutually, the necessities requiring being understanding and profitable for the team and existing from special situation indicate aggression with the tool whereas those which made effort the intention of the violation of the rules or giving damage to the Rival (deliberately kick or etc.) indicate aggression including hatred [4].

In the result of their studies, Kepenkci and Cinkir determined that verbal bullying became 33.5% and physical bullying became 35.5% and emotional bullying became 28.3% and last sexual bullying became 15% [9].

In the frame of the rules belonging the sport branch, a certain obstacle is available and this is expected mutually by the players. In the case of giving damage to the rival by overlooking the rules, aggressive behaviour is mentioned.[10].

2.1.2. Types of Aggression

The researchers have divided aggression under various sub-types, and examined. And in the result of the studies, it is seen that aggression is of a lot of types.[7].

Aggression with the tool

In the type of this aggression, the individual behaves pre-planingly and deliberately in order to achieve his or her goal. According to Leonard, aggression with tool doesn't have an emotional basis, but it is orienting to the duty your goal exactly [12].

In this type of aggression, the aim is to move in order to stop rival team. Here, the goal isn't giving damage to the rival, but is the prevention of the rival sportively. For instance, in an ice hockey match, the obstructing of a player going to rival field to make a score can be given as an example of this type of aggression.

Aggression with the aim of social prize and acceptance

As in every job branches, the players also want to promote in their Works and having career earning much more Money, being famous and strengthening of their places. If the sporter with the aggression during the match contributes to the success of the team, even if he or she is punished by the referee, managers of the team and supporters have supported him. Aggressive behaviour of the player who wins the admiration of the managers and supporters with this method become emphasized [2].

When his or her team becomes lack, or when he or she encounters with lack-attack particularly when he or she has to make defence in face-to face positions, an ice hockey player may prevent the player who has caught the opportunity of score by means of out-law aggression. Here, the aim is to win his or her own spectators admiration or the approval of the managers as a social role, aggression is that young or child or small players follow experienced sporters who obtained success in their careers and to imitate them. In this respect, if a player indicates aggressive

behaviours in the field and become successful in the end, the young players who invite him are likely to perform aggressive behaviour [5].

In ice hockey branch, particularly young or the younger players may imitate the fights of the players in National Ice Hockey League (NHL) and on the behalf of being famous and staying in daily events, they may perform similar behaviours.

Aggression under the order

Most of the teams and sporters comment the success as winning. In this direction, the players who were channelized for winning at all cost by their teams or players indicate many kinds of aggression in order to be successful. The fact that trainer said that their players should certainly win and at the end of this, the fact that the players behaved aggressively against the rival indicate that the behaviours indicated by persons under the order became limitless [5].

Aggression including enmity

In the type of this kind of aggression, the individual behaviours exactly with the intention of giving damage. The aggression including enmity is a type of aggression resulting from the intention of giving damage or the hatred or dislike of the goal [11].

Aggression including enmity in the players is due to the competition which is countered and lost in the past. Even if the hostile behaviour of the player isn't accepted as good, it is admired by both supporters and managers when the team reached at the success [5]. According to Peter and Beyer, this kind of aggression is a kind of reaction belonging to warning with hatred quality or his satisfaction [13].

2.1.4. Psychologic Reasons of Aggression

Aggressive behaviour is also behaviour model existing in human psychology. The questions such as, the reason of this behaviour, how occurred, which events or situations prepare the ground for this, when and where it is seen often, are those which should be answered constantly. But there is a known reality that aggressive persons are full of angry and rage. They come out the enmity in their inside by means of rage crises and violent attacks [19].

The relation between aggression and sport

Aggressiveness in the sport can be defined physical or oral activities realized by the aim of reaching at a goal or giving damage to the others, by violating the rules determined by means of being affected psychological, biologic or social factors or the components belonging to the competitions such as sportsmen, trainers or spectators.

In young teams, performing or indicating aggressive behaviour against rival behaviour is seen more common than that of adult player. These aggression is getting used to the orienting to the goal. Depending on this knowledge, putting forward the behaviour of each player indicates itself as the duty of the trainer. Special rules or norms in the sport are compared with the experiences belonging to the daily life. Thus, it is aimed that wrongly-commented of the attack should be prevented before [10].

In a way, aggression can be accepted as an attempt of intimidating or afraid or obtaining the success rather than a reaction of preventing.

2.2. Ice Hockey and Aggression

It is seen that aggression tendencies sometimes couldn't be controlled in their rules in a specially team sports. As a result of this, some displeased movements have been observed. Even, some of these aggression and violence events have been resulted in death. In 1992, in an ice hockey match a player lost his life as a result of a stroke he took from outside [23].

In all of the sport branches, the players indicate aggressive behaviours by spending physical effort in certain frame of the rules. So, the level of aggression in every sport branch isn't accepted as the same. It is said that some sport branch such as American soccer, ice hockey, boxing and wrestling include more aggression than others. [21]

The studies conducted for ice hockey and aggression indicate that even the color of uniform had a great effect on the level of aggression. According to a research, when the teams of ice hockey and football were black

uniform they performed more aggressive play and they encountered more yellow card or they had to make more punishment kick [24]. When it was evaluated as regards gender, it was observed that the men preferred more aggressive sport such as ice hockey, American soccer or boxing than women [25].

2.2.1. Aggression According to Ice Hockey Rules

It is emphasized that violent punishment is due to preventing aggression in the ice hockey [26]. The rules of ice hockey the International Ice Hockey Federation (IIHF) doesn't give permission for aggression and it has given the punishment with real play-time according to the type of aggression. According to these punishments the teams had to continue the play with lack of player and of course this affected the score of the match. In a study conducted by Gee at all in on International Ice hockey league in 2007, it was detected that the curtailments of legal wages applied in the result of aggression lowered aggression. Gee at all said that use of high punishment against aggressive behaviours became an agent in the reduction of aggressive behaviours.

In the following, some punishments according to minute by International Ice Hockey Federation are given. [27].

The punishments are divided into categories and the punishment durations are indicated as minutes as follows:

- Minor Penalty (2 min.)
- Major Penalty (5 min.)
- Misconduct (10 min.)
- Game Misconduct
- Match Penalty
- Penalty Shoot-out

3. MATERIAL and METHOD

3.1. The Method of Research

The study was conducted with the aim of determining aggression level of elite ice hockey players at the level of high school. Turkey National ice hockey team players the men under 20 and 18 years of age, were included in the study voluntarily. The research consists of two stages, theoretic and practice. In the first stage native and foreign literature about the subject was scanned and in the second stage, by means of scale as regards the ages of the subjects participating in the research, levels of education of their parents, branch ages, their statues and types of their schools, the levels of their aggression was tried to be determined.

3.2. Study Content and Sampling

The content of the study consists of ice hockey players at the level of high school. The sampling consists of 51 men players playing under 20 or 18 years of age Turkey National Ice Hockey team in ice hockey under 20 and 18 years of age World Championships and also consists of 4112 licenced man Ice Hockey players participating in 2012-2013 Ice hockey Under 20 and 18 of age World Championships.

3.3. The Tools of Collecting Data

Aggression Scale: The scale developed by Tuzgol in 1998 for high school students consists of a scale including 45 articulated Likert type and giving total point. In a study carried out by Tuzgol in 1998 for measuring the reliability of the scale, she found Cronbach alpha coefficient as 0.71 and value of r as 0.85. In another study she carried out for reliability, the scale was described as aggressive by at least three teachers, and it wasn't defined as aggressive by 45 students, and it was applied to 45 students, she determined t-value between two groups as 3.25 [28].

On the other hand, in the evaluation of the scale, due to determination of score averages responding to the answer given by participants for the articles; score limits being equivalent to 5 Likert type of the scale as follows: 1.00-1.79 "Definitely I don't agree", 1.8-2.59 "I don't agree", 2.6-3.39 "I am indecisive" 3.4-4.19 "I agree" 4.2-5 "I certainly agree". Score values stated in the parenthesis are given to the options individual marked. The scoring of aggression is articles on the scale were done conversely. The converted numbers and the total of the others consisted of aggression scores. The score over arithmetic distribution indicated high-aggressiveness level and those which are under it indicated low-aggressiveness level.

3.4. Statistical Analysis

In order to find general aggression averages of the participants in the study, and in order to determine the distinctions between groups such as father's education level, mother's education level, age of branch, position, type of school, age or descriptive statistics, one way-variance analysis and Tukey analysis were applied for understanding which groups the distinction comes from.

4. FINDINGS

In this section, the general aim of the study, the results reached at in the result of given statistical analysis obtained from data collecting tool applied to the players in the direction of this aim.

Table 4.1. Frequency table of demographic features of the participants

Age	N	%
15	9	21,6
16	22	29,4
17	12	13,7
18	3	35,3
Type of School	N	%
High School	10	21,6
Vocational High School	4	5,9
Sport High School	24	49,0
Normal High School	13	23,5
Position	N	%
Goalkeeper	9	17,6
Defence	27	52,9
Forward	15	29,4
Father Education Level	N	%
Primary School	3	5,8
Secondary School	28	54,9
Under Graduate / Licence	17	33,3
Post Graduate	5	9,8
Mother Education Level	N	%
Primary School	13	25,4
Secondary School	31	60,7
Under Graduate / Licence	9	17,6
City	N	%
Ankara	5	9,8
Kocaeli	26	51,0
Erzurum	4	7,8
İstanbul	9	17,6
İzmir	7	13,7

When the distribution about participant ages was examined it was observed that 29,4% of them was 16 years of age, and that 13,7% of them were 17 years old. When the distribution of participants according to their school types was examined, it was seen that 5,9% of them was the student of vocational high school, and that 41% of them became the students of sport high school. When the distribution of the participants according to their positions was examined, it was observed that 17,6% of them were goalkeeper, and that 52,9% them became the players of the defense, and that 29,4% of them became forward player. When the distributions of the participants according to father education level it was seen that 5,8% of them became primary school, and that 54,9% of them became secondary school. When the distributions of the participants according to mother educational level was examined, it was seen that 60,7% of them were in secondary school education, and that 17,6% of them were in undergraduate / license and when the distribution of the participants according to the cities, it was also seen that 51% of them played in Kocaeli, and that 7,8% of them played in Erzurum.

Table 4.2. The Comparison of aggression levels according to participant's ages

Age	N	Averages	Standard Deviation	F	P(sig.)
15	9	2,97	,272		
16	22	3,70	,306	8,925	,000*
17	12	3,87	,658		
18	3	3,53	,000		

*($p < 0,05$)

When looking at the table 4.2, it has been seen that there was a significant distinction in the result of comparison of aggressiveness levels according to the age of the participants ($p < 0,05$) The results of multiple research realized are given in Table 4.3

Table 4.3. Multiple Comparison results of distinctions at the level of aggressiveness according to the ages of the participants

Post Hoc (Tukey Test)			
Comparison (Age)	Average		
	Distinction between	Significance	
	two		
15	16	-,729	,000*
	17	-,900	,000*
	18	-,561	,199
16	17	-,170	,670
	18	,168	,913
17	18	,338	,596

According to multiple comparison scores; there were significant differences between 15 and 16 years of age ($p = ,000$), and 15 and 17 years of age ($p = ,000$) According to this, it was found out that the players at the age of 15 years ($\bar{X} = 2,97 \pm ,272$) became less aggressive than sporters of 16 years of age ($\bar{X} = 3,70 \pm ,306$) and 17 years of age ($\bar{X} = 3,87 \pm ,658$)

Table 4.4. The Comparison of aggression levels of participants according to types of school

Type of School	N	Average	Standard Deviation	F	P(sig.)
High School	10	3,22	,403		
Vocational High School	4	4,13	,000	,573	,000*
Sport High School	24	3,83	,360		
Normal High School	13	3,59	,525		

*($p < 0,05$)

According to the data in the table 4.4, in the result of the comparison of the participants aggressive levels as regards type of school, we couldn't find significant distinction ($p < 0,05$) and the results of multiple comparison carried out are given in table 4.5

Table 4.5. The results of multiple comparison of the distinctions at aggressiveness levels according to school types of the participants

Post Hoc (Tukey Test)			
Comparison (School Type)		Average Distinction	Significant
High school	Vocational High school	-,912	,000*
	Sport High school	-,616	,000*
	Normal High school	-,370	,001*
Vocational High school	Sport High school	,295	,178
	Normal High school	,541	,002*
Sport High school	Normal High school	,246	,012*

According to multiple comparison results: There are some significant distinction between high school and vocational high school, and sport high school ($p = 0,000$), In addition between high school and normal high school ($p = 0,001$), According to this, it was observed that high school's students ($\bar{X} = 3,22 \pm 0,403$) became less aggressive than those of vocational high schools ($\bar{X} = 4,13 \pm 0,000$) and those of sport high school's ($\bar{X} = 3,83 \pm 0,360$) and those of normal high school's ($\bar{X} = 3,59 \pm 0,525$) On the other hand, according to the results; they were significant distinctions between vocational high school and sport high school students with ($p = 0,002$), the students of normal high school ($p = 0,012$), According to this; it was seen that the players of vocational high school ($\bar{X} = 4,13 \pm 0,000$), became more aggressive than those of sport high school ($\bar{X} = 3,83 \pm 0,360$) and those of normal high schools ($\bar{X} = 3,59 \pm 0,525$)

Table 4.6. The comparison of participant's aggression levels according to their positions

Position	N	Average	Standard Average	F	P(sig.)
Goalkeeper	9	3,32	,285		
Defense	21	3,49	,643	4,456	,017*
Forward	16	3,86	,259		

*($p < 0,05$)

When looking at table 4.6, we see that there was significant distinction in the result of the comparison of aggression levels of the participant's. ($p < 0,05$) The results are given in table 4.7

Table 4.7. The results of comparison of aggression levels of the participants according to their positions

Post Hoc (Tukey Test)		
Comparison (Position)	Average Distinction	Significance
Goalkeeper	Defense	,169
	Forward	,025*
Defense	Forward	,061

According to multiple comparison results: there was significant distinction in their aggression averages between forwards and goalkeepers ($p = 0,025$) According to this, it was seen that goalkeepers ($\bar{X} = 3,32 \pm 2,85$) had less aggressiveness levels than forwards ($\bar{X} = 3,86 \pm 2,59$)

Table 4.8. The comparison of aggressiveness levels of the participants according to their father's education level

Father's Education Level	N	Average	Standard Deviation	F	P(sig.)
Primary School	3	3,71	,474	3,414	,019*
Secondary School	28	3,20	,372		
Undergraduate / License	17	3,25	,569		
Post Graduate	5	3,54	,643		

*($p < 0,05$)

According to the data given in table 4.8, in the result of comparison of aggressiveness levels of the participant as regards their father's education level, there was no significant distinction. ($p < 0,05$) The result of multiple comparison carried out are given in table 4.9

Table 4.9. The result of multiple comparison of the participant's as regards their father's education level.

Post Hoc (Tukey Testi)		
Comparison (Father's Education Level.)	Average Distinction	Significant
Primary School	Secondary School	,011*
	Undergraduate/License	,040*
	Post Graduate	,256
Secondary School	Undergraduate/License	,895
	Post Graduate	,716
Undergraduate/License	Post Graduate	,933

According to multiple comparison results: There were significant distinctions between father's education level primary school – secondary school ($p=.011$), and primary school Undergraduate/License groups ($p=.040$) According to this, it was seen that the players whose fathers education level became primary school ($\bar{X}=3,71\pm,474$), were more aggressive than those whose fathers education level became secondary school ($\bar{X}=3,20\pm,372$) or Undergraduate/License ($\bar{X}=3,25\pm,569$)

Table 4.10. The compassion of aggressiveness levels of the participants as regards their mother's education level

Mother's Education Level	N	Average	Standard Deviation	F	P(sig.)
Primary School	13	3,77	,433		
Secondary School	31	3,66	,464	3,074	,049*
Undergraduate/License	9	3,47	,585		

*($p<0,05$)

When looking at table 4.10 we see that in the result of comparison of their aggression levels as regards their mother's education level, there was a significant distinction ($p<0,05$) The results of multiple comparison conducted are given in Table 4.11

Table 4.11. The results of multiple comparisons of the participants according to their mother's education level

Post Hoc (Tukey Test)			
Comparison (Mother's Education Level.)		Average Distinction	Significance
Primary School	Secondary School	-,109	,449
	Undergraduate/License	-,295	,038*
Secondary School	Undergraduate/License	,186	,181

According to multiple comparison results: There was significant distinction in the aggressiveness levels of between the players whose their mothers education level became primary school and those whose mothers education levels become undergraduate and license. ($p=.038$) According to this, it was seen that the players whose mothers became primary school ($\bar{X}=3,77\pm,433$) were less aggressive than those whose mother education levels became undergraduate or license ($\bar{X}=3,66\pm,464$)

5. DISCUSSION

This study was conducted with the aim of determining aggression levels of elit ice hockey players at the level of high school as regards parameters such as position, parent's education level, age of sport, type of school and age. In addition under the light of analyses taking the place in the findings section, the results were commented and discussed.

In the comparison of aggression levels of the participants as regards their age we couldn't find any significant distinction ($p<0,05$) According to multiple comparison results, there was significant distinction between 15 years of age and 16 years of age ($p=.000$), and 15 years of age and 17 years of age ($p=.000$) According to these, it was seen that the players at the age of 15 ($\bar{X}=2,97\pm,272$), became less aggressive than the players of 16 years of

age ($\bar{X}=3,70\pm,306$) and 17 years of age ($\bar{X}=3,87\pm,658$) These results are accordance with the study of Smith [17]. Smith reported that a group of 54% between 12 and 13 years of age hockey players perceived their team-friends as the violence in Hockey. This rate has increased to 78% between 18-20 years of age. When he aggressiveness level as regards their classes were examined, the aggression level of high school first class students became lower than those of high school second class or third classes. Aggression levels of high school third class students are very high in terms of others. (Efiliti, 2006) In the direction of these findings, aggression levels of 16 and 17 years of age students have been higher. Among their reasons the fact that participants wanted to indicate themselves and international match experiments and excessive motivation and age category at the national team level can be indicated [29].

In the result of comparison of aggression levels according to the types of the schools, it is indicated that vocational school students ($\bar{X}=4,13\pm,000$) had more aggression averages than those of sport high school ($\bar{X}=3,83\pm,360$) And those of open high school ($\bar{X}=3,59\pm,525$) It can be said that education based on physical force stimulated aggression in vocational high school. According to country conditions, the anxieties of finding a job of vocational high school students and the fact that there wasn't body training enough in their lesson curriculums support the literature according to the data.

In the result of comparison of aggression levels of the participants according to their positions, there was significant distinction between goalkeepers and forwards ($p=,025$) According to this it was seen that the goalkeepers ($\bar{X}=3,32\pm,285$) became less aggressive than forwards ($\bar{X}=3,86\pm,259$) In a study conducted by Bishop he watched 84 games of 14 and 15 years of age players, and he reported that forward players took more penalty due to their aggressive behaviour than those of defence players. [30] These results are accordance with our results. This can be explained with the fact that of forwards players showed weaker aggression defence level than those of defense players. On the other hand, it is possible that offence players aimed to frighten rival defense with their aggressive behaviours. In the direction of this results, the trainings orienting to the defense should be to make not defence players but offence players.

When aggressive levels of the participants, according to ice hockey branch age, were examined, it was found out that the highest aggression level became in the participants which is group 1-5 years ($\bar{X}=4,14\pm,211$) while the lowest one became the group which has ice hockey players who have been played for 6-10 years ($\bar{X}=3,48\pm,531$) These values can be explained with the Ice Hockey branch may be perceived as fight in the first years, but it may be perceived as aggression play and so it affected the score negatively. At the same time, the fact that new players of ice hockey's skills such as basic skating, defence and taking position become low made the rival becoming aggressive or stop him or her.

Terzian and Fraser emphasized that the communication of teacher and parent should be arranged and that teacher should direct the group positively in order to remove the behaviours which include anger and aggression [31]. When aggression levels and education levels of the participants were examined, it was observed that the players whose father education level are primary school ($\bar{X}=3,71\pm,474$) become aggressive than those of the players whose father are secondary school ($\bar{X}=3,20\pm,372$) and undergraduate or licence ($\bar{X}=3,25\pm,569$) In the same way, it was also observed that the players whose mother's education levels become primary school ($\bar{X}=3,77\pm,433$) are less aggressive than those of the players whose mothers education level become license or undergraduate ($\bar{X}=3,66\pm,464$) Parents should tell their children which behavior is acceptable or not. So, the prevention and solution of the problems occurring in mother, father-child relationship will be realized with more real ways [32]. The fact that parents who don't support aggressive behaviors became on tribune during the match may enable the children remote from these behaviours. The fact that individuals education level increased supported him to perform more civilized behaviours the family which is accepted as first place where the education started is of significant role in children's behaviours. In this respect, it is possible to say that education level of parents become effective on aggressive behaviours performed by the players.

6. CONCLUSION

This study was carried out with the aim of determining the factors occurring aggression and prevention it, and to detect aggression levels of the elit ice hockey players at high school level in Turkey.

Aggression is the first agent affecting the score in ice hockey. To reduce aggression to the minimum removing the cause of aggression will bring success a long with itself. In the direction of this aim, to inform the players, trainers and managers about the effects of aggression provides them to shape against negative effect of aggression and to avoid from aggressive behaviours.

This study was carried on elit 51 male ice hockey players at the level of high school. The study can be applied to the grounds which have various age, ability and similar variables with the aim of determining aggressive behaviours level in different groups.

The fact that body training and sport lessons were increased and the fact that negative ways of the behaviours which include violence and aggression transferred will provide the growing of healthier players. Due to the educational system, a number of players don't have body training and sport courses, and they have taken all behaviours they learned for the sport from clubs or national teams. In these cases, individual experience problems about the wrong and true perception

The groups consisted of by school age children have taken examples the groups which are bigger than themselves. Among these examples are unfortunately bad habits and aggressive behaviours. The study carried out by Russel (1978) for high school ice hockey players who took penalty for playing hard and taking serious penalty is accordance with the results of our study.

In conclusion, this study in which we examined the relationship between sport age, position, parents education level and type of school and aggression levels off elit ice hockey players at the level of high school will contribute to the reliability of the results obtained from the studies carried out for aggression behaviour and sport. We suggest that this study can be applied to the same age group of women and men players in national teams.

REFERENCES

1. Pulur A. (2001). Sporda Şiddet ve Saldırganlık. *Türkiye Üniversite Sporları Dergisi*, 1: 75-103.
2. Doğan, O. (2005). *Spor psikolojisi* (2. Baskı). Adana: Nobel Kitabevi, 70.
3. McWhirter, J.J., McWhirter, B. T., McWhirter, E. H., ve McWhirter, R. J. (2004). *At-risk youth*. Belmont: Thomson Brooks Cole.
4. Tiryaki, Ş. (2000). *Spor psikolojisi*. Ankara: Eylül Kitap ve Yayınevi.
5. Tiryaki, Ş. (1997). Spor yapan bireylerin saldırganlık düzeylerinin belirlenmesi: Takım ve bireysel sporlar açısından bir inceleme. *Uluslararası spor psikolojisi sempozyumu*, Mersin,(10-12 Ekim).
6. Şahin HM. (2003). *Sporda şiddet ve saldırganlık*. 1. Baskı. Ankara: Nobel Yayın Dağıtım, p.49-68-72. 80-5.
7. Çobanoğlu, M. G. (1993). *Sporda saldırganlık olgusu ve bu olgunun sportif performans üzerine etkisi*. Dokuz Eylül Üniversitesi, Sağlık Bilimleri Enstitüsü Beden Eğitimi ve Spor Anabilim Dalı (Doktora Tezi) İzmir: Dokuz Eylül Üniversitesi.

8. Loeber R, & Hay D. (1997). Key issues in the development of aggression and violence from childhood to early adulthood. *Annual Review of Psychology*. Sayı 48.
9. Kepençi, Y. & Çinkır, Ş. (2005). Bullying among turkish high school students. *Child Abuse & Neglect*.
10. Baumann, S. (1994). *Uygulamalı spor psikolojisi*. (Çev. C. İkizler, A.O. Özcan). İstanbul: Alfa Basım Yayım Dağıtım.
11. Berkowitz, L. (1993). *Aggression: Its causes, consequences, and control*. Mcgraw-Hill Book Company. P. 56-58.
12. Leonard, W. M. (1988). *A sociological perspective of sport*. New York: Macmillan.
13. Beyer, E., Peter, G. (1997). Saldırganlık. (Çev. Z. Kılıç). *Spor Ekin Dergisi*, Ankara, 1 (2): 36 – 37.
14. Sanson, A., Hemphill, S. A., Smart, D. (2002). Temperament and social development. (Eds. Smith, P. K. & Hart, C. H.). *Blackwell handbook of childhood social development*. Oxford: Blackwell
15. Feldman, R. S. (1997). *Essentials of understanding psychology*. New York: McGraw-Hill Company.
16. Venter, M., Poggenpoel, M., & Myburgh, C. P. H. (2006). The phenomenon of aggressive behavior of learners in the school situation. *Education*, 126(2), 312-315.
17. Smith M.D.. (1979a). Social determinants of violence in hockey: A Review. *Canadian Journal of Applied Sports Sciences*, 4 (1): 76 – 87
18. Weinberg, R. S., & Gould, D. (2011). *Foundations of sport and exercise psychology*. Human Kinetics.
19. Morgan, C. T., Karakaş, S., & Eski, R. (2009). *Psikolojiye giriş*. Eğitim Kitabevi yayımları.
20. Dervent, F. (2007). *Lise öğrencilerinin saldırganlık düzeyleri ve sportif aktivitelere katılımı ilişkisi*. Yüksek Lisans Tezi.
21. Eripek, S. (1993). *Spor psikolojisi*. Eskişehir Anadolu Üniversitesi Yayınları, 2(1), 9-15.
22. Alvies, C. How Can Athletes Be Helped in Order to Keep Violence Of The Court. [online] 1999. Available from :URL: www.shpm.com/articles/sports/violance.html. 12 Mart 2014'te alınmıştır.
23. Ramazanoğlu, F., Canikli, A., & Saygın, Ö. (2002). Futbolcular ile taekwondocuların saldırganlık düzeylerinin karşılaştırılması. *AÜ BESYO, Beden Eğitimi ve Spor Bilimleri Dergisi*, 4(2).
24. Frank, M. G., & Gilovich, T. (1988). The dark side of self-and social perception: black uniforms and aggression in professional sports. *Journal of personality and social psychology*, 54(1), 74.

25. Morris, C. G. (2002). *Psikolojiyi anlamak*. editör: H. Belgin Ayvaşık ve Melike Sayıl), Türk Psikologlar Derneği, Ankara.
26. Gee, C. J., & Potwarka, L. (2007). The impact of introducing legal punishment on the frequency of aggressive behaviour in professional ice hockey: Using the Todd Bertuzzi incident as an ecological case study. *Athletic Insight*, 9(3), 5-5.
27. Buz Hokeyi Oyun Kuralları [online]
Avaliablefrom:URL:
<http://www.turkbuzhokeyi.com/rules.php> 5 Aralık 2013'te alınmıştır.
28. Tuzgöl, M. (1998). *Anne-baba tutumları farklı lise öğrencilerinin saldırganlık düzeylerinin çeşitli değişkenler açısından incelenmesi*. Ankara: Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Yayınlanmamış Yüksek Lisans Tezi.
29. Efilti, E. (2006). *Orta öğretim kurumlarında okuyan öğrencilerin saldırganlık, denetim odağı ve kişilik özelliklerinin karşılaştırmalı olarak incelenmesi*. Yayınlanmamış Doktora Tezi, Selçuk Üniversitesi, Konya.
30. Bishop, P. J. (1989). *Safety in ice hockey* (Vol. 1). C. R. Castaldi, & E. F. Hoerner (Eds.). ASTM International.
31. Terzian, M. A., & Fraser, M. W. (2005). Preventing aggressive behavior and drug use in elementary school: Six family-oriented programs. *Aggression and violent behavior*, 10(4), 407-435.
32. Öğülmüş, S. (2001). *Kişilerarası sorun çözme becerisi eğitimi*. Ankara: Nobel.

EXAMINING THE FACTORS CONSTRAINING PHYSICAL EDUCATION AND SPORTS EMPLOYEES FROM PARTICIPATING IN RECREATIONAL ACTIVITIES IN TERMS OF GENDER AND PROFESSION

Gulsum BASTUG¹ Ercan ZORBA¹ Sahali OZKARA² Duygu YARALI³

¹ Mugla Sitki Kocman University, School of Physical Education and Sports, MUGLA

² Mugla Sitki Kocman University, Institute of Social Sciences, MUGLA

³ Mugla Sitki Kocman University, Institute of Health Sciences, MUGLA

ABSTRACT: This paper aims at examining the factors constraining physical education and sports employees from participating in recreational activities in terms of gender and profession. A total of 110 physical education and sports employees, of which 42 are academicians in the School of Physical Education and Sports in Mugla Sitki Kocman University and Antalya Akdeniz University and 68 are physical education and sports teachers serving in different schools in Antalya, participated in the research voluntarily. The "Leisure Constraints Scale" developed by Alexandris and Carrol (1997) and of which validity and reliability studies were administered by Karakucuk and Gurbuz (2008) was used in the research for determining the factors that may constrain the participants from participating in recreational activities. Frequency test, average score test, normality test and t-test were used in statistical analyses.

In conclusion, a significant difference was found between the physical education and sports employees' scores in the sub-scales gender and lack of time ($p < 0.05$). Considering the factors constraining the physical education and sports employees from participating in recreational activities in terms of profession, academicians were found to have a higher score in the sub-scale lack of time compared to the physical education and sports teachers.

Key Words: physical education and sports, teacher, academician, recreation

INTRODUCTION

For Torkildsen, leisure is the free time after the practical necessities of life have been attended to (Torkildsen 1999). Kropotkin and Russell stated that leisure activities were like a key to life and had a more comprehensive meaning than foreseeing the importance of leisure and the phenomena defined in fundamental functions and working (Russell 1997, Kropotkin 1997). Temporary escape from stress through leisure may allow the individual to psychologically regroup and to more effectively deal with existing problems upon returning (Sharp and Mannell 1996). As Russell said; "to be able to fill leisure intelligently is an important product of civilization" (Russell, 1997). For Alexandris, recreational activities have showed a marked improvement in many countries through large publicity campaigns and physical, psychological and social benefits increased the potential of need for recreation (Alexandris 1998). Tillman (1996) classified the basic needs for recreation as new experiences like adventure, relaxation, escape and fantasy, security, recognition and identity, dominance, service to others, responsibility and social interaction, creativity, mental activity, physical activity and fitness.

For the model developed by Crawford and Godbey, the factors constraining individuals from participating in leisure activities are divided into three categories: intrapersonal, interpersonal and structural. The intrapersonal factors

may be defined as one's perception of his skill level, his attitudes towards the activity and his perception of the suitability of the activity. The interpersonal factors are finding a partner or friend for participating in the activity, money and time; while structural factors are transportation, quality and accessibility of the facilities (Crawford and Godbey 1987).

In the light of this information, this research aims at examining the factors constraining physical education (PE) and sports employees from participating in recreational activities in terms of gender and profession.

MATERIAL AND METHOD

A total of 110 physical education and sports employees, of which 42 are academicians in the School of Physical Education and Sports in Mugla Sitki Kocman University and Antalya Akdeniz University and 68 are physical education and sports teachers serving in different schools in Antalya, participated in the research voluntarily. The 27-item and 6-subscale "Leisure Constraints Scale" developed by Alexandris and Carrol (1997) was used in the research for determining the factors that may constrain the participants from participating in recreational activities. Frequency test, average score test, normality test and t-test were used in statistical analyses. The validity and reliability studies of the scale were administered by Karakucuk and Gurbuz (2008). The 27-item scale consists of 6 items, namely (1) "lack of time and interest," (2) "individual psychology," (3) "lack of knowledge," (4) "accessibility," (5) "lack of facility," and (6) "lack of friend." The Leisure Constraints Scale is divided into 6 subscales. The first subscale (individual psychology) includes the items 1, 2, 3 and 4, the second subscale (lack of knowledge) includes the items 5, 6, 7, 8 and 9, the third subscale (facility/service) includes the items 10, 11, 12, 13, 14, 15, 16 and 17, the fourth subscale (lack of friend) includes the items 18, 19 and 20, the fifth subscale (time) includes the items 21, 22, 23 and 24, and the sixth subscale (lack of interest) includes the items 25, 26 and 27. In another research, the Cronbach Alpha internal consistency coefficient, measured for testing the reliability of the scale, was found 0.67 (time) and 0.82 (lack of knowledge) for 303 university students. In this research, on the other hand, Cronbach Alpha internal consistency coefficient was found (.79) for lack of knowledge, (.63) for facilities/service, (.72) for individual psychology, (.82) for lack of friend, (.64) for time and (.75) for lack of interest. The leisure constraints of individuals were assessed by a 4-point likert type scale ranging from (1) "not important at all," (2) "not important," (3) "important," and (4) "very important."

FINDINGS

Table 1: Examining the subscales of the Leisure Constraints Scale for physical education and sports employees participated in the research

		N	X	SS	t	p
Individual psychology	Academician	42	2,0417	,80947		
	PE and Sports Teacher	68	2,4265	,64799	-2,748	,007
Lack of knowledge	Academician	42	2,3143	,93719		
	PE and Sports Teacher	68	2,5147	,60477	-1,364	,175
Facility/service	Academician	42	2,5714	,67762		
	PE and Sports Teacher	68	2,4059	,48126	1,496	,138
Lack of friend	Academician	42	2,4603	,68650		
	PE and Sports Teacher	68	2,2892	,56400	1,421	,158
Lack of time	Academician	42	2,7976	,72254		
	PE and Sports Teacher	68	2,3934	,66399	2,999	,003
Lack of interest	Academician	42	2,4048	,71959		
	PE and Sports Teacher	68	2,5539	,68048	-1,093	,277

p<0.05

As seen in the Table 1 above, there are significant differences in the factors constraining PE and sports employees from participating in recreational activities in terms of the variable profession. The average score of the academicians serving in the PE and sports department was found 2.79+ 0.72 in the subscale lack of time; while the average score of PE teachers was determined 2.39+0.66 in the same subscale.

Table 2: Examining the subscales of the Leisure Constraints Scale for physical education and sports employees participated in the research in terms of gender

			N	X	SS	t	p
Individual psychology	ale	M	75	2,30	,76	,35	,72
		Fe	35	2,24	,70		
male							
Lack of knowledge	ale	M	75	2,46	,73	,52	,60
		Fe	35	2,38	,78		
male							
Facility/service	ale	M	75	2,53	,56	1,71	,09
		Fe	35	2,33	,57		
male							
Lack of friend	ale	M	75	2,42	,59	1,70	,09
		Fe	35	2,20	,66		
male							
Lack of time	ale	M	75	2,64	,70	2,09	,04
		Fe	35	2,29	,70		
male							
Lack of interest	ale	M	75	2,24	,71	1,80	,08
		Fe	35	2,46	,63		
male							

p<0.05

As seen in the Table 2 above, considering the scores of physical education and sports employees participated in the research in the subscales of the Leisure Constraints Scale in terms of gender, the average score of the females is 2.29+0.70 in the subscale lack of time, while the average score of the males is 2.64+0.70 in the same subscale. It was determined that male participants serving in the physical education and sports sector had a higher level of lack of time

constraint concerning recreational activities.

DISCUSSION AND CONCLUSION

In this research conducted for examining the factors constraining physical education and sports employees from participating in recreational activities in terms of gender and profession, these factors were found to differ significantly in terms of the variable profession. The average score of the academicians serving in the PE and sports department was found $2.79+0.72$ in the subscale lack of time; while the average score of PE teachers was determined $2.39+0.66$ in the same subscale (Table 1). The academicians serving in the PE and sports department were determined to have a higher level of lack of time constraint. Considering the results of the researches on recreation constraints, the fundamental factors affecting an individual's participation in recreational activities is as follows in order of importance: money, time, lack of friend, transportation, and facility (Kocak 2005, Shnew et al. 2004).

Considering the scores of physical education and sports employees participated in the research in the subscales of the Leisure Constraints Scale in terms of gender, the average score of the females is $2.29+0.70$ in the subscale lack of time, while the average score of the males is $2.64+0.70$ in the same subscale. It was determined that male participants serving in the physical education and sports sector had a higher level of lack of time constraint concerning recreational activities (Table 2). In another research, when leisure motivations of PE and sports teachers are examined in terms of the variables gender, frequency of participation in leisure activities, and active/passive participation in sporting, social and artistic/cultural activities, the leisure motivation averages of the male participants were found significantly higher than the averages of the females (Lapa, Agyar and Bahadır 2012). The findings of the mentioned research are in parallel with the findings of this research.

In conclusion, the factors constraining physical education and sports employees from participating in recreational activities differ significantly in terms of the variable profession. The academicians in the physical education and sports department were found to have a higher level of lack of time constraint. It was also determined that male participants serving in the physical education and sports sector had a higher level of lack of time constraint concerning recreational activities than the female participants.

REFERENCES

- Alexandris K, Carroll B. Demographic Differences in the Perception of Constraints on Recreational Sport Participation: Results from a Study in Greece. *Leisure Studies* 1997; 16: 107-125.
- Alexandris K. (1998) Patterns of Recreational Sport Participation within the Adult Population in Greece. *The Cyber-Journal of Sport Marketing*.
- Crawford D. & Godbey G. (1987) Reconceptualizing Barriers to Family Leisure. *Leisure Sciences*, 9: 119-127.
- Gurbuz B & Karakucuk S. (2008) *Leisure Constraints Scale -28: Scale Development, Validity and Reliability Study*. Gazi University, *Journal of Physical Education and Sports Sciences*, 12 (1), 3-10.
- Kropotkin P. (1997) *Pleasant Work*. Translated by Saatcioğlu N, cited by: Simsek I, Editor. *Working tires out. Cogito: Quarterly Journal of Thought*, 12: 53-59.

Kocak S. *Perceived Barriers to Exercise Among University Members. Journal of the International Council for Health Physical Education, Recreation, Sports and Dance* 2005; 41(1): 34-36.

Lapa, T.Y., Agyar, E., Bahadır, Z. (2012). *Life Satisfaction, Leisure Motivation, Leisure Participation: A Study on Physical Education and Sports Teachers (Kayseri Province example) Spormeter, Journal of Physical Education and Sports Sciences*, 10 (2) 53-59.

Russell B. (1997) *Tiredness. Translated by Tumertekin A, cited by: Simsek I, Editor. Working tires out. Cogito: Quarterly Journal of Thought*, 12: 153-159.

Sharp, A. & Mannell, R.C. (1996) *Participation in Leisure as a Coping Strategy Among Bereaved Women. D. Dawson (ed.), Proceedings of the Eighth Canadian Congress on Leisure Research*, 241- 244.

Shinew KJ, Floyd MF, Parry D. (2004) *Understanding the Relationship Between Race and Leisure Activities and Constraints: Exploring an Alternative Framework. Leisure Sciences*, 26: 181-199.

Tillman, K.G. (1996). *The Administration of Physical Education, Sport and Leisure Programs*. Boston: Allyn and Bacon.

Torkildsen G. (1999) *Leisure and Recreation Management. 4th Edition*. London: E & FN Spon Press.

RECREATIONAL ACTIVITIES IN CRIME PREVENTION AND REDUCTION

Caner Özgen¹, Velittin Balci²

^{1,2}Ankara Üniversitesi Spor Bilimleri Fakültesi Ankara/TÜRKİYE

Abstract:The purpose of this study is to define, to look in to history and to analyze efficacy of recreation towards prevention of crime and to explain why recreation should be used. During this study review method was utilized.

People living together are the biggest evidence that humans are social creatures. Crime is a common problem in all societies which makes people unhappy and makes them feel frightened and nervous. Since humans, reduction of crime rates and trying to stop it has been the main concern in all societies. The cost of trying to end crime is the same as the cost of crime and its damage. The main objective of recreation is not to prevent and reduce crime however, it is thought that it could be effective to reduce crime rates and prevent it. During the research it was discovered that recreational activities had a great effect on relaxation, socialization and to realize hidden skills of human beings. In this point of view to prevent and reduce crime the participation to recreation becomes more important. In addition it is not a coincidence that there is a link between participation to recreation and low crime rates which also a proof of civilization.

After other studies were examined it was obviously seen that in areas which recreation activities were used crime rates were lower. Especially knowing that crime becoming personality during teens sportive recreational activities were used during this period. Recreation activities were more effective on children. In conclusion after examining quantitative and qualitative studies it was considerably seen that recreation was the most effective and economic way to reduce and prevent crime.

Introduction

Crime impairs human relations in all societies in the world, is a social problem that creates fear and anxiety in humans.

Taking the necessary measures to reduce the rate of crime committed, which is a phenomenon that has been ongoing since the history of mankind, constitutes all communities one of the primary targets. To achieve this target, multiple studies carried out in different areas and try to reach innocent ideal society. Communities and governments to be paid spiritual and material costs in order to prevent crime, are almost equivalent to the damage caused by the crime to the society. To solve some of the social problems that exist in society has always been a more difficult duration to solving remaining issues. For example; to solve the the suicide incidents that exist in a given area would be much more demanding process than the solve traffic problems in the area. Crime prevention and reduction is not the primary target of recreational activities and sport but in the name of preventing and reducing crime, participation to recreational activities are considered to be quite useful. Participation to sports recreation is considered to be one of the most effective and inexpensive method for prevention of crime.

Recent studies has revealed that recreational activities are very important place to communicate individuals with each other and thus in terms of socializing. The prevention of crime, which is defined as a social problem, use of recreational activities involved in the social activities will make a significant contribution. Participation in recreational activities, that are seen in the structure of advanced societies, not a coincidence to low crime rates seen in these communities. When the committed researches are examined, in terms of recreation activities and areas, our country is much more behind than the countries that considered to be advanced . This will be explained in more detail below, an increase may occur in the crime rate in our country, our health and social levels may cause a decrease. For reducing crime rates and increasing health and society level, which is closely related concept to each, should seriously benefit from the recreation cases. In this matter the absence of a lot of research in our country has revealed the idea of to do that.

What is crime?

There are definitions which made in different periods about the crime. This is the subject of discussion 'which one is at the border of crime and it defines the crime which criteria'. they used different geographies and different criteria for explain the crime. Therefore, crime left a sign to different places, people with users of places economic, social, cultural characteristics are reflected in different ways because is characteristic of different(Ayhan, 2007). A recognition by crime; local authorities is a violation of the laws imposed by a state or federal government(Macionis, 2013). The nature of the violation of the social order which needs to be protected in terms of the continued legal value is human behavior which constitutes unfair. (Kızmaz, 2012). Honour, violation of ethics, behaviour contrary to the law, crime (tdk.gov.tr, 2011). Durkheim defined as "*strong collective consciousness and attitudes of emergent acts in violation*". Obviously, it can be made different definitions according to different disciplines of the crime and even some science departments. There is a breach that the offense is outside the rules set by society or decision-makers the crime at the common point of definition. However the crime doesn't mean only violation of the law at the same time it means violation of social value. Hence we can say the crime is not only individual, it is at the same time social and living in a social phenomenon. Moreover, the crime that Lack of knowledge about law is not accepted as proof that the person is guilty as stated in the laws of many other countries.

Why crime is committed?

In a study made by Becker(1968); approaches that cause the crime have been discussed in two main groups. The first of these approaches some features of people cause the crime, namely physiological, psychological and social characteristics on the person accepts the indicator predisposed to crime. Another approach is; there are no differences between delinquent and dysfunctional people. They argues that the crime occurs with people's reactions at the surrounding events. This second approach is called rational choice and argues that basically consists of people around the opportunities and according to the response to crime occurs. According to the rational choice approach, the profit to be derived from criminal encourages people to commit a crime and pain coming from penalties prevents the crime. If the first of these two cases outweigh the crime occurs. The latter is more powerful crime does not occur. Becker (1968)'s model and the cost benefit analysis (consisting of a utility maximizing rational choice) is based. A result of illegal actions of individuals earning benefits, penalties will result when the probability of getting caught by the form of the cost. Here is the low income to be obtained from the legal affairs of the individual may be directed to non-statutory basis of those alternatives. Because in this case the illegal activity of the alternative (opportunity) costs (legal income) is low. This also means that the height of the statutory income will increase the opportunity cost. As a result, Becker (1968), an analysis of benefits and costs as a result of the criminally (if greater than the benefit-cost) stated that they decided to commit a crime.

This theoretical framework, the structure of earnings, changes in the ability to participate in the labor and employment, crime implies that it is possible to change the level of the corresponding action. Considering the research results of addressing the crime associated with juvenile delinquency seems to stem from more socio-economic and cultural reasons. All social disorders juvenile delinquency, inequalities, injustice, a social problem is closely linked to deprivation(Gönültaş ve Sağlam, 2011). Depending on the power-offending morality and self-control, most of the time young people who have a high crime capacity to consciously spend in different places in the region where their homes and schools. This situation offers the opportunity for young people to commit crime(Wikström, 2010). Erdoğan ve Ark, (2012); economic and socio-demographic characteristics of the crime rate has indicated a significant meaning and creature effects. Robins (1990), stated that antisocial and criminal behavior occurred stated that the cause of boredom in their persons and individuals who have a positive evaluation of their free time in order to prevent the crime. Sezal (2003) and Ackerman (1998) stated that one of the factors affecting the social structure of the crime. Ergun and Yirmibeşoğlu (2005) stated that the changes in the social structure of violence and crime rates increase, stated that the decrease in the social structure, ensuring the security consequences of crime. Byron W. Robert J. Sampson and Groves (1989), according to the social theory of social disorder and crime "the most important factor in people's cause offense processing, the environment," argued. For this reason, the "social disorder and chaos that must be defined" is specified. In this study focuses on the social phenomenon of crime is a common and even crime prevention is emphasized and the social structure in order to reduce safety. In the amount of crime in light of socio-economic factors can be said that this information has significant share.

Recreation in Preventing and Decreasing Crime The Word 'recreation' has French origin. The institute of Turkish Language has defined the word as "the activities people attend in their free time for fun and sport purposes". The benefits of recreational activities give us an important hint on preventing crime. Attendance to recreational activities not only increases individuals' life quality, but also improves their self-esteem and promotes socializing. In taking part in these activities, the people are relieved of stress as they improve their social skills in communicating with each other. The recreational activities help in the positive consumption of individuals' energy and therefore help in staying away from crime. They also help in decreasing vandalism and property crime (Cameron, MacDougall, 2000). Moreover, the recreational activities make people discover their unknown talents and in discovering their talents; people will have a more positive integration to the society thus staying away from crime. Discovering people's talents is also very effective in the deinstitutionalization process of convicted criminals. It is thought that having individuals attend social activities in their free time will have a direct effect on crime, which itself is a social problem. A well programmed crime prevention program will not only aid in preventing crime, but also in increasing the social security and development (UNODC, 2012). Among recreative activities, sports are known to be the most popular among children and youth. In Scotland between the years of 1993 and 2000, the crime rate of boys from 12 to 15 years old increased from 28% to 36% and girls from 17% to 32%. In USA the rise in child crime was 10%. The world average is known to be below 20%. This ratio is 40% in our country (Kılınç, 2007). This tells us that child crime in our country doubles the world average. The fact that 12 million of our 30 million youth population is a potential criminal is very concerning.

This number tells us how important it is that we work harder to decrease child crimes. It is clear that the effort will be much more efficient if all related levels of the government and non-governmental organisations co-operated in preventing crime (UNODC, 2012). It is true that to reduce the current levels of crime, the related units of government and other organisations will have to go through a high expenditure process. Taking into account the current studies and looking at the details, it is clear that these processes have failed to reach target on many occasions and the importance of recreational activities has been underestimated. In countries where recreational activities were actively implemented, the efforts in reducing crime rate was much more effective. It is clear that the reduction of crime doesn't only have social benefits, it also offers economic benefits. Levitt (1996) proved in a study that each criminal costs 53.900 USD social loss. That study puts forward the extent of the economic burden brought by the crime committing individuals. A great deal of resources is spent in deinstitutionalisation of these individuals. The failure to take necessary precautions in preventing the crime was admitted by the officials. In a study carried out by the Ministry of Justice in Turkey (2005) the studies about crime all focused on the period after the child commits crime, yet much of the focus was needed in understanding and removing the reasons that make the child consort to crime (Hürriyet, 2005). In 2007 the president of Chile released a crime prevention program, intertwining sports and recreational activities with local government policies (ICPC, 2014). As stated before, effective use of recreational activities is a very economical and efficient way of reducing child and youth crime. Having people attend different activities in multi dimensioned cultural atmospheres help in socializing as well as establishing a self-control mechanism against crime. On the contrary to the situation in Turkey, it is seen that many countries implemented crime prevention programs for youth starting from the end of 1980's. Among these programs, recreational activities have a very important place, and among recreational activities, sports have a very important place. Many of the programs suggest; "parks and recreational activity zones have a potential in preventing crime and blending people together, recreational activities can make the youth avoid in all kinds of crime and getting in trouble and temper violence among public". They focused first on prevention programs and therefore prevented many a young people from getting in trouble with the help of recreational activities (Sprouse and Klitzing, 2005), (UNODC, 2012).

The studies in recreation helped in categorizing recreation and created therapeutic recreation Austin (2004). The recreation services provided to healthy individuals are classified as 'recreation', the recreation services provided to the handicapped are classified as 'therapeutic recreation' (Demirci, 2013). Therapeutic recreation is especially effective in integration of the convicted individuals to the society because it's used in both treatment and rehabilitation processes. Sports, arts, crafts, music, drama, animals, nature and social activities, trips, games, dances and other activities make way for a healthy and fun development process (Austin and Crawford, 2001).

Recreative activities can be considered an important preventer in reducing the crime rate in public. Taking into account the related studies, the areas where recreative sports activities were implement a decrease in crime rate was seen when it increased in areas without these activities. In a world with increasing rates of child and youth crime, using

this popular and social tool effectively will have a crucial role in prevention before crime finds a place in the identity of the individual. Different studies from different periods have proven this to be true.

In America, where crime is a problem, studies were carried out with the help of the security forces and successful results were reached. For example; a program named PALS (Participate and Learn Skills) were tried on 417 children from 5 to 14 ages. In the study, the children were divided to two groups and placed in two complex facilities. To only group, only theoretical lessons were given, to the other ballet, judo and swimming lessons. In the facility where recreational activities were carried out, the children had a much lesser tendency to break rules and aggressiveness (Cameron, MacDougall, 2000), (Jones and Offord, 1989). In Philadelphia, the police carried out a recreative activity and helped the locals clean out empty lands and gardens. After the activity the crime average per month dropped to 4 from 40 and the burglary rate dropped by 90%. Redlands Police Department reported a 36% drop in local crimes after having the youth attend recreational programs in low income areas. (Yaman and Arslan from California State Parks, 2009). A program named Wilderness Therapy Programs is carried out in many zones around the world, it's a recreational program to avoid people who committed crime through physical activity from committing crime again. An example of this program was in The Hope Center Wilderness Camp, USA with 48 attendants from 12 to 17 ages for 14 months. After the program the attendants were followed for 6 months and 85% of them didn't commit a crime again (Clagett 1989). In 1994 the crime rate of Texas Fort Worth dropped 28% thanks to the recreational basketball program in community centers. In five areas where the program wasn't implemented, the crime rate rose by 39% (Yaman and Arslan from California State Parks, 2009). Another program was carried out in Kansas City and a 25% drop in crime rate was reported (Wilkins, 1997). In a study carried out in the southern areas of Australia, a rise in anti-social behaviour and crime tendency was noted after the end of sports season (Tatz, 1994). In a study where 1671 children aged 11, 13 and 15, it was discovered that there was a correlation between physical activities and organization in groups and establishing a healthy relation between kids, parents and their friends and enjoying life to a further extent. In a 12 week program with 329 young attendants it was noted that 'the youngsters had a more active attendance in school, their stress and concern tendencies were lowered and they consumed less tobacco and alcohol'. The positive results of these programs also contributed to the social awareness of the people. According to a national survey in USA, people think that a great majority of the youth can be saved through recreational activities after school (Yaman and Arslan from California State Parks, 2009). In our country, Project Star of Hope by the Department of Public Order of Security General Directorate was carried out; the youths with crime tendency who dropped from formal education were given profession training in areas defined by Turkish Employment Agency, to prevent them from consorting to crime by providing them a job. The program started with 120 willing youths, the starting jobs being electrician, hair dressing, iron bending, automotive repair and carpentry.

First stage of the project took 6 months. The youths attended various educational activities with the supervision of life coaches. 105 of them completed their training where 15 quit. The ones who completed the program were positioned in job related to their skills and education. 65 of them still continue their jobs; a 55% success in terms of finding the right job was achieved. It was noted that 15 of the kids committed crime after the program. In the light of this information the success rate of the program is 85%. However the real success will be determined in the following years by taking into account the criminal history of these youths (Gönültaş and Sağlam, 2011). Crime preventing programs, especially those focused on young people prove their worth in the long run and are hard to take note of in a short period of time. In defence of the local communities that implement these programs; even though they take a long period of time to show their effect, they provide a variety of services to the community (Ehsani and friends, 2012).

Conclusion

Crime is not a universal phenomenon unique to any society. When the topic examined in this aspect, crime reduction and prevention works are an issue to stand on the religiously of whole society. Stay away from crime and to create an innocent society is seen as a hard to reach utopia. Cases of crime, which exists throughout human history, is expected to continue until the end of human life. Every society, to live in a more peaceful and secure, wants to throw away the phenomenon of crime and spends considerable economic resources and time on this subject. When the advanced society management grades measures taken and his works are examined, we learn from the results that recreational activities are take important place. The above recited and not recited many studies have shown that recreational activities are one of the cheapest and most effective way to reducing and preventing of crime. Participation

in recreational activities, which considered as development indicators of society, and low crime rates give us one of the most important clue how these two issues linked each other directly. As a result, innocent society is seen as a hard reach utopia. Use of recreative activities, for plans to reduce crime rates, will be important contribution in achieving the desired result.

Suggestions

-An accurate distribution of the recreation areas would be beneficial in terms of reducing and preventing crime (not just specific areas where high levels of welfare people live, especially in areas with high crime rates increase).

- In this regard, benefiting from many disciplines (eg, sociology, psychology, law, etc.) can contribute significantly for taking desired results from studies.

- The creation of relevant units of relevant agencies(eg, police department, youth sports director, etc) which located in states.

The receipt of expert trainers for these units helps making more efficient activities and increase the popularity of recreation departments in the universities.

BIBLIOGRAPHY

ACKERMAN, V., W. (1998). Socioeconomic correlates of increasing crime rates in smaller communities. *Professional Geographer*, 50:372–387.

AKÇA İ.(2011), Suç İle Mücadelede okulun önemi ve rekreasyon faaliyetleri güvenli bölge projesi.A manifesto which is reported on crime prevention symposium. Marmara Üniversitesi Ortadoğu Araştırmaları Enstitüsü, İstanbul, Türkiye, 7-8 october.

AUSTIN, R. D. AND CRAWFORD, E. M. (2001). *Therapeutic Recreation an Introduction*. Third Edition. Allyn and Baon Pres.

BECKER, G.,S.(1968). *The Journal of Political Economy*, 76:169-217.

CENDEL. N. (2007), *Kişilere Karşı İşlenen Suçlar* (1.baskı). İstanbul: Beta Basım Yayın.

CLAGETT, A.F. 1989, “Effective Therapeutic Wilderness Camp Programs for Rehabilitating Emotionally-Disturbed, Problem Teenagers and Delinquents”, *Journal of Offender Counseling*, vol. 14, no 1, pp. 79–96.

COALTER, F. (2005). *The Social Benefits of Sport :An Overview to Inform the Community Planning Process*. Institute for Sports Research .University of Stirling. scotland Research Report no. 98

DEMİRCİ,Ç.(2013). II Rekreasyon Araştırmaları Kongresi(Bildiri). Kuşadası, Aydın.

EHSANI, M., DEHNAVI, A., HEIDARY, A.(2012). The Influence of Sport and Recreation upon Crime Reduction: A Literature Review, *International Journal of Academic Research in Business and Social Sciences*, 2:98-104.

EHSANI,M., DEHVANI A., and HEIDARY A.,(2012). The Influence of Sport and Recreation upon Crime Reduction: A Literature Review. 2:98-104

ERDOĞAN,S., YALÇIN, M., DERELİ, M. A.(2012). Exploratory spatial analysis of crimes against property in Turkey. *Crime Law Soc Change*, 59:63–78.

GÖKTÜRK, N., ÖZGENÇ, İ. ve ÜZÜLMEZ, İ. (2012). *Ceza Hukukuna Giriş*. Eskişehir: Anadolu Üniversitesi Yayınları.

- GÖNÜLTAŞ, B., M., SAĞLAM., A.(2011) “Çocuk Suçluluğunu Önleme Çalışmaları Adına Örnek Bir Proje: Yaşam Koçlarıyla Umud Yıldızı Projesi”, Bursa: Suç Önleme Sempozyumu 7-8 october.
- GÜL, S.,K.(2009). “An Evaluation of the Rational Choice Theory in Criminology”, *Girne American University Journal of Social and Applied Science*, 4: 36-44.
- HEKİM, H. ve GÜL Z. (2011). Suç ve suç ile mücadelenin ekonomik analizi. *Polis Bilimleri Dergisi*, 13:123-146.
- HÜRRİYET. (29.08.2005). Çocuk Suçları İkiye Katlandı, Erişim: [www.savaskarsitlari.org]. Date of access: 06.10.2008.
- ICPC(2014) 4th International Report Crime Prevention and Community Safety:Trends and Perspectives. International Centre for The Prevention of Crime.
- JONES, M.B. AND OFFORD, D.R. 1989 “Reduction of Antisocial Behavior in Poor Children by Nonschool Skill Development”, *Journal of Child Psychology and Psychiatry*, vol. 30, no. 5, pp. 737–50.
- KILINÇ, S. (01.10.2007). Türkiye, Çocuk Suçlarında Artış Oranında Dünya Şampiyonu, Access: [<http://www.hurriyet.com.tr/gundem/7398937.asp>]. Date of access: 25.04.2014.
- KIZMAZ, Z. (2004). Öğrenim Düzeyi Ve Suç: Suç-Okul İlişkisi Üzerine Sosyolojik Bir Araştırma. *Fırat Üniversitesi Sosyal Bilimler Dergisi* 14: 291-319.
- KIZMAZ, Z. (2012). Gelişmekte Olan Ülkelerde Suç: Suç Oranlarının artışı üzerine Sosyolojik Bir Çözümleme. *Mukaddime*, 5:52-74.
- LEVITT S.,D.(1996). The effect of prison population size on crime rates: evidence from prison overcrowding litigation. *The quarterly journal of economics*, 111:319-351
- MACIONIS, J. (2013). *Sosyoloji (Çev. V. Akan)*. Ankara: Nobel Akademik Yayıncılık.
- ROBINS, D (1990) *Sport as Prevention: The Role of Sport in Crime Prevention Programmes Aimed at Young People*, University of Oxford, Centre for Criminological Research occasional paper no. 12, Oxford: The Centre.
- SAMPSON, R., J., GROVES, W.,B.(1989). Community Structure And Crime;Testing Social Disorganization, Theory *The American Journal of Sociology*, 94:774-82
- SEZAL, İ. (2003) *Sosyolojiye Giriş*, Ankara: Martı Yayınları.
- SPORTSCOTLAND (2003) *Sport 21 2003-2007: The National Strategy for Sport*, Edinburgh, sportscotland
- SPROUSE JULIE K. S. and SANDRA WOLF K. (2005); “Youth at Risk: Recreation and Prevention”, *Parks&Recreation*, January, 40:16-21.
- TATZ, C. 1994, *Aborigines: Sport, Violence and Survival*, A Report to the Criminology Research Council.
- UNODC.(18.062002) *Action to promote effective crime prevention 2002/2013*. Erişim Tarihi: 3.12.2014. http://www.unodc.org/documents/justice-and-prison-reform/crimeprevention/resolution_2002-13.pdf.
- UNODC.(20.06.2012) *Crime Prevention and Criminal justice Reform 2012 – 2015*. Erişim Tarihi: 3.12.2014. http://www.unodc.org/documents/justice-and-prison-reform/20120702_Thematic_Programme_Crime_Prev_and_Criminal_Justice_2012-2015_FINAL.pdf.
- WIKSTORM, P., H., CECCATO, V., HARDİE, B., TREİBER, K.(2009). Activity Fields and the Dynamics of Crime, *J Quant Criminol*, 26:55–87
- WILKINS, N O (1997) ‘Overtime is Better than Sudden Death’, *Parks and Recreation*, March 1997.

YAMAN, M. ve ASLAN, S. (2009). Çocuk ve gençlik suçlarının önleminde rekreatif sporlar. Uluslararası İnsan Bilimleri Dergisi, 6:446-449.

YAVUZ, Ö., TECİM, V.(2001). “Cbs Tabanlı Suç Önleme Çalışmalarında Yapay Sinir Ağları Kullanılarak Mekansal Karar Sistemi Oluşturulması”, Bursa : Suç Önleme Sempozyumu 7-8 october.

YİRMİBEŞOĞLU, F., ERGÜN, N.(2005). “İstanbul’da 2000-2004 Yılları Arasında Suçun Mekansal Dağılımı”, İstanbul: 8 Kasım Dünya Şehircilik Günü 29. Kolokiyumu “Planlamada Yeni Politika ve Stratejiler Riskler ve Fırsatlar.

THE EFFECT OF THE KINESTHETIC INTELLIGENCE, THE EMOTIONAL INTELLIGENCE AND INTERIOR-EXTERIOR CONTROL COLLEGE OF THE STUDENTS IN PHYSICAL EDUCATION AND SPORT ACADEMY TO THEIR ACADEMIC ACHIVEMENT

Hande BABA¹, Mehmet GÜÇLÜ²

¹Sakarya University, College of Physical Education and Sport, Sakarya, Turkey

handeebaba@hotmail.com

²Gazi University, College of Physical Education and Sport, Ankara, Turkey

mguclu@gazi.edu.tr

ABSTRACT: The study sample 2011-2012, the academic year, Gazi University School of Physical Education and Sports, teaching departments, coaching education, sport management, recreation departments of the students attending, Kırıkkale University School of Physical Education and Sports School teacher, coach, administrator section of the students attending; Bartın University, teaching Mugla university of division and recreation department consisted of 447 students in total. This research-bodily kinesthetic intelligence, emotional intelligence and carried out to investigate the relationship between locus of control and academic achievement. In addition, various demographic characteristics of students-bodily kinesthetic intelligence, emotional intelligence, and examined the relationship between locus of control beliefs, emotional intelligence subscales, the effect on academic achievement have been revealed. At this stage, the level of intelligence, determination and belief in locus of control is used to detect a variety of data collection tools. These include persona information form, multiple intelligence areas, bodily kinesthetic intelligence in the field-scale, selfassessment, Bar-On's emotional intelligence scale, Rotter's internal-external locus of control scale (RİDKO). As a result of the search, the students' academic success is a significant relationship between emotional intelligence and kinesthetic intelligence have been identified. However, the relationship between academic achievement and locus of control scale, have been discovered. Emotional intelligence, kinesthetic intelligence, and examined the relationship between locus of control scale with the scale of the emotional intelligence appears to be a relationship between kinesthetic intelligence scale. In this context, emotional intelligence and kinesthetic intelligence affects academic achievement, but is not related to locus of control scale has been concluded that the total scores.

INTRODUCTION

In the success journey one begins to realize himself, several factors play a role in achieving success. The “locus of control” appears at this point. The term was structured within the framework of social learning theory and firstly used by Rotter (1996) as a personality trait. The belief in locus of control is related to what the reinforcements, namely outcomes or awards, successes or failures, one earns are attributed. The said attributions are made either to external factors such as chance, destiny and powerful others or to the outcomes of one’s own behavior (Solmus 2004). Likewise, there are positive relationships between the belief in internal locus of control and academic success, when intelligence level is also taken into consideration (Dag 1990).

Another powerful factor affecting one's success and even directing his belief in locus of control is intelligence. The limits of prior opinions of intelligence were best determined by Howard Gardner (Goleman 2005). Until fifteen or twenty years ago, the term intelligence just brought the cognitive processes to mind such as memory, association, and problem solving. That's why intelligence tests had been based on assessing cognitive skills and abilities (Batlas 2006). Howard Gardner brought a new dimension to the intelligence discussions with his 1983 theory of multiple intelligences. For this theory, a healthy individual has all eight intelligences but not at the same level.

Individuals try to solve problems using their dominant intelligence (Temiz 2007). Body is beyond being just a simple machine like artificial objects in the world. It is both an instrument of perceiving one's innermost being, thoughts and desires, and an entirety causing different reactions in others by its unique human characteristics (Gardner 1983). Development of kinesthetic intelligence provides benefit to individuals not only in increasing the efficiency of body coordination but also in unifying body and mind coordination using effective thinking strategies (Eren Yavuz 2004). Bodily-kinesthetic intelligence includes certain physical abilities such as coordination, balance, power, flexibility and speed, and certain special kinetic skills providing these abilities to work together (Saban 2003).

There is another dimension of personal intelligence briefly mentioned but not researched well in Gardner's analyses: the role of emotions. The relationship between emotions and mind were examined under two headings, namely classical and modern approaches, which have been discussed throughout the human history. In ancient philosophy, that they were inferior and non-oriented, and had to be directed by reason was broadly accepted by philosophers (Cakar and Arbak 2004). With modern approaches, the paradigm of absolute dominance of mind over emotions has started to be questioned. Human brain had developed from the inside out during evolution. The simplest part of human brain is the brainstem surrounding top of the spinal cord. This structure is responsible for vital life functions such as breathing, organizing metabolic functioning of other organs, and controlling stereotyped reactions and behaviors. This part of brain does not have thinking or learning skills. The emotional centers constituting the fundamental layers of emotional brain emerged from the brainstem. These layers surrounding the brainstem are called "limbic system," derived from the Latin word "limbus." This part of nerves has included the emotions into the brain. The limbic system has developed two important skills in time: learning and memory (Goleman 2005). The important impact of emotional centers on thinking process is proved by clinical cases. The researches have shown that damaged emotional centers caused a decrease in mental competency of people. Considering the case of a patient named Eliot whose frontal lobe was damaged as the result of a brain operation, the patient experienced a personality change; and thus, his decision-making and short-range efficient planning skills were destroyed and he totally lost his long-range planning ability. Such people are considered to have an average intelligence as the result of standard IQ tests; yet, they fail at real life problems (Damasio 1999).

Emotions and mind of an individual is an inseparable whole and there is no basic conflict between the two. The term IQ, as the measure of mind, and the term emotional intelligence, as the measure of emotions, are mutually reinforcing and complementary concepts in both of these processes (Cakar and Arbak 2004). Accordingly, emotional intelligence that is related to one's superior abilities to perceive, assess and express his own emotions and others' emotions in the correct way, to distinguish these emotions from each other, and to use the deduced information in thinking process and to display it in his behaviors is as important as the intelligence traditionally measured by IQ (Intelligence Quotient) in determining the success both in private life and other parts of life (Acar 2002). This research aimed at examining the effects of emotional intelligence, kinesthetic intelligence, and internal and external locus of control on academic success of physical education and sports students.

MATERIAL AND METHOD

Research model: This research aimed to determine whether the levels of emotional and kinesthetic intelligence and internal and external locus of control beliefs have an impact on academic success of students, and to determine whether various demographic features have an impact on the levels of emotional and kinesthetic intelligence, and internal and external locus of control beliefs of students. Descriptive screening model was used for this aim. Screening is a research model aimed at describing an existing situation (Karasar 2007).

Population and Sample: The research population is composed of the students studied in the departments of teaching, coaching, management and recreation in the School of Physical Education and Sports in Gazi University, the students studied in the departments of teaching, coaching, and management in the School of Physical Education and Sports in Kirikkale University, the students studied in the department of teaching in Bartın University, and the students studied in the department of recreation in Mugla University in the 2011-2012 academic year. The research questionnaires were administered to 480 students. Four hundred and sixty of them returned, but the incorrect and missing ones left out of the analysis. Demographic features of the students are shown in the table below based on the information collected from 447 participants.

Table 1. Demographic features of students

		<i>F</i>	<i>%</i>
Gender	Female	167	37,4
	Male	280	62,6
Grade	First Grade	125	28,0
	Second Grade	132	29,5
	Third Grade	98	21,9
	Fourth Grade	92	20,6
Department	Teaching	169	37,8
	Coaching	104	23,3
	Sport Management	86	19,2
	Recreation	88	19,7
Parental Attitudes	Authoritarian	75	16,8
	Democratic	237	53,0
	Permissive	135	30,2

The above table shows that more than one-third of the students are female and about 63% of them are male. Considering the variable grade, it is seen that approximate values have been determined. In the department part of the table, it is shown that about 38% of the students were studying teaching, about 23% coaching, about 19% sports managements and about 20% recreation. And considering the parental attitudes, it is seen that parents of more than a half of the students exhibit democratic attitudes, one-third of them exhibit permissive attitudes, and about 17% exhibit authoritarian attitudes.

Data Collection Tool

Personal Information Form: The personal information form that was developed by the researcher for determining demographic features of students includes questions aimed at defining students' gender, grade, department, branch, parent's attitudes and academic grade.

Bar-On Emotional Quotient Inventory: Bar-On Emotional Quotient Inventory, of which validity and reliability studies were conducted by Reuven Bar-On, was used in this research (Bar-On 1997). The inventory was

adapted to Turkish by Tekin Acar (2001). Bar-On Emotional Quotient Inventory is composed of 133 items in its original version. And it was limited to 88 items as the result of adaptation studies (Tekin Acar 2001). It includes total 5 sub-scales and Cronbach Alpha coefficients of these sub-scales were determined in the research of Tekin Acar (2001) as 0.83 for self-awareness, 0.77 for interpersonal relationships, 0.65 for adaptation to conditions and environment, 0.73 for stress management, and 0.75 for general mood, and Cronbach Alpha coefficient of total emotional quotient was found 0.92. Considering this research, on the other hand, Cronbach Alpha coefficients of the sub-scales were determined as 0.72 for self-awareness, 0.81 for interpersonal relationships, 0.69 for adaptation to conditions and environment, 0.58 for stress management, and 0.75 for general mood, and Cronbach Alpha coefficient of total emotional quotient was found 0.90. Cronbach Alpha coefficients for the sub-scales and total quotient scale are quite high. These results prove this inventory is highly reliable for this research.

Multiple Intelligences Inventory: The “Multiple Intelligences Self-Assessment Inventory,” developed by Howard Gardner and adapted to Turkish by Gonca Seber conducting validity and reliability studies, was used in the research for determining the distribution of students in multiple intelligences. The Inventory is composed of 80 questions. There are 8 intelligence theories, each of which includes 10 questions. In the research, only the questions measuring kinesthetic intelligence were used. The profile list prepared by Saban (2001) was used for assessing the inventory scores. For this purpose, each student’s scores in the 10-question part were summed to give a total score of kinesthetic intelligence.

Locus of Control Scale: The “Internal-External Locus of Control Scale” of Rotter (1966; cited by Dag 1991) was used to measure the locus of control of students. The scale was developed to determine the place of the generalized control expectations of individuals in internality and externality dimensions. It was adapted to Turkish by Dag (1991) and named “Rotter’s Internal-External Locus of Control Scale” in Turkish. Cronbach Alpha internal consistency coefficient of the scale was found .71 for 532 samples, and the KR-20 reliability coefficient was found .68 for 99 samples. The test-retest reliability was measured on 99 samples at 23-day intervals and found .83. And the reliability coefficient of the scale was determined to range between .65 and .79 for various samples (Basim et al. 2006, Basim and Sesen 2006). Besides, a semi-structured interview form developed using the items of certain locus of control scales was administered to 53 samples, and its validity was proved with a correlation of 69 ($p < .001$).

Rotter’s Internal-External Locus of Control Scale is composed of 7 control fields: chance control, external political control, chance and external interpersonal control, external control in school success, external control in interpersonal relationships, fatalism, external control in political and school success. For the purposes of this research, the fields concerning external and internal control were gathered and the scale handled in 2 sub-scales, namely internal control and external control.

Data Analysis

The data obtained from the participant students were coded and entered into a computer. The extreme values were eliminated before data analysis for adapting the collected data to the normality hypothesis. SPSS for Windows 15.0 package software was used for data analysis. The significance level was set at .05. Percentage and frequency analyses were used to determine demographic distribution of the students; hierarchical regression analysis was used to determine the relationship between the cumulative grade point averages of the students and their preferences of kinesthetic intelligence, emotional intelligence, and internal-external locus of control; correlation analysis was used to find whether there was a relationship between them; independent group t-test was used in paired comparisons in terms

of gender variable; and Anova test was used in multiple comparisons in terms of the uneven distributed variables where variances were not homogenous such as gender, grade, department etc. And in case the difference was significant, Scheffe analysis, an advanced analysis method, was used to determine the group causing the difference.

FINDINGS

Within the framework of the research conducted to determine whether the levels of emotional and kinesthetic intelligence, and internal and external locus of control beliefs of the physical education and sports teachers had an impact on their academic success, the effect of emotional and kinesthetic intelligence, internal and external locus of control beliefs, and certain demographic features (gender, grade etc.) of the students on their academic success was analyzed and the figures are shown in the Table 2 below.

Table 2. Effect of academic success of students

Model	Variable	Academic Success (Grade)				
		B	T	Corrected R ²	F	P
Model 1	Dummy-gender*	.16	.20	.04	18,91	.00
Model 2	Dummy-gender	.15	.18			.00
	Dummy-department1**	.08	.10	.05	4,80	.29
Model 3	Dummy-gender	.15	.18			.00
	Dummy-department1	.08	.09	.06	5,89	.29
	Kinesthetic intelligence	.00	.11			.013
p≤.05						

* Dummy-gender means the score of female students are entered 1, and the score of male students are entered 0.

** Dummy-department1 means the score of students studying teaching are entered 1, and the scores of students in other department are entered 0.

In the first stage, the variables gender, department, grade and parental attitudes were entered to the model for bringing the effects of demographic variables under control in regression analyses. In the second stage, independent variables were included in the model, and their effects on dependent variable were aimed to be determined.

Considering Table 2, it is seen that gender makes a significant contribution for predicting academic success in model 1 ($\beta=.16$, $t=.20$, $p\leq.05$), gender and department make a significant contribution for predicting academic success in model 2 ($\beta=.15$, $t=.18$, $p\leq.05$), and gender, department and kinesthetic intelligence make a significant contribution for predicting academic success in model 3 ($\beta=.15$, $t=.18$, $p\leq.05$).

Table 3. Correlation results for academic success of students in terms of emotional intelligence, kinesthetic intelligence, and locus of control

	Academic success	Emotional Intelligence	Kinesthetic Intelligence	Locus of Control
Academic success	1	.119*	.113*	.046
		.110	.017	.327
Emotional Intelligence		1	.267**	.011
			.00	.819
Kinesthetic Intelligence			1	.017
				.724
Locus of Control				1

* $p < .05$ ** $p < .01$

Considering the figures in Table 3, a significant relationship was determined between academic success of students and their emotional and kinesthetic intelligence at the .05 level. However, no significant relationship was found between academic success of students and the locus of control scale. Considering the relationship between emotional intelligence, kinesthetic intelligence, and locus of control scale, on the other hand, a low level significant relationship was determined between emotional and kinesthetic intelligence levels ($r = .23$, $p < .01$). In this context, it is likely to conclude that emotional and kinesthetic intelligence have an effect on academic success; while the total scores of locus of control have no relation in this regard.

Table 4. Correlation results for academic success of students in terms of emotional quotient sub-scales

	Academic Success	Self-Awareness	Interpersonal Relationship	Conditions	Stress	General Mood
Academic Success	1	.126*	.130**	.096*	.098*	.072
P		.008	.006	.043	.038	.126
Self-Awareness		1	.745**	.718**	.507**	.771**
P			.00	.00	.00	.00
Interpersonal Relationship			1	.684**	.418**	.757**
P				.00	.00	.00
Conditions				1	.573**	.672**
P					.00	.00
Stress					1	.548**
P						.00
General Mood						1
P						

* $p < .05$ ** $p < .01$

Considering Table 4, a low level significant relationship was determined between academic success of students and the sub-scales self-awareness, conditions and stress of the emotional quotient scale ($p < .05$). A relationship was also determined between academic success of students and the sub-scale of interpersonal relationship at the level of ($p < .01$); while no significant relationship was found in the general mood sub-scale. When the relationship between the sub-scales was examined, it's seen that all sub-scales of the emotional quotient scale had a correlation among each other at

the level of .01. In this context, it's determined that academic success of students was affected by all sub-scales of the emotional quotient scale, except the general mood.

Table 5. T-test results for total emotional and kinesthetic intelligence scores of students in terms of gender

	Gender	N	X	S	Sd	t	p
Emotional Intelligence	Female	167	328,41	33,45	445	2.19	.02
	Male	280	320,74	37,15			
Kinesthetic Intelligence	Female	167	37,37	5,42	445	.092	.87
	Male	280	37,45	5,95			

Considering t-test results for total emotional intelligence scores of female and male students shown in Table 5, a significant difference was found between female and male students in total emotional intelligence scale scores [$t(445)= 2.19, p<.05$]. Female students were found to have a higher score ($x=328.41$) than the males ($x=320.74$) in total emotional intelligence.

As the result of t-test results concerning total scores of female and male students in kinesthetic intelligence scale shown in Table 5, on the other hand, no significant difference was found between female and male students [$t(445)= .092, p>.05$].

Table 6. Distributions concerning total emotional and kinesthetic intelligence scores of students in terms of grade

	Grade	N	X	S
Emotional Intelligence	First Grade	125	330,35	35,49
	Second Grade	132	325,06	31,64
	Third Grade	98	322,65	37,21
	Fourth Grade	92	313,39	39,17
Kinesthetic Intelligence	First Grade	125	37,89	5,89
	Second Grade	132	37,76	5,47
	Third Grade	98	37,36	5,75
	Fourth Grade	92	36,35	5,89

Distribution of students by grade is shown in Table 6. One-way analysis of variance (ANOVA) was used to determine whether the difference between mean scores was significant, and the results are shown in Table 7.

Table 7. ANOVA results concerning total emotional and kinesthetic intelligence scores of students in terms of grade

	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significant Difference
Emotional Intelligence	Between-group	15659,02	3	5219,67	4,11	.007	
	Within-group	561423,01	443	1267,32			1-4
	Total	577082,04	446				
Kinesthetic Intelligence	Between-group	147,93	3	49,31	1,49	.215	
	Within-group	14615,30	443	32,99			
	Total	14763,23	446				

Considering the analysis of total emotional intelligence scale scores of students in terms of gender shown in Table 7, a significant difference was determined [$F(3-443)= 4.11, p<.05$]. As the result of Scheffe test administered to define the groups having the between-group difference, first grade students were found to have a higher level of emotional intelligence ($x= 330.35$) than the fourth grade students ($x= 313.39$).

When the results of analysis in table 7 were examined, no significant difference was found between total kinesthetic intelligence scale scores of students in terms of their grade [$F(3-443)= 1.49, p>.05$].

Table 8. Distributions concerning total emotional and kinesthetic intelligence scores of students in terms of parental attitudes

	Parental Attitudes	N	X	S
Emotional Intelligence	Authoritarian	75	314,00	38,99
	Democratic	237	324,83	33,90
	Permissive	135	326,80	37,12
Kinesthetic Intelligence	Authoritarian	75	36,77	5,65
	Democratic	237	37,45	5,68
	Permissive	135	37,72	5,93

Distribution of students by parental attitudes is shown in Table 8. One-way analysis of variance (ANOVA) was used to determine whether the difference between mean scores was significant.

Table 9. ANOVA results concerning total emotional and kinesthetic intelligence scores of students in terms of parental attitudes

	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significant Difference
Emotional Intelligence	Between-group	27883,38	3	9294,46	7,49	.00	
	Within-group	549198,65	443	1239,72			T-E, SM-R
	Total	577082,04	446				
Kinesthetic Intelligence	Between-group	131,18	3	43,72	1,32	.26	
	Within-group	14632,05	443	33,02			
	Total	14763,23	446				

Considering the analysis of total emotional intelligence scale scores of students in terms of parental attitudes shown in Table 9, a significant difference was determined [$F(2-444)= 3.38, p<.05$]. As the result of Scheffe test administered to define the groups having the between-group difference in terms of parental attitudes, students with authoritarian parents were found to have a lower level of emotional intelligence ($x= 314,00$) than the students with permissive parents ($x= 326,80$).

When the results of analysis were examined, no significant difference was found between total kinesthetic intelligence scale scores of students in terms of parental attitudes [$F(2-444)= .66 p>.05$].

Table 10. Distributions concerning total emotional and kinesthetic intelligence scores of students in terms of departments

	Department	N	X	S
Emotional Intelligence	Teaching	169	328,50	36,74
	Coaching	104	320,12	35,73
	Sports Management	86	332,15	29,49
	Recreation	88	310,00	36,64
Kinesthetic Intelligence	Teaching	169	37,63	5,70
	Coaching	104	36,83	5,84
	Sports Management	86	36,87	5,58
	Recreation	88	38,26	5,86

Distribution of students by their departments is shown in Table 10. One-way analysis of variance (ANOVA) was used to determine whether the difference between mean scores was significant, and the results are shown in Table 11.

Table 11. ANOVA results concerning total emotional and kinesthetic intelligence scores of students in terms of departments

	Source of Variance	Sum of Squares	Sd	Mean Square	F	p	Significant Difference
Emotional Intelligence	Between-group	8658,53	2	4329,26	3,38	.03	Authoritarian-Permissive
	Within-group	568423,50	444	1280,23			
	Total	577082,04	446				
Kinesthetic Intelligence	Between-group	44,36	2	22,18	.66	.51	
	Within-group	14718,87	444	33,15			
	Total	14763,23	446				

T: Teaching

R: Recreation

SM: Sports Management

Considering the analysis of total emotional intelligence scale scores of students in terms of department shown in Table 11, a significant difference was determined [$F(3-443) = 7.49, p < .05$]. As the result of Scheffé test administered to define the groups having the between-group difference in terms of departments, students studying teaching were found to have a higher level of emotional intelligence ($x = 328.50$) than the students studying recreation ($x = 310.00$). It was also determined that the students studying sports management had a higher level of emotional intelligence ($X = 332.15$) than the ones studying recreation ($x = 310.00$).

When the results of analysis were examined, no significant difference was found between total kinesthetic intelligence scale scores of students in terms of departments [$F(3-443) = 1.32, p > .05$].

Within the framework of the fourth sub-problem of the research, it was examined whether total scores of physical education and sports teachers in internal and external locus of control sub-scales of the locus of control scale were varied by gender, grade, parental attitudes and departments. A significant difference was determined only in the total external locus of control sub-scale scores of students in terms of departments.

Table 12. Distributions concerning locus of control sub-scales in terms of departments

	Department	N	X	S
Internal Control	Teaching	169	11,91	1,248
	Coaching	104	11,91	1,30056
	Sports Management	86	11,75	1,30100
	Recreation	88	11,86	1,36611
External Control	Teaching	169	32,55	2,24910
	Coaching	104	31,86	2,44178
	Sports Management	86	32,73	2,03744
	Recreation	88	32,28	2,30915

Distribution of students by their departments is shown in Table 12. One-way analysis of variance (ANOVA) was used to determine whether the difference between mean scores was significant, and the results are shown in Table 13.

Table 13. ANOVA results concerning locus of control sub-scales in terms of departments

	Source of Variance	Sum of Squares	Sd	Mean Square	F	p
Internal Control	Between-group	1,606	3	,535	,320	,811
	Within-group	742,126	443	1,675		
	Total	743,732	446			
External Control	Between-group	43,924	3	14,641	2,844	,037
	Within-group	2280,684	443	5,148		
	Total	2324,609	446			

When the results of analysis in table 13 were examined, no significant difference was found between total internal locus of control sub-scale scores of students in terms of their departments [$F(3-443) = .320, p > .05$].

On the other hand, when the results of analysis in table 13 were examined, a significant difference was found between total external locus of control sub-scale scores of students in terms of their departments [$F(3-443) = 2.84, p < .05$]. As the result of Scheffe test administered to define the groups having the between-group difference in terms of departments, students studying sports management were found to have a higher level of external locus of control ($x = 32.73$) than the students studying recreation ($x = 32.28$).

DISCUSSION AND CONCLUSION

This research aimed at examining the effects of emotional intelligence, kinesthetic intelligence, internal and external locus of control, and various demographic features on academic success of physical education and sports students. Grade point averages of students were considered as the measure of academic success.

It was examined whether kinesthetic intelligence predicted academic success; and considering the analyses, kinesthetic intelligence was found to be a strong variable predicting academic success. Courses on kinesthetic intelligence are intensely taught in the schools of physical education and sports, and students are accepted to those schools after passing some tests on their certain skills (coordination, running etc.). That's why students in the schools of physical education and sports are expected to have a high level of kinesthetic intelligence, and thus, to have a high level of academic success in direct proportion to their high level of kinesthetic intelligence.

When kinesthetic intelligence was examined in terms of gender under this research, no significant difference was found between female and male students. In his research titled "Native American students' self-perceptions regarding Gardner's multiple intelligences," Neville (2000) studied on students in third, seventh and eleventh grades and compared 3 multiple intelligences by gender. The difference between mean scores of female and male athletes in bodily-kinesthetic intelligence scale was found statistically non-significant. In his research titled "Multiple Intelligences: A comparative study between the preferences of males and females," Loori (2005) aimed to determine whether intelligence fields of students in American universities varied by gender. Considering the research results, the difference between mean scores of the females and the males in bodily-kinesthetic intelligence scale was non-significant. In their research titled "Estimating one's own and relatives' multiple intelligences: a study from Argentina," Furnham and Chamorro-Premuzic (2005) compared multiple intelligence fields of students aged between 18 and 42 in

terms of gender. No statistically significant difference was found between the scores of the females and the males in bodily-kinesthetic intelligence field. In his study, Azar (2006) also set forth that there was no statistically significant difference between bodily-kinesthetic intelligence fields of secondary school students in terms of gender. In short, the findings of other researches support this research.

It was examined whether emotional intelligence predicted academic success and considering the analyses, emotional intelligence was found to have great contribution in predicting academic success. Considering the limited number of researches examining the relationship between emotional intelligence and academic success in the literature, a significant relationship is seen between these two variables. And the findings of this research are similar to those determining a significant relationship between emotional intelligence and academic success. In their research on emotional intelligence and the relationship between intelligence and personality, Ciarrochi, Chan and Caputi (2000) put forth that emotional intelligence predicted academic success even when the variables personality and intelligence were considered constant. And in their research, Petrides, Fredericson and Furnham (2004) revealed that emotional intelligence softened the relationship between intelligence and academic success. These findings support this research. On the other hand, the relationship between emotional intelligence sub-scales and academic success were examined and a significant relationship was found between academic success and the sub-scales self-awareness, conditions and stress, while no relationship was determined in the sub-scale general mood.

As the result of analyzing total scores of students in emotional intelligence scale in terms of parental attitudes, a significant difference was determined. The students with authoritarian families were found to have a lower level of emotional intelligence than the ones with permissive families. It's likely to be resulted from that students living with a permissive family may express themselves in an easier way, their ideas and demands are accepted, and they have a higher level of self-confidence compared to the students with authoritarian families. Emotional development of a child is affected by how emotions are expressed within his family, and the children live in a family where everybody expresses his feelings explicitly are likely to express their feelings easily (Shapiro 1998). In their research on emotional intelligence and demographic variables in adolescents, Harrod and Scheer (2005) put forth that the higher the level of education and income of parents is, the higher the level of emotional intelligence of children becomes.

Considering the results of analyses on the relationship between gender and emotional intelligence, female students were found to have a higher level of emotional intelligence than the males. The relationship between gender and emotional intelligence is one of the most handled subjects in the literature. In many researches, females were found to have a higher level of emotional intelligence than males (Schutte et al. 1998, Harrod and Scheer 2005). Ciarrochi, Chan and Caputi (2000) give two reasons for females to have a higher level of emotional intelligence. First reason is that females are able to understand the feelings of others as they are more sociable. And the second is that females have this ability biologically.

As the result of analyzing total scores of students in emotional intelligence scale in terms of the variable grade, a significant difference was found. And as the result of Scheffe test administered to define the groups having the between-group difference, first grade students were found to have a higher level of emotional intelligence than the fourth grade students. Considering the results of analyses, it's seen that the higher the grade is, the lower the emotional intelligence becomes. The reason for the first graders to have a higher level of emotional intelligence is that they have started school recently, that they have new friends and teachers, and that they have to use their communication and empathy skills more frequently for expressing themselves and perceiving the others in the correct way. In higher grades, the requirement to study more appears and students experience concern for the future; thus, their level of logical

thinking increases. When the distribution of emotional intelligence scores was analyzed by departments, on the other hand, the scores of students in the departments of sports management and teaching were found higher than in the departments of coaching and recreation. That university entrance exam score constitutes 60% of the entrance exam score of the department of teaching and 70% of the department of sports management, while branch score is effective in entrance to the department of coaching, and coordination score is effective in entrance to the department of recreation is likely to cause this difference in use of emotional intelligence.

It was examined whether internal-external locus of control predicted academic success; and considering the analyses, it was found not to make a significant contribution in predicting academic success. And the researches which showed that being internally or externally controlled had no effect on academic success were mentioned (Civitci 2007, Korkut 1986, Yesilyaprak 1988, Demir 1998). The findings of these researches support this paper. Considering the scores of students in the locus of control sub-scales in terms of departments, on the other hand, no significant between-group difference was found in internal locus of control; while the scores of students in the department of sports management were determined higher than the ones' in the department of recreation in external locus of control.

KAYNAKLAR

- Acar Tekin F. "Duygusal Zeka Yeteneklerinin Göreve Ve İnsana Yönelik Liderlik Davranışları İle İlişkisi" Yayınlanmamış Doktora Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul, 2001.
- Acar, F. (2002). Duygusal zekâ ve liderlik. *Sosyal Bilimler Enstitüsü Dergisi*, 12: 53-68.
- Azar, A. (2006). Liselerde Seçilen Alan ve ÖSS Alan Puanları İle Çoklu Zekâ Profilleri Arasındaki İlişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 46:157-174.
- Bar-On, R. (2006). **The Bar-On Model of Emotional-Social Intelligence (Esı)** *Psicothema*, 18: 13-25
- Bar-On, R. (1997). **The Emotional Intelligence Inventory (EQ-I): Technical Manual**. Toronto, Canada: Multi- Health Systems.
- Basım, H. N. ve H. Şeşen. (2006). Kontrol odağının çalışanların nezaket ve yardım etme davranışlarına etkisi: Kamu sektöründe bir araştırma. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16, 159-168.
- Basım, H. N., Tatar, İ. ve Şahin, N.H. (2006). İzlenim yönetiminde kendilik algısı, kontrol odağı, mesleki hedeflere ulaşma düzeyi ve stres: Bir kamu sektörü örneği. *Türk Psikoloji Dergisi*, 21(58): 1-14.
- Baltaş Z. **İnsanın Dünyasını Aydınlatan ve İşine Yansıyan Işık Duygusal Zeka**, Remzi Kitabevi, İstanbul 2006
- Ciarrochi, J. V., Chan, A. Y. C. ve Caputi, P. (2000). **A Critical evaluation of the emotional construct**. *Personality and Individual Differences*, 28, 539-561.
- Çakar, U. ve Arbak, Y. (2004). Modern yaklaşımlar ışığında değişen duygu zekâ ilişkisi ve duygusal zekâ. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(3): 23-48.
- Çivitçi, A. (2007). Erken ergenlik döneminde içsel-dışsal denetim odağı boyutları ve cinsiyete göre mantıkdışı inançlar. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 14(1): 3-12.
- Dağ, İ. (1990). **Kontrol odağı, stresle başa çıkma stratejileri ve psikolojik belirti gösterme ilişkileri**, Yayınlanmamış Doktora Tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Dağ, İ. (1991). Rotter'in iç-dış kontrol odağı ölçeği (RİDKOÖ)'nin üniversite öğrencileri için güvenilirliği ve geçerliği. *Psikoloji Dergisi*, 7(26), 10-16.

- Damasio, A. R. (1999). **Descartes'in yanılması**. İstanbul: Varlık Yayınları.
- Demir, N. (1998). **Stresle Başa Çıkma Stratejileri ile Denetim Odağı Düzeyi Arasındaki İlişki: Bir Grup Lise Öğrencisi Üzerinde Yapılan Bir Araştırma**. Yayınlanmamış Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü, İzmir.
- Eren Yavuz, K. (2004). **Öğrenen ve gelişen eğitimciler için çoklu zekâ teorisi uygulama rehberi**. Ankara: Meter Matbaa, 32-34.
- Furnham, A. ve Chamorro-Premuzic, T. (2005). Estimating one's own and one's relatives multiple intelligence: A Study from argentina. **The Spanish Journal of Psychology**. 8(1), 12-20
- Gardner, H. (1983). **Frames of mind the theory of multiple intelligences**. New York: Basic Books, 339
- Goleman, D. (2005). **Duygusal zekâ neden IQ' dan daha önemlidir? (Çeviren: Banu Seçkin Yüksel)**. İstanbul: Varlık Yayınları.
- Harrod, N.R. ve Scheer S.D. (2005). **An Exploration of Adolescent Emotional İntelligence in Relation to Demographic Characteristic**, Adolescence, 40(159), 503.
- Hasırcı S. (1990). **Performans Sporcularında Denetim Odağı**, Doktora Tezi, Dokuz Eylül Üniversitesi Sağlık Bilimleri Enstitüsü, İzmir
- Hasırcı S. ve Koç Ş. (1995) Elit Düzeyde Güreş ve Okçuluk Sporunu Yapan Kişilerde Denetim Odağına İlişkin Bir Araştırma, **Celal Bayar Üniversitesi Beden Eğitimi ve Spor Dergisi**, 1(3), 17-26.
- Karasar, N. (2007). **Bilimsel araştırma yöntemleri (17.baskı)**. Ankara: Nobel Yayıncılık
- Korkut, F. (1986). **İlkokul öğrencilerinde kendilerine ve ailelerine ilişkin bazı değişkenlerin denetim odakları üzerindeki etkisi**. Yayınlanmamış Yüksek Lisans Tezi. Hacettepe Üniversitesi, Ankara.
- Loori, A. A. (2005). **Multiple intelligences: A Comparative study between the preferences of males and females**. Social Behavior And Personality. Society for Personality Research. 33(1), 77-88.
- Neville, A. L. (2000). **Native American Students' Self Perceptions Regarding Gardner's Multiple Intelligences**. Doktora Tezi, South Dakota State University, 51
- Petrides, K. V., Frederickson, N., ve Furnham, A. (2004). **The role of trait emotional intelligence in academic performance and deviant behavior at school**. Personality and Individual Differences, 36, 277-293.
- Saban, A. (2001). **Çoklu Zekâ Teorisi ve Eğitim**, Ankara: Nobel Yayınları.
- Saban, A. (2003). **Çoklu Zekâ Teorisi ve Eğitim**, Ankara: Nobel Yayınları
- Solmuş, T. (2004). **İş Yaşamı, Denetim Odağı ve Beş Faktörlük Kişilik Modeli**. Türk Psikoloji Bülteni, 10, 196-205.
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J. ve Dornheim, L. (1998). **Development and validation of a measure of emotional intelligence**. Personality and Individual Differences, 25, 167-177.
- Shapiro, L. E. (1998). **Yüksek EQ'lu Bir Çocuk Yetiştirmek (Çev: Ü. Kartal)**. İstanbul: Varlık Yayınları.
- Temiz, N. (2007). **Çoklu Zekâ Kuramı Okulda ve Sınıfta**. Ankara: Nobel Yayın Dağıtım.
- Yeşilyaprak, B. (1988). **Lise Öğrencilerinin İçten Yada Dıştan Denetimli Oluşlarını Etkileyen Etmenler**. Yayınlanmamış Doktora Tezi, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

THE ROLE OF SPORTS IN RECREATIONAL ACTIVITIES

Murat KUL¹, Fatih ÇATIKKAŞ², Mutlu TÜRKMEN³, Hayri AKYÜZ⁴

^{1,2,3,4}The Bartın University, The Vocational School of The Physical Education and Sports

ABSTRACT :The aim of this study is to investigate the role of the sports in the recreational activities. By using the differential method (analytical method), the relationship between sports and the recreation of innovation is being handled, the data obtained is evaluated in association with the literature, research and survey. The recreation sports, in the leisure activities, is holding an important place and creating one of a variety of the interested areas and on the other hand, as the most comprehensive, the recreation and the sports are mutually influencing to each other. The sports, in meeting the recreational needs of the people and while having a significant range of motion, the recreation also, in the expansion of the sports has important roles on the basis of achieving sportive success in the society.

Keywords : Recreation, Sports, Recreative Affectiveness

INTRODUCTION

In nowadays, as the working life and the other activities to be intense, exhausting and in stressful routine that have made the leisure activities of our life as an important and indispensable part and also has made it a renewal, relaxation, and a recovery tool (Tel ve Koksalan, 2008).

In addition, since beginning from the middle of the 20th century and upto today, The World ; on the basis of the social, cultural, economic and technological areas has experienced a lot of changes and developments. These changes and developments had been important impacts on a lot of people as to be positive or negative. In particular, owing to the technological advances, due to the reduction of the working hours, the increase in income for per person and on development of transportation and communication systems and the factors in such, has led the people to various searches to spend their leisure time (Turkmen and the friends, 2013).

These quests showed to us that, by allowing the individuals to meet the recreational activities are significantly involved on the people to spend their leisure time in the recreation activities.

Recreative Activities

According to the International Recreative Group's recognitions "The Free time activity is when the person's occupational and social tasks once have been replaced, includes a series of occupations such as recreation, entertainment, knowledge or skills that voluntarily participation to be logged in the community life with their own free will". In the daily life, although recent events are coming into the agenda, some key areas of activity are as follows; The;

- Art (cinema, literature, theater, music, painting, photography, etc..)
- Intellectual (books, conferences, radio, TV, etc..)
- Social (family, parties, meetings, etc..)
- Practice (gardening, crafts, hand jobs, and so on.
- Physical (sports, hiking, hunting, fishing, etc.. (Tezcan, 1993).

The recreational activities, are the activities that can be done at any time as active or passive, alone or in groups, by young or old, men and women or performed in indoor or outdoor areas for the people's recreation, entertainment, and development and providing unlimited coverage area for the every individual at all times and these activities can be addressed everywhere. Thus, through the participation to the activities, the individuals may express and to uncover and develop the hidden powers of themselves and also to develop and increase creativity and would have the opportunity of protecting their physical and mental health. For these reasons, activities can be revealed for the programs of the leisure time and under these terms it is recognized as a necessity in our country (Tamer, 1998).

According to the location and purpose of the activity, it is possible to classify the recreations as; the open space recreations, tourism recreations, the health recreations, park recreation, the management of the recreational sports, campus recreations, therapeutic recreations and the recreation of the work places, hospitals recreations (Ardahan ve Lapa, 2011).

The need for recreational activities on the personal directions are; the creation of physical health development, gaining mental health, the human socialization, creativity, the development of personal skills and abilities, study on the effects of success and business efficiency, the economic mobility and may be explained as to make the people happy. According to the social aspects; to provide social solidarity and integration and creation of a democratic society are some of the reasons for the need of the recreation constitutes (Karakucuk, 2001).

The most prominent features of the recreation activities are; (Driver and Toucher, 1974; Farrel and Lundergen, 1999; Hacıoglu and the friends, 2009; Tezcan, 1982; Akt: (Turkmen and the friends, 2013).

- Recreation is an experience resulting from the participation of the recreational activities.
- Participation in recreation activities are predetermined by the individuals.
- Recreation has a unique charm.
- People will participate within these activities in their personal request.
- Recreation, is made in the leisure time.
- Recreation includes many activities.
- Recreation is an activity of which has serious and specific goals.
- Recreation activities, has a special purpose for everyone who has attended.
- Gives comfort and relaxation to the human nature.
- Recreation, in terms and by the place, time and people are not subject to the limitations.
- Recreational activities, will help to gain personal and social characteristics to the participants.
- Operations continue to be under no obligations to participate.

- Recreation, is an activity that provides pleasure and joy. The people would have been happy by participating in such activities.
- Recreation, is universally applicable.
- Recreation must be appropriate to the society's, customs, traditions and moral values and not become contrary to the social values.
- Recreational activities, may allow the interest and to perform a second or more activities.
- Recreation, should allow to the people to express themselves and also should include activities to be creative.
- Recreation activities, are undertaken by the recreasyonists.
- Recreation actions, can be made as to be planned or unplanned with the skilled people or with people who have no skills or also can be made in any venues of which has been organized or not been organized.

In the recreational activities and for the understanding of the role of the sports, the definition of the concepts of recreation and leisure has to be made in good use.

Recreation

The scientific and technological developments are, on the one hand making the human life easier and on the other hand giving the people opportunity to devote more time. For this reason the human beings are also illustrating importance to the time which are outside of the working life. The use of the nonworking time has been evaluated by the revealed concept of the recreation (Can and the friends, 2006). While there are various definitions for the recreation concepts, semantically, all of them are collected in the same frame (Turkmen and the friends, 2013). The various definitions are as follows:

The word of the Recreation is, in the English meaning "to create, to build" and by using the word of "create" and to add in front of the verb; again having the "re" prefix formed by the joining of the "Recreation (recreation)" carries the meaning of revival of the worn out and tired individuals that had been done by the other factors (Axelsen, 2009).

Gungormus and the friends, (2006) , had been defined the recreation and leisure as all types of events of which are made alone or in groups, by vehicle or tool-free, in open or closed spaces, within the city or outside of the city and within an organization or without, the pleasure and joy not been excepted mandatorily, in their study.

However, Turkmen and the friends (2013) are defined the recreation as, activities of which the time that they spend outside of the required times in order to meet the needs of people by working and in his spare times with voluntary participation to get away from the stress of the everyday life.

The quality of the life of the individuals are provided via the increases of the services for the free times within the community. The recreation is a tool for a more full and meaningful life (Tekin and the friends, 2004). The recreation; contributes of the people's to get away from the monotony of the everyday life according to an individual's self-identity and to enjoy participating into the social, cultural and sporting activities. In addition, via the leisure

activities and recreations provides benefits with other individuals in relationships and communicate achievements in their social personalities (Bucher and Richard, 1974). Today, the majority of the citizens of the developed countries, has the opportunity of the assessment of their recreational possibilities as the daily free time and the weekend, even their annual holidays as more prolonged and though provided in the countries. In these countries, the recreation has become a part of the everyday life and the recreation has been adopted as imperative activities, because of the facing pressures of the modern man in those industrial societies. In the big cities, the people, of whom their daily life is being affected under the influence of various factors and also becoming overwhelmed and in order to get rid of the mental distress and to be physically and mentally stronger, the participation in recreation is one of the ways that can be connected to the life (Turkmen and the friends, 2013).

The Leisure Time

The leisure time is an occupation integrity which articulates as fully optionally. These strivings are carried out as the deals of; to get rest, relaxation, to increase the participants knowledge and experience, to perform physiological and psychological satisfaction in pleasure and even to contribute to the local social services and thus to fulfill the requirements of the moral beliefs, to form and develop the creative abilities and also intended to avoid any interest in all of these activities (Yetim, 2000).

Several definitions have been made in the literature on the leisure associated concepts and these definitions are as follows:

Aristotle, was announced the leisure activity as, "To be present in an event of only to be done without another purpose" (Kraus, 1971). A French sociologist Dumazedier had announced the leisure activity as "The leisure time activity is any activity of the person's other than work, family and social obligations and voluntarily stimulates his creative capacity directing to relax, increase knowledge and participation in the society" (Kraus, 1971).

The leisure times are, indicates for the people's of themselves and as well as for the others, to get rid of all of the challenges or connections and be engaged with the events in their own preferences (Tezcan, 1994).

For the contemporary free man, the leisure times are, either at the end of the working day or at the end of the week or at the annual leaves and finally during the retirement years indicates the remaining time outside of the work. During this period, the social activities and actions, is not the case, to get together under one single headings. In terms of contents, the leisure time activities are very rich and diverse. These varieties are; the sports, arts, intellectual activities (reading books, doing researches), social activities (visits to friends and acquaintances), easy to do without laborious pursuits (gardening, fishing) can be considered (Bargeman and the friends, 2002). The main purpose of the recreation is to provide individual health, happiness, entertainment and the gaining of personal integrity and positive contribution and thus development to the society (Tel ve Koksalan, 2008).

Various studies have been conducted on the leisure and the recreations: Karaküçük (1999) In his study of subjects that deals as leisure and recreational activities; the table tennis, library, short-visits, entertainment, folk games, indoor sports, music, foreign language courses, computer courses and chess activities have been determined. Tel ve

Koksalan (2008), had made a research among the faculty members who served in the five universities which are located in the Eastern Anatolia Region, questioning on their study habits and in doing sports, the male faculty members were preferring to walk and playing football, but the preferences of the female faculty members were on hiking, folk and modern dances. The female faculty members, in contrast to men, had not been participated in the activities such as horseback riding, basketball, hunting, bodybuilding, skiing, climbing and rowing.

The Sports

The recreation activities can be made, in related to the level of that country's social and economic development. The countries of whom have technology capability in producing and also if can renew the technology continuously may also allow providing the medium for leisure activities and may contribute to the development of the sports (Erkal and the friends, 1998).

In our age, the sports are a winning indicator and has an increasing meaning on the level of welfare of the society and culture, and possess an increasingly important place within the social and cultural life (Imamoglu, 1992).

The Sports, has been replaced in the most forms of recreations with the increase of the leisure time. Nonetheless, the intensity of the working hours and with the effects of the other leisure activities, the recreation sports had not been widespread too much (Ramazanoglu and the friends, 2004). In the recreation activities, if the basis is depending on the physical exercise or to various sports branches and that been based on the recreative implementation and if forming a large part of the action into the recreational activity, these type of sports are called the recreational sports. The sportive recreations are based on the physical exercises (Zorba ve Bakır, 2004).

The evaluation of sporting activities and physical exercises of the free times is extremely important to reduce the stress and to avoid tension on the individuals and society which is being generated by the technology and urbanization (Tekin and the collagues, 2004). The sports, has properties that can be answered to all kinds of people with different demographic characteristics and all types of the recreational needs. In the Worldwide, also plays an important role in the development of society for many people besides being a deal that has been participated in the leisure times (Kocan, 2007).

The Sports, as a means of recreation of the people's; together with the industry and as a clearly results of changing the lifestyle and business units and via transported to urban and industrial environments and the civilization is, on the one hand, and the rise of living standards, on the other hand as negatively revealed by the lack of mental and physical adversities has served important duties for resolution (Karakucuk, 1999).

In our epoch, as thought these period of rapid changes and developments are most intense. As been every social institutions, the sports are also being influenced by these changes and the developments, it is clearly obvious. The sports, from the aspect of it's dynamic view is attracting the interest of a large section of the masses and it is the symbol of health, the peace and are considered as the focal point of the friendship and the cultural convergence. The sports, in nowadays, has become leisure activities and a tool in being fit and healty and a major economic sector and also commercial, propaganda and advertising tool (Yetim, 2000).

In the leisure activities, the sports, has an important role and place. The sport's, by the qualifications should not be considered only as leisure activities. The understanding of the nature and importance of the sports, today, and in the spread of the leisure times and that it has been filled by the sporting activities can not be overestimated. The "Mass sport", "lifetime sports", "sport for all" and "healthy sport for life" are the inviting slogans for the individuals in different gender, occupation and status and the trend has been encouraged to do sports in leisure activities and thus it is the ways to be active in sport (Erkal, 1982).

The Sports, are the forms of actions in providing the individual's physical, mental and social developments. The sports seen as an individual but is a social behaviour and is maintained in social environments. In the modern societies and on the assessment of leisure, it is the road of the most referenced. All of the individuals who are participating in leisure activities, by the physical sense, are healthy and robust compared with those who do not participate in the sports and it emerges as a widely accepted fact. The sporting events do contribute to the development of all the human organs. Some events are also increase circulations. The outdoor sporting activities hold a healthy structure and the life for the whole humanity. In particular, the outdoor leisure activities, prevent and reduce mental illness and mental disorders (Tezcan, 1982).

THE RESULTS

As a result, the recreational sports, are covering one of the most comprehensive, diverse and interesting areas of the recreations. The sports and recreations are mutually influencing each other. The sports, while providing a significant range of motion of the people in order to meet the recreational needs, also the recreation is carrying important roles in the expansion of the sport as a social activity and on the basis of achieving sportive success. The sports is, usually, realizing it's roles in these events through fulfilling the sports for all or activities like the sports for health (Sahin, 1997). The sports, are being fulfilled in the open or closed spaces, by a vehicle and tool-free, as mild or harsh, for individual's or in a group, against the time or without the notion of time, in national or can be made between nations and with many more features and types and can provide many alternatives to people with it's variability and sociability (Tel ve Koksalan, 2008).

REFERENCES

1. Ardahan, F. and Lapa, T.Y., (2011), "The Open Space Recreation: Why the Bicycle Users and Trekkers Do Nature Sports and The Benefits That Been Gained", *The International Journal of Human Sciences*, Volume: 8, Number: 1.
2. Axelsen, M., (2009), "The Power of Leisure: I Was An Anorexic; I'm Now a Healthy Triathlete", *Lesiure Sciences*, Volume: 31, Page: 330-346.
3. Bargeman, B., John C. H. and Timmermans, H., (2002), "Vacation Behavior Using A Sequence Aligment Method", *Annals of Tourism Research*, Volume: 29.
4. Bucher, A.C. and Richard, D., (1974), "Recreation for Today's Society", Prentice-Hall, New Jersey.

5. Can, S., Durukan, E. ve Ozmaden, M., (2006), ‘‘As A Recreation Activity The Student Athletes’ Participation In Intercollegiate Competitions and The Comparisons On The Leadership Behavior’’, II. National Tourism Congress Balikesir, Balikesir.
6. Driver, B. L. and Toucher, S. R., (1974), ‘‘Elements of Outdoor Recreation Planning’’, University of Michigan Press Ann, Arbor.
7. Erkal, E. M., (1992), ‘‘The Sport from The Sociological Perspectives’’, Second Edition, The Turkish World Research Foundation, Kutsan Printings, Istanbul.
8. Erkal, E. M., Guven, O. ve Ayan, D., (1998), ‘‘The Sport in terms of Sociologic’’, Der Publishings, Istanbul.
9. Farrel, P. and Lundergen, H. M., (1999), ‘‘The Process of Recreation Programming Theory and Technique’’, Third Edition, Venture Publication.
10. Gungormus, A., Yetim, A. and Calık, C., (2006), ‘‘The Evaluation Format’s Investigation on The Leisure Times of The Teaching Staff’s of The Physical Education and Sports Vocational Schools, In Ankara’’, *Kastamonu Education Journal*, Volume: 14, Issue: 1, Pages: 285-298.
11. Hacıoglu, N., Gokdeniz, A. and Dinc, Y., (2009), ‘‘The Leisure Times and Recreation Management’’, Ankara, Detay Publishings.
12. Imamoglu, A. F., (1992), ‘‘Towards to The Two Thousand Years, Some Observations On The Turkish Sports’’, Gazi University, *Faculty of Education Journal*, Volume: 8, Number: 1, Pages: 9-19.
13. Karakucuk, S., (1999), ‘‘The Recreation and Assessment of The Leisure Time, Concepts, Scope and A Study’’, Seren Printing’s Publishings.
14. Karakucuk, S., (1999), ‘‘The Recreation’s Leisure Times and Review’’, Ankara, Bagirgan Publisher.
15. Karakucuk, S., (2001), ‘‘The Recreation, Leisure Time Assessment’’, Gazi Bookstore, Ankara.
16. Kocan, N., (2007), ‘‘The Adaptation of The Javelin to The Present, of Which Is The Traditional Sports of Our’s , With The Purpose of The Recreation’’, *The Journal of Sports Management and Information Technologies*, Volume: 2, Issue: 1.
17. Kraus R., (1971), ‘‘Recreation and Leisure In Modern Society’’, TACC, USA.
18. Ramazanoglu, F., Altungul, O. and Ozer, A., (2004) ‘‘The Assessment of The Recreational Activities from The Sportive Perspective’’, Firat University, Elazig School of Physical Education and Sports.
19. Sahin, H., (1997), ‘‘Athletes of The Athletes, The Investigation of Their Interest, After Leaving The Performance Sports and The Assessment of Their Free Times’’, An Unpublished Master's Thesis, Adana
20. Tamer, K., (1998), ‘‘The Leadership Behavior Dimensions of The Leadership Coaches Who Are In The Sports for The Recreation Activities’’, Gazi University, Institute of Health Sciences, Department of Physical Education and Sports, Master Thesis, Ankara
21. Tekin, A., Ramazanoglu, F. and Tekin, G., (2004), ‘‘The Leisure Time Activities of Which Contains Physical Exercises and The Stress Relationship’’, The Selected Topics In The Social Sciences of Sports 1 (Ed: Ramazanoglu, F.), Pages: 86-87, Bıcaklar Publishing, Ankara.
22. Tel, M. ve Koksalan, B., (2008), ‘‘A Sociological Investigation of The University Lecturers Sporting Events’’, *Firat University Journal of Social Science*, Volume: 18, Issue: 1 Pages: 261-278.
23. Tezcan, M., (1982), ‘‘The Sociology of The Education’’, 11th. Printings, Ankara, Anı Publishings.
24. Tezcan, M., (1982), ‘‘The Evaluation of The Leisure Times from The Sociological Perspectives’’, A. U. Publication, Ankara.

25. Tezcan, M., (1994), ‘‘The Sociology of The Leisure Times Assessment’’ Atilla Publications, Ankara.
26. Tezcan, M., (1999), ‘‘The Sociology of The Leisure Times’’, A.U., Faculty of Education’s Publications, No: 174
27. Turkmen, M., Kul, M., Genc, E. and Sarikabak, M., (2013), ‘‘The Evaluation of The Accommodation Property Managers On The Perception and Attitude of The Recreations: The Example of The Western Black Sea Region’s’’, Turkish Studies-International Periodical for The Languages, Literature and History of Turkish or Turkic, Volume: 8, Issue 8, Pages: 2139-2152.
28. Yetim, A, A., (2000), ‘‘The Sociology and Sports’’, Topkar Printings, Ankara.
29. Zorba, E. and Bakir M., (2004), ‘‘Free Time Concept’’, The Social Sciences In Sports Topics 1 (Ed: Ramazanoğlu F.), Pages: 106, Bıçaklar Publishing, Ankara.