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# Chapter 1

**AN EXAMINATION OF THE PHYSICAL  
SELF-DESCRIPTION OF WOMEN  
PRACTICING YOGA AND SEDENTARY  
WOMEN**

*Gülşah ÜNVER<sup>1</sup>*

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an informed consent form was signed by the participants who agreed to participate in the current study. Among the participants, one of the sedentary women did not fill in the scale completely. Therefore, a total of 59 women, 30 women in the yoga group (YG) and 29 women in the sedentary group (SG), were included in the study.

Snowball sampling method was used to reach the sample for the current study. In the snowball sampling method, the sampling process begins by reaching one of the individuals to be included in the research. At the end of the interview, other individuals recommended by that participant are reached, and after meeting with those individuals, other individuals suggested by them are reached. Thus, the process continues by increasing the number of participants in the form of a snowball effect (Koç Başaran, 2017).

The Physical Self-Description Questionnaire was used to determine the participants' physical self-description values. Participants were personally contacted to fill in the questionnaire. In addition, they filled out a personal information form which contains personal information such as age, marital status, and education level. The Physical Self-Description Questionnaire was developed by Marsh et al. (1994). The questionnaire was adapted to Turkish by Aşçı (2000). The inventory consists of 11 sub-dimensions and 70 items. The sub-dimensions of the scale are health, coordination, physical activity, body fat, sport competence, appearance, strength, flexibility, endurance, general physical self-concept, and self-esteem. Scoring of each item that makes up the scale is in the 6-point Likert type. The items in the scale are scored as "Completely False=1", "Generally False=2", "Partly False=3", "Partly True=4", "Generally True=5", "Completely True=6".

### **Statistical Analysis**

SPSS (version 25, SPSS Inc., Chicago, IL, USA) program was used for data analysis. In order to determine whether the test to be used is parametric or non-parametric, firstly the distribution of the data was tested. The Kolmogorov-Smirnov and Shapiro-Wilk tests were used. Normal distribution was also checked with kurtosis-skewness values and histogram graphs. It was found that the data conformed to normal distribution. Descriptive statistical analyses were performed. Since 21 questions in the scale were asked in reverse, the answers given to the related questions were reversed during the analysis. The total score of the scale and the scores of its sub-dimensions were determined for each group. It was determined whether there was a statistically significant difference between the SG and the YG in terms of the overall scale total score and the scores of its sub-dimensions. An independent sample t-test was used to

determine the statistical difference between the groups, since there were two groups. The results were evaluated based on a statistical significance level of  $p<0.05$ .

RESULTS

The mean age of the all women participating in the present study was  $30.73\pm5.32$  years. Among the women participating in the study, 36 (61.0%) women were high school or university graduates and 23 (39.0%) women had a postgraduate degree. There were 34 (57.6%) single women and 25 (42.4%) married women.

A comparison of groups for the overall physical self-description scale total scores and sub-dimensions scores are given in Table 1. A statistically significant difference was found between the SG and the YG in terms of the physical self-description overall scale total score and sub-dimension scores, except for the self-esteem sub-dimension score ( $p<0.05$ ).

**Table 1.** *A comparison of the SG and the YG for the physical self-description scale total scores and sub-dimensions scores*

	Group	Mean	SD	t	p
Physical self-description (Total score)	SG	2.948	0.343	-16.092	<0.001
	YG	4.792	0.516		
Health	SG	3.440	0.708	-11.788	<0.001
	YG	5.184	0.389		
Coordination	SG	2.920	0.505	-15.912	<0.001
	YG	5.000	0.499		
Physical activity	SG	2.425	0.749	-18.531	<0.001
	YG	5.333	0.415		
Body fat	SG	2.178	0.932	-12.830	<0.001
	YG	4.833	0.634		
Sport competence	SG	2.132	0.449	-18.058	<0.001
	YG	4.778	0.654		
General physical self-concept	SG	4.138	0.576	-3.213	0.002
	YG	4.722	0.799		
Appearance	SG	3.920	0.695	-4.819	<0.001
	YG	4.667	0.479		
Strength	SG	2.575	0.483	-15.760	<0.001
	YG	4.722	0.559		
Flexibility	SG	2.351	0.499	-21.613	<0.001
	YG	4.889	0.400		
Endurance	SG	1.805	0.768	-12.271	<0.001
	YG	4.556	0.942		
Self-esteem	SG	4.026	0.084	-1.392	0.169
	YG	4.125	0.374		

SG: Sedentary Group, YG: Yoga Group,  $p<0.05$

## DISCUSSION AND CONCLUSION

In the current study, the total score of women's physical self-description was found to be higher in the YG than in the SG. It was found that yoga increased the physical self-description values of women. In addition, also considering the sub-dimensions of the scale, yoga provided physical development. In the current study, a statistically significant difference was found between the SG and the YG in terms of overall physical self-description scale total score and all sub-dimension scores except for the self-esteem sub-dimension score. Sub-dimension scores were higher in the YG than in the SG.

In the literature, there are studies reporting results supporting the results of the current study. Ballı et al. (2006) determined that participation in sports activities positively affects one's attitudes, feelings, and behaviors towards body image, and that body perception, which is one of the concepts related to body image, increases and the level of social physical anxiety decreases. Aşçı (2003) concluded that a ten-week physical fitness program was effective in reducing trait anxiety and strengthening the physical self-perceptions of female university students. Akhtar et al. (2013) reported in their study that yoga was beneficial in improving well-being in normal healthy subjects.

Yurtaydin and Afyon (2020) reached the conclusion that 8-week Hatha Yoga exercises provided improvements in physiological and motor parameters in sedentary women. Atılgan et al. (2015) found that yoga-based exercises increased flexibility in healthy women. Güven Ülger et al. (2007) determined that 8 sessions of Hatha yoga applied to women improved flexibility.

As a result, it was observed that there were differences in physical self-description between women who practice yoga and sedentary women. It was concluded that yoga can have positive effects on physical fitness parameters such as flexibility, muscle strength, endurance as well as on perceptions reflected on social and spiritual components. Physical self-perception can be shaped by people's own values and thoughts and what other people think of them. Recently, interest in yoga and participation in yoga practices have been increasing. In order to direct the individuals who will participate in yoga programs and to achieve more effective results, scientific studies should be conducted to examine the effects of yoga. There is a need for further studies in which the effects of yoga types on self-description are examined, with a larger sample size, using different tests and methods in physical and social evaluations, and comparing different exercise methods with yoga.

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## **Chapter 2**

### **LIFE KINETİK EXERCISES IN FOOTBALL**

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## Introduction

Today, it is known that the best performance results for all sports branches can only be achieved with a training system based on scientific, methodological and theoretical knowledge. For this, all components of technique, tactics, mental quality and coordination should be examined and applied together with the physical condition (Kalaycı and Gönültaş, 2020).

It is also too important that the cognitive abilities of the athletes are high. Good working memory, high concentration ability and rapid perception and processing of visual, sensory and auditory impressions are worthy. This means that the athlete can make good decisions at high velocity and under pressure. With life kinetik, athletes can better process more information in their working memory, keep their attention longer, and thus make accurate and quick decisions (Life Kinetik, 2022).

Although the human brain is capable of adapting to changes caused by stress, stress is one of the main factors affecting the nervous system. When stress becomes chronic, the brain becomes more likely to be exposed to situations that increase its adaptive capacity. Negative reprogramming of neurons as a result of not adapting to such situations can lead to mental disorders such as depression. However, this negative remodelling can be reversed by participating in activities that develop the brain and learn new information with neuroplasticity (Uzday, 2012). It is also important in this respect that life kinetik exercises help reduce stress (Life Kinetik, 2022).

Lutz (2010) developed the life kinetik exercise model, which creates synaptic structures in the brain by performing unusual movements, improves motor and cognitive features, improves stress status, and aims to provide better health, performance, and quality of life (Lutz, 2010; Life Kinetik, 2022). Life kinetik includes a brain training system through physical activity using exercises that combine visual, motor and cognitive tasks and create new connections between brain cells (Yarım, Çetin, and Orhan, 2019; Kalaycı and Gönültaş, 2020; Life Kinetik, 2022). In addition, it is designed for the athlete on concentration, problem-solving, reflexes, balance, coordination and ability to deal with stress (Yarım et al., 2019).

Life kinetik is grounded in three basic principles. The first is defined as flexible body control. The purpose of these applications is to be ready and to respond appropriately to the stimulus from external factors. The second is the visual system, which is necessary for the coordination of the body. The third includes cognitive skills. In this process, the main goal is to process as much information as possible as quickly as possible (Lutz, 2010).



This research was carried out to examine the effects of life kinetik exercises applied in football on mental and physical performance.


### **Application Methods of Life Kinetik Exercises in Football**

Football is one of the most complex sports due to the large number of players, large playing field and legs that are difficult to control. Apart from this, technique, tactics and condition, which constitute the three main components of almost every sport, are among the basic factors of football (Tuncel, 2018). A football player must have a good visual perception, strong working memory and flexible body control, and life kinetik focuses on exactly these three basic structures (Duda, 2015). Football players are required to have physical abilities such as speed, agility, movement coordination, physical fitness and make quick decisions. Therefore, the life kinetik is consistent with patterns of motion and characteristics of football (Komarudin and Awwaludin, 2019).

Horst Lutz, a football coach, aimed to develop technical skills, increase coordination, and improve visual perception and cognitive intelligence by adapting life kinetik exercises especially to football. Without physical difficulty, life kinetik exercises can be very fun for players and develop strong group dynamics, which is very important in football (Lutz, 2010).

It is seen that the life kinetik exercises applied in football are performed as individual, paired and group exercises. Lutz (2010) in his book life kinetik exercises adapted to football exemplifies 20 individual, 15 paired and 7 group exercises.

A sample of individual, paired and group work follows.

<b>Topic:</b> Improving the perimeter control and increasing the passing quality of the player exposed to different situations. <b>Equipment:</b> Soccer ball, wall (bench, etc.), racquet, softball or similar small ball		
Course	Content	Comments
Introduction Section Warm-up with the ball - 30 min.	<p>While passing alternately with the right and left feet against the wall, the softball ball is kept moving continuously with the badminton racket in the hand. Continue by changing hands on every fifth pass, without letting the ball fall off the racket. By bouncing the ball on the racket, the movement is made more difficult.</p> 	The player must keep his/her head up to observe and control the court while in possession of the ball.

**Figure 1** Individual Exercise (Lutz, 2010)



<b>Topic:</b> Improving pass quality on high balls.		
<b>Equipment:</b> Soccer ball, softball (small ball that can be thrown from hand to hand)		
<b>Course</b>	<b>Content</b>	<b>Comments</b>
Introduction Section Warm-up with the ball - 30 min.	<p>While two players are passing in the air with a soccer ball, they try to catch the small ball in their hands by throwing them at each other. The small ball is always thrown by the person at his feet. The movement is made difficult by the irregular throwing of the small ball in the hand during the pass.</p> <div></div>	<p>The player must keep his/her head up to observe and control the court while in possession of the ball.</p>

Figure 2. Paired exercise (Lutz, 2010)

<b>Topic:</b> Improving the dribbling and reaction skills of the players <b>Equipment:</b> Soccer ball, markers in different colors, colorful vests		
Course	Content	Comments
Introduction Section Warm-up with the ball - 30 min.	<p>A playground suitable for the number of people is determined. Four square-shaped areas of 1x1 meters are determined at the corners of the playing field, which is created as 1 meter for each player (10x10 meters for ten players). Different colors are used in the determined square areas. Markers of four different colors are freely distributed throughout the field. Each player has a soccer ball at their feet. With the command, the desired markers are brought to their own areas by dribbling. With each command, markers are dropped, and new ones are brought. The team that brings the most markers to their field wins.</p>  <p style="text-align: center;"><b>Figure 3.</b> Group work (Lutz, 2010).</p>	Players are expected to react to different situations during the match. Increasing the reaction rates with and without the ball is the main goal.

## The Effect of Life Kinetik Exercises on Physical and Mental Performance

Performance in sports is defined as the physiological, biomechanical, and psychological performance of active athletes today. For good performance, it is necessary to develop both physiological and psychological abilities of the athlete and bring them to a certain level according to their goals (Konter, 2003). It is stated that physical and mental training practices are more effective when compared to doing them separately (Özdal, Akcan, Abakay, and Dağlıoğlu, 2013; Altıntaş and Akalan, 2008). It has also been reported that physical exercise improves cognitive functions (Kalaycı and Gönültaş, 2020; Mandolesi et al., 2018). Physical activities such as sport increase the number of newly formed brain cells, and the chances of survival increase as motion difficulty increases (Shors, 2010).

In a study examining the effects of life kinetik exercises on mental performance, it was conclusively revealed that life kinetik exercises improve the connection between different areas of the brain (Demirakca, Cardinale, Dehn, Ruf, and Ende, 2016). In this study, a training session was carried out with the application of six different types of exercise performed

in groups, in pairs, and individually (13 weeks, 1 hour per week). At the end of the study, it was observed that the participants who received the life kinetik training had significant connection changes between the visual cortex<sup>1</sup> and parts of the upper parietal area<sup>2</sup>. The premotor cortex<sup>3</sup> and cingulate cortex<sup>4</sup> were also impacted.

It has also been shown that life kinetik exercises (5 weeks, 2 times a week, 20 minutes) designed to improve motor coordination in connection with cognitive tasks cause a significant increase in the mental rotation ability of primary school children (Pietsch, Böttcher, and Jansen, 2017). Authors pointed out that this type of exercise has a positive effect on executive functions, while investigating its effect on visuospatial abilities, it is important to take a closer look at the requirements of a particular sporting activity. In another study, it was shown that when boys and girls with severe learning problems received life kinetik training, their intelligence data were three times higher than the control group (Grünke, 2011). Life kinetik exercises used in this context can build new brain networks, reduce neural symptoms and enhance performance by increasing concentration (Yarım et al., 2019). It has been stated that these complex and compelling movements, which life kinetik makes the person do in coordination, create neuromuscular coordination and thus contribute to effective and permanent learning by forcing the brain capacity (Çoban, 2019).

Studies on football players have shown that coordination abilities develop with mental processes. For example, Duda (2015), in his study examining the effects of life kinetik application in the process of teaching technical activities to young football players, observed that the decision-making processes of footballers improved significantly. It has been shown that the life kinetik training model is more effective in improving the coordination, agility, concentration and cognitive functions of football players than the traditional football training model, and it has been suggested to use life kinetik as a psychological exercise method (Komarudin, 2019; Komarudin and Awwaludin, 2019). A similar study demonstrated that life kinetik exercises (12 weeks, 3 days per week, 30 minutes) have positive effects on all cognitive processes (Peker, 2017).

In another study examining the effects on the coordination and agility of football players, it was noted that life kinetik exercises (13 weeks, 1 hour per week) showed significant effects (Ikhsan, 2019). Komarudin and Awwaludin (2019), who showed that life kinetik has important effects on improving the coordination and agility skills of football players, explained

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1 The area involved with visual sensation, visual association, and sense

2 It processes sensory information relating to touch, taste, and temperature.

3 It carries out complex functions such as planning and controlling our movements, perceiving the purpose of the movements of other people and living things.

4 It plays a role in processing emotions and regulating behaviour.

the reason for this because life kinetik exercises can stimulate nerve cells and the nervous system as a whole. In a different study, it was evaluated that life kinetik exercises (3 days a week and 5 weeks) contributed significantly to the concentration and football performances of striker players (Abi Gunawan, 2021). In a study conducted on young football players, it was observed that 6-week (twice a week) life kinetik exercises combined with football training significantly increased balance and agility (Cakir, Turkkan, and Ozer, 2020).

These studies show that life kinetik exercises make positive contributions to the development of the both mental and physical capacities of football players. It is already known that coordination ability is associated with cognitive performance skills (Biddle, Ciacconi, Thomas, and Vergeer, 2019; Bidzan-Bluma and Lipowska, 2018), and life kinetik exercises have been shown to significantly improve cognitive tasks and motor features (Tejada, Schmitz, and Faro, 2017). It has also been stated that life kinetik will have a positive effect in terms of contributing to the performance development of athletes in individual and team sports (Yarım et al. 2019).

The above information requires special consideration on the importance of using methods involving creative effects such as life kinetik in traditional football training. In this regard, the life kinetik seems to be a modern way to improve the cognitive and brain functions of football players.

### **Conclusion and Suggestions**

It is highly important for athletes to have advanced cognitive abilities. It is advantageous to have a good working memory, spatial perception, high concentration skills, as well as being able to quickly perceive and process visual, tactile and auditory impressions. These practices contribute to athletes making positive decisions at high velocity and under pressure. When the studies on the subject are examined in the literature, movement-based brain training such as life kinetik can provide improvement in technical skills, effective processing of information in memory, maintaining a longer concentration time and making quick decisions in athletes. The life kinetik exercises are thought to help reduce stress and so contribute positively to athlete performance.

New differentiated and challenging exercises in the training content can improve not only the athlete's performance, but also the training motivation.

The inclusion of life kinetik exercises in football training programs because of their positive effects on the physical and cognitive aspects can contribute positively to the athlete's performance.

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## **Chapter 3**

### **CRISIS MANAGEMENT: A TURKISH PERSPECTIVE**

*Nurullah Emir EKİNCİ<sup>1</sup>*

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The concept of crisis management is tantamount to managing sport organizations. In order to understand this concept it is important to first define the term both in etymological and modern sense from different perspectives. When the word “Crisis” itself is analyzed in etymological sense, it is found out that the term comes from the Greek words “krisis” and “krinein”, used by Hippocrates to express the turning point of a disease, the decisive moment in the course of the disease. The word *krinein* means reasoning, separating, and deciding (Sellnow and Seeger, 2013, p. 8). The word *krinein* in Latin was used as a medical term which means the peak, climax, turning point of a disease. In China people used the characters of “opportunity” and “danger” to write the word “crisis” in Chinese (these two characters consist of both positive and negative connotations). In 18<sup>th</sup> Century France the term crisis was defined as a decisive moment, a tough choice, a dilemma, and a conundrum (Pira and Sohodol, 2020; Yıldırım, 2018).

The following list includes definitions of the word crisis in the modern sense:

- A crisis is an unstable situation that is not proper and therefore requires reform (Organ and Hamner, 1982, p. 474).
- Crisis refers to an important instable situation that will harm the activities of any organization. It is a process that directly affects long and short-term goals and requires an urgent response in a limited time. When it occurs, it makes it difficult for the units of the organization to make decisions, and it surprises and drags them into chaos (Irvine, 1987).
- A crisis is a situation of tension that is unexpected and unpredictable, requires immediate response, and threatens the existing values, goals, and functioning order of organizations by rendering the prevention and adaptation mechanisms ineffective (Dinçer, 1992, p. 314).
- A crisis is a state of great inconsistency between the expectations of the organization and what is happening around it (Kernisky, 1997).
- Crisis is a state of chaos which defined as the situations of confusion experienced by the parties such as people, organizations, governments, states, etc, and it means that the system acts in a different way from the usual situation, an emergency (İşyar, 2008).
- The crisis is a moment that affects the entire interaction system, causes major negative consequences, and collapses the basic units of management, bringing negative consequences (Yücel, 2014).
- Crisis is an unusual state of non-compliance with the internal/external environment balance of the organization, which may prevent the

organization from achieving its goals, which may cause great harm or cause it to disappear completely (Darıcı, 2020).

Since crisis is a concept that can change according to events, situations, time, place, people or institutions, there is no consensus on the clear definition of crisis in the literature.

### **Causes of crises**

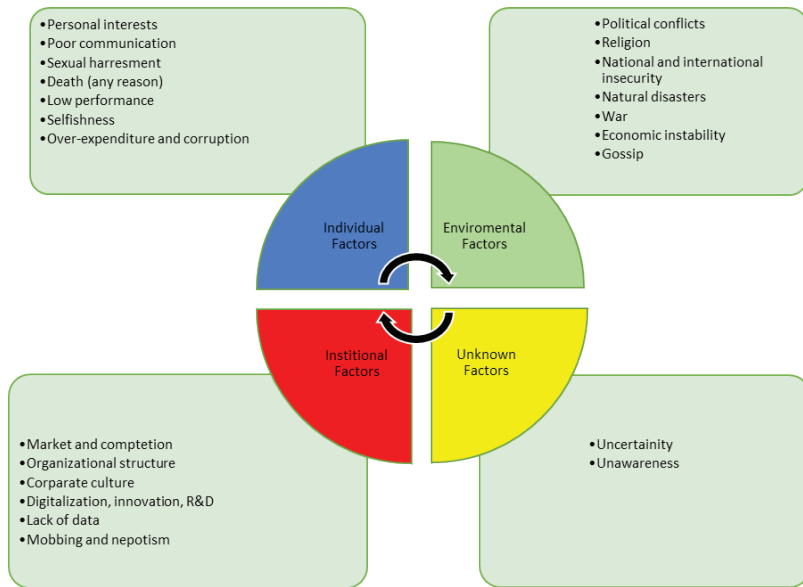
The general causes of a crisis, can be attributed to four different sources: individual, organizational, environmental, or unknown sources.

- **Individual Causes** – In some crisis situations, an organization may say the crisis is just one individual's fault and may punish the individual to resolve the crisis (An et al., 2011).

- **Environmental Causes** – Environmental causes of crises are those that companies have no or very little control over (Booth, 1993).

- **Organizational Causes** – Organizational causes are those that companies have direct control over and are generally related with the management of the organization's own resources. Interaction between the environment and the organization usually cause crisis due to the problems related with information flow and decision-making process (Heath, 1998).

- **Unknown Causes** – Unknown Causes are the crises where the root cause is unknown. We can compare this to the situation of an individual who has a depressive mood but is not aware of it. The origin of COVID-19 fits into this category. The individual, manager or institution needs to quickly reveal the unknown factors in this uncertainty process.



*Figure 1. Key Factors Affecting Organizations*

Some of the factors mentioned above can be both individual, environmental, and organizational.

### **Crisis Management Process**

Crisis management is a dynamic and continuous process that includes both proactive and reactive actions with the aim of identifying the crisis, planning a response to the crisis, confronting the crisis, and resolving the crisis (Öcal et al., 2006). Successful crisis management “requires expertise, that tries to predict events that may disrupt important future relations, that tries to meet the goals of a manager in possible danger situations with the least cost, and at the same time reaches a state of equilibrium” (Şirin, 2021).

Today, the subject of crisis management is being covered among many different disciplines such as business sciences, international relations, politics, and administrative sciences. It requires an individual, an organization or a company to be prepared for a negative situation that they may have encountered in the past, may encounter in the present time or in the future, and to go through the crisis process in a planned, systematic, and rational way. It is not possible for organizations to be prepared for every possible type of crisis. For this reason, conceptually, the term crisis management has micro relation to manageable crisis types rather than a macro relation (Tutar, 2000).

The literature covering crisis management has generally identified five stages. These stages consist of crisis signals, crisis preparation and protection, crisis control, return to normal, and finally learning and evaluation.

### **Crisis Signals**

Crisis periods give some signals, red flags, to organizations before they happen. These signals are important because they reflect the information about the crisis that is going to take place. For crisis signals to be received, various early warning systems must be in place and working in the organization.

### **Crisis Preparation and Protection**

At this stage, in the light of the information determined by the early warning system, it is tried to establish prevention measures and protection mechanisms that can be applied in case of a possible crisis.

### **Crisis Control**

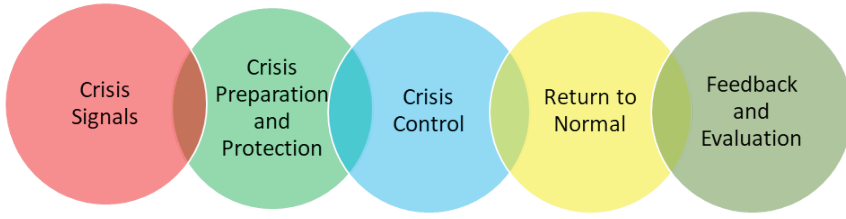
At this stage, organizations activate the crisis signals, crisis prevention and preparation mechanisms that they determined through the early warning system. In some cases, although early warning, prevention and preparedness mechanisms work effectively, it may not be possible overcome some crisis environments. For this reason, one of the most important issues to be considered in the phase of bringing the crisis under control is the creation of a crisis team.

### **Return to Normal**

At this stage, the post-crisis damage should be limited at least to some degree, and the organization should return to normal as soon as possible. In crises, various disruptions are observed in the organizational system. The actions to be taken in the short and long term regarding the elimination of these deficiencies should be done at this stage of the crisis management process.

### **Feedback and Evaluation**

This stage is the final stage of the crisis management process. At this stage, the aim is to examine the decisions and measures taken during the crisis and to provide a more effective solutions in possibly similar crisis environments that the organization may face in the future. The preparations made at this stage are called “error-free learning” (Serdar, 2019).



*Figure 2. The Crisis Management Process*

### **Crisis Management in Sports**

Sport is an important social phenomenon that affects all aspects of social life, and it is considered as an indicator of the level of culture and welfare in modern societies of our age and it (İmamoğlu, 1992). Sports activities are used as a means of promoting cultural cohesion in the society, bringing relations to the desired level, making use of leisure time, popularizing sports, and, therefore, raising physically, mentally, and physically healthy generations (Yetim, 2000).

Sports organizations are the praxis that is done within a certain program to ensure sports competitions, seminars, meetings, courses, panels, camps, and all kinds of other sports activities are organized for sportive purposes in the best way that they can be (Devecioğlu, 2003). A role of sport management is to ensure that existing human and material resources are used effectively and efficiently to achieve predetermined goals (Donuk, 2005). While organizing sports activities, some basic elements are needed so that everything can be carried out correctly and exactly in the planned direction at the time of the organization. For an error-free organization, these basic elements must be fulfilled completely. If these basics are insufficient, there will be disruptions. These basic elements are expressed as; the status of the facilities, the press and communication system, transportation services, security measures, the availability of food services, accommodation, health services, social facilities, sufficiency of tools and materials, financial resources (When we evaluate this situation in terms of football economy, we see that there are great differences between Turkey and some other countries. For example, in European countries, sports clubs are supported by everyone, regardless of their strength or popularity. However in Turkey, the fans usually support strong teams and go to their matches, big companies make sponsorship deals, which means additional income for the club. Clubs with additional income can make the necessary expenditures for crisis management), and the available skilled human resources (İnal, 2000).



Although crisis management has an important place in the field of management science, especially at the end of the 20th century, sports economically grew at an incredible rate and today it has become a billion-dollar industry. Introduction of sports culture to every segment of the society and the increase in sports consumption played an effective role in this growth. The sports industry continues to grow without slowing down all over the world, especially in the United States (Dinçer, 2019). Considering the huge economic power of sports organizations and sports industry, we should not forget that sports is an important part of management sciences.

Because sports are one of the fields that has the most fans and supporters in the world. Therefore, it has the power to affect all parts of the society. Individuals who develop a sense of belonging to clubs tend to share their love and knowledge with other fans (Kandaz-Gelen et al., 2022). A crisis in a sport can affect all other disciplines (Yıldırım, 2018). Undesirable situations that suddenly occur in sports organizations, different environmental factors (weather conditions, earthquake, flood, fire, etc.), terrorist attacks, disruptions in mass media, transportation and accommodation problems, economic problems, communicational disruptions, match-fixing, use of banned substances and the lastly the epidemic, which has negative effects all around the whole world, affect sports institutions and organizations, albeit sports itself can also cause and further these negativities. Against such situations, it is very important for crisis management that the relevant units take quick and effective decisions and put these decisions into practice in a proper way. Coping with the crisis period and even turning the crisis into an opportunity depends on the skill of crisis management (Pira and Sohodol, 2020, p. 27).

It should not be forgotten that chaotic events occur when problems that may occur for an organization, a person or an institution are ignored or not perceived in the first place. Some events in the past show us why crisis management is very important in sports. When we look at the crises that occurred in historical sports events, we can say that the first sports crisis was recorded at the beginning of the 6th century. On January 13, 532 AD. This crisis is referred to as “Nika Uprising” or “Nika Massacre” in history books. In the Roman Empire, sportive and recreational activities were frequently carried out and such activities were supported by the emperor. These activities take place in hippodromes with a capacity of 100,000 people. Apart from recreational activities, hippodromes can be said to be effective in establishing communication between the emperor and the people, and sometimes in determining the emperor to be chosen. For this reason the emperor was participating in competitions and supporting some team or warriors. It is known that the Nika uprising took place as a result of the

conflict between the supporters who wanted the pardon of the two supporters who were sentenced to death, and the imperial soldiers. As a result at least half of the Empire's capital of Constantinople (now Istanbul) was burned by the supporters, and 30,000 to 35,000 people were killed (Giatsis, 1995).

The Nika uprising was the biggest crisis in the history of sports but unfortunately it was not the last one.

In the cricket match that took place in 1693, Thomas Reynolds, Henry Gunter and Elenor Lansford were fined for their part in riot and battery. This event is one of the first crises to occur in sports competitions. When we look at the events that took place in the following years, we see that the events are not specific to just one sports field nor just one country. It is stated that in 1877, the spectators entered the field to prevent the Stow market team from winning the match, and the main reason behind this event was bets on the team (Malcolm, 1999). In the cricket match played between England and Australia in 1879, about 2000 fans rushed down to the field and assaulted the British players.

Another example is that during the Olympic Rugby final played between France and the United States of America at the Colombes Stadium in the 1924 Olympic Games, American athletes were protected in the dressing rooms of the stadium under police control because of the psychological and physical violence of the French fans against the American players.

During a Peru-Argentina football match in 1964, which served as the qualifying group match of the Tokyo Olympics, after the referee canceled the Peru national team's goal, fights broke out in the stadium and 318 people lost their lives and more then 500 people injured (Dever, 2010: 214).



Figure 3. <https://www.bbc.com/news/magazine-27540668>

In 1986, the Montreal Canadiens won the Stanley Cup. A crowd moved systematically through the downtown, looting, burning, and destroying property. The damage included the destruction of dozens of buses and police cruisers and the arrest and injury of hundreds of people. Damage to businesses in the downtown area exceeded several million dollars (Roberts and Benjamin, 2000).

Andres Escobar, who served as a defender for the Colombian national team in 1994, died in an armed attack in a bar when his team was eliminated after he scored against his own team in the 1994 world cup. The examples given above are only some of the saddening events that took place in sports competitions.

Apart from the crises caused by athletes or fans, many environmental factors put sports organizations are under great threat as well. Some of these threats appear directly as attempts to sabotage sports events or to kill innocent citizens. For example, the terrorist attack on the Munich Olympic Games is among the first examples of this situation. Toohey and Taylor (2008), in their work on Mega Events, Fear, and Risk: Terrorism at the Olympic Games, stated that there were 168 terrorist attacks recorded in the Olympic Games between 1972 and 2004.

Countries must take various measures according to their own internal dynamics to overcome the above-mentioned crises and similar events with the least or minimum damage. In this context, the steps taken by the Republic of Turkey are as follows. After the incident that resulted in the death of 39 people and the injury of hundreds of people in the Heysel Stadium of Belgium in 1985, the European Union countries adopted the “European Convention on Spectator Violence and Misbehavior at Sports Events and in particular at Football Matches” in Strasbourg on 19.08.1985. It was signed in 1986 and this convention was included in domestic law in 1991 (Üstünel and Alkurt, 2015). The decisions taken by the Convention are grouped under seven headings:

1. Providing Coordination Regarding Sports Safety: Both national and local coordination is recommended in this section. It is recommended to establish a “Sports Security Coordination Board” to ensure national coordination, the policies on the subject in the country, and to take the necessary local precautions and measures. It is emphasized that the obligations and responsibilities of the ministry of affairs, police organization, and federations, together with local administrations, should be written in an understandable language.

2. Establishment of National Legislation Based on the Convention: In the legislation, the prohibited acts, and the penal sanctions to be imposed because of their conduct should be clearly stated. It should be ensured that

the penal sanctions that should be shared with the public are fully and clearly explained.

3. Police Security Measures: Establishing an expert unit on violence in sports in the police force has a critical importance in terms of training the police about the movement of the crowds and taking appropriate measures. A coordination unit that will be formed by the police, should be in coordination with the spectators, as well as the fan representatives, who are responsible both in the field and around the stadium. It should be ensured that data banks are established in the judicial units with the police in a way that will protect the confidentiality of the data of the individuals.

4. Precautions Regarding Structural and Technical Characteristics of Stadiums: It is encouraged to eliminate foreseen technical and structural problems that may occur in the places where the competitions will be held. It is necessary to make or arrange the stadiums in accordance with modern standards, to increase the quality of service and to control the entrances and exits.

5. Spectator Management Measures: Some of the articles that the Convention meticulously emphasizes are as follows; the duties of those responsible for the organization of the competitions and the sports clubs and the determination of the club's authorities, giving a different and safe area to the rival fan group in the spectators, especially in the matches that pose a risk. There are recommendations made by the Standing Committee on issues such as ticket sales and control, technical specifications of tickets, to take the necessary measures specially to prevent the black market. There will be a new unit called "Steward" and they will ensure the correct orientation of the audience in the stadiums and intervene quickly in case of a call for help, even though it is not in the police organization it should support the police. Çevik et al. (2022) from this perspective, managers in the sports industry must seize all the opportunities offered by the market.

6. Social and Educational Measures: It is recommended that countries clearly state their policies on sports. It is recommended that the policies about the relations with the fans should be determined clearly and, in this sense, the rights and responsibilities of the fans, sports clubs and sports-related organizations should be determined. It is recommended to implement a participatory policy that includes all stakeholders in football. It is recommended that each club appoint a manager responsible for the fans, communicate with the fan groups, and organize educational organizations for them.

7. International Cooperation: It is among the duties of the Standing Committee to monitor the practices in the countries participating in the Convention, to prepare and approve recommendations, and to contribute

to cooperation during important international championships (<https://www.coe.int>).

A number of laws have been put in place to alleviate issues related to crises in Turkey. In 2004, against the increasing crisis and violence in football, with the Turkish Grand National Assembly (TBMM) Law No. 5149 “Law on the Prevention of Violence and Irregularity in Sports Competitions”, violence in sports was considered a misdemeanor and administrative penalties were envisaged for sanction. The purpose of this Law is to prevent the use of explosive, flammable, combustible, incisive, sharp or piercing materials, as a result of fierce competition and the fanaticism caused by it before, during or after the competition, in the areas where sports competitions are held, and their annexes and their surroundings. It is to regulate the procedures and principles regarding the measures to be taken and the sanctions to be applied in order to ensure peace and security, personal immunity and public order by preventing bad cheers that do not comply with the spirit, principles and rules of the sport, which includes insulting, cursing and chanting degrading slogans and behaviors against values, personal rights, family or morale (Resmi Gazete, 2021).

In 2011, the law numbered 6222 , “Code on Prevention of Violence and Irregularities in Sports”, was accepted by the National Assembly;

*[S]ecurity measures that will be implemented, before, during or after games, in sports fields and thereabout, and in places where the supporters are temporarily or continuously present in groups or in onward and backward routes to the place where the game will be played, or in the places where teams make camping, match-fixing, provocation bonus and any other prohibited acts and behaviors, the sanctions that will be imposed thereon, the duties and the responsibilities of sports clubs, the managers thereof, their players and their officials, police force or officials of private security, referees, supporters, supporter associations, supporter representatives, sports federations, written or visual or audio mass communication institutions and of its members, and other related persons and institutions regarding the points on the violence and irregularities in sports games (Mevzuat, 2021).* The inclusion of sports in the constitution is a very important situation in terms of the progress Turkish sports (Öntürk and Satılmış, 2021).

### **Obligations of the Law No. 6222 on Federations, Clubs and Fan Associations**

The duties of federations, clubs and fan associations are explained in the 11th, 12th, and 14th articles of the implementing regulation of the Law No. 6222. According to Article 11 of the implementing regulation, some of the duties of the federations are as follows:

- To control the spectators in national competitions,
- Establishing a central control system to organize tickets in competitions where electronic tickets are applied, and putting them at the service of clubs,
- To prosecute people who have been penalized in accordance with the provisions of the law, within the scope of law sanctions, during the time they are sentenced,
- To take measures for the prevention of ticketless entries to the stadium and to supervise them,
- To act in coordination with the provincial or district sports safety board regarding the instructions of the international federation to which it is affiliated
- Determining the instructions regarding alcoholic beverages in sports fields and conveying them to the sports safety board,
- To organize educational programs for fan associations, together with the clubs.

According to Article 12 of the implementing regulation, some of the duties of sports clubs are as follows:

- Checking tickets at the entrances of the competitions, preventing the introduction of prohibited items into the competition field,
- To implement security measures by ensuring coordination between private security officers and club officers,
- To prevent people who are banned from entering the competition field,
- To implement the decisions taken by the provincial or district security boards,
- Allocating a suitable place for children and disabled people to watch the competitions,
- Numbering the seats of the spectators and directing the spectators to their seats,
- To create electronic tickets through the central system of the football federation, to create an electronic card with the name, surname, photo, and Turkish Republic ID number sections for those who want to buy tickets, and to sell tickets through this personalized card,
- To meet the expenses of the systems to be established regarding the electronic ticket,

- Not selling tickets to people who are banned,
- To establish the necessary technical equipment for the detection of those who violate the law in the sports field,
- To create control rooms where the closed-circuit camera system is monitored and to have the technical personnel in charge of this system ready,
- To have private security personnel and to ensure internal security,
- To determine the club representative responsible for the fans and to inform the sports safety board about it.

According to Article 14 of the implementing regulation, some of the duties of the supporters' associations are as follows:

- To carry out activities according to the purposes of the law,
- To organize educational activities for the fans to watch sports competitions in accordance with sports ethics and principles,
- To take measures to prevent its members from acting in violation of the Law and to work on this,
- To prevent persons who have been banned from watching being in the administrative process during their sentence,
- To support the fan projects of the clubs and to convey the fan management policies of the clubs to the fans,
- To work in harmony with the clubs, developing the fan management and supporting the projects of the sports club about fan management,
- To determine representatives from among its members to help manage and inform the fans during the competition, and to accompany the fans going home, away and overseas competitions, when necessary,
- Reporting member identification information to the club.

### **Application of the Electronic Ticket**

In the Implementation Regulation of the Law No. 6222, the responsibilities of the TFF (Turkish Football Federation) regarding electronic tickets are stated as follows:

- Organizing the tickets and making the information on tickets available to the clubs by creating a central control system to control and supervise the entrances and exits of the spectators to the competition fields,
- Storing the personal information collected within the electronic card in the central database, keeping these data open to the access of the



Ministry of Finance and the Ministry of Interior, and ensuring access between the databases,

- Making ticket sales through the central system, advertising and marketing the electronic tickets on behalf of the clubs, taking measures to prevent the sale of tickets to people who are banned (Mevzuat, 2021).

In the execution of Law No. 6222, the assignment chain was established as follows; Under the chairmanship of the governor or the deputy governor to be appointed, mayorship, the provincial command of gendarmerie, the provincial police directorate, the provincial directorate of youth and sports, the provincial health directorate, the provincial national education directorate, the relevant federation and amateur sports club confederation representatives, provincial sports safety boards with lawyers to be appointed by the governor, similarly to the district sports safety boards but with at least two managers who are the representatives of the clubs responsible for the fans from different sports clubs, and representatives of the press organizations and relevant public institutions to be invited when deemed necessary, have been established. Clubs are obliged to have private security guards in sufficient numbers to provide security to work together with the general law enforcement at the place where the competition will be held, and to ensure the internal security of the sports field during the period between the completion of the competition and the evacuation of the spectators and athletes. Private security guards on the field do not have the authority to ensure security in the stands. The procedure for responding to incidents among the fans is that the private security officers inform the police officer who is under observation, and the police officer directs the police to the area, depending on the situation. In addition, private security guards and the law enforcement do not receive special training to ensure security in sports competitions.

In addition, the Stadium and Security Directorate was established within the body of the Turkish Football Federation in the 2005-2006 season, ensuring compliance with the FIFA, UEFA and TFF (Turkish Football Federation) criteria regarding the stadiums and training facilities that host the competitions of the professional leagues. This Directorate ensures security by working in coordination with the clubs and the law enforcement, helping with the development of the “football competition security operation” system, protection against fire, first aid, health, etc. Also, such tasks such as ensuring the development of the infrastructure and operation system were given to the Directorate. UEFA’s “Safety and Security Criteria Regulations” dated 2006, UEFA Stadium Infrastructure Directive issued in 2010 and FIFA Security Instruction were accepted by the TFF and the clubs. According to the Sports Safety report submitted to the President by the Ministry of Interior, legal action was taken against



1844 people in 180 competitions between April 4, 2013, and December 31, 2013, when there was no electronic ticket application. However, in the research conducted in the same period next year (4 April 2014-31 December 2014) after the e-ticket application was introduced, incidents occurred only in 119 competitions and action was taken against 1301 people. It has been determined that the application has reduced the incidence of violence by 30 percent (Habertürk, 2021).

## **Sports Crises and Management Processes In Turkey**

### **COVID-19 Global Pandemic Crisis**

The crisis at the forefront of global society as of the writing of this chapter is the COVID-19 global pandemic which has had devastating effects on the dynamics of all industries globally (Nicola et al., 2020), causing significant constraints in all sectors of society, including sports. This worldwide pandemic had made sports authorities to take some mandatory decisions in line with the recommendations given by the world health organization of governments and sports authorities. Some of these decisions were globally affective, for example, ending the matches in the European Football League, postponing EURO 2020 for one year, Formula 1 Grand Prix, Six Nations Rugby Championship in Italy and Ireland, the world-famous and historical horse race Grand National 2020, the French cycling tour and Tokyo 2020 Olympic Games, which the whole world was eagerly waiting for.

With the spread of this disease in Turkey, various measures have been taken by the Turkish sports authorities. With the recommendation of the Ministry of Health and the decision of the Ministry of Interior, it was decided to quarantine the entire country in their houses. During this period, all sports organizations had been canceled and businesses providing sports services, sports halls, stadiums, and all sports facilities had been closed to public use. It had been announced that all sports organizations will be played without spectators in the future, and all football, basketball, volleyball, and handball leagues was postponed in the middle of March 2020. With the ongoing epidemic, football, basketball, and volleyball leagues had been canceled. When the leagues were canceled, relegations were cancelled in these leagues. Domestic and international organizations in all branches such as athletics, gymnastics, wrestling, weightlifting, and judo were stopped, and national athletes who were abroad were brought to Turkey with urgent calls and precautions.

As a result of the increase in vaccination, on June 1, 2021, the controlled normalization period was started. During this period, it became mandatory to show vaccination cards in sports halls, individual or team sports, and branches such as football, basketball and volleyball that appeal to larger audiences.

### **Match Where the Referees Were Held Hostage**

Alleging that penalties were not applied in the last minute of the match, which ended in a 2-2 draw in the Super League on October 28, 2015, Trabzon sports club's fans gathered in front of the protocol tribune of Hüseyin Avni Aker Stadium and reacted against the referee of the match. After the final whistle of the match, the referee of the match and his friends were not allowed to leave the stadium by closing the stadium gates by the stadium management. Trabzonspor club president was in a different city back then and he requested that the referees be kept in the stadium until he arrives.

While tensions continued to escalate in the stadium, the president of Trabzonspor did not take the call any government official or Turkish Football Federation representative and did not give up on his decision to keep the referees in the stadium. But when it was 03.00 am, an interesting development took place. The President called the president of Trabzonspor and demanded that the referees safely removed from the stadium as soon as possible. After this phone call, the president of Trabzonspor reached his friends in the administration and ordered the removal of the referees. The referees were taken out of the stadium to the police vehicles near the VIP entrance under the protection of the shields of the riot police who entered the corridor at 3:47 in the early morning.<sup>47</sup> at night (Can, 2017).

After this incident, the Professional Football Disciplinary Board (PFDK) took the following decisions regarding the events after the Trabzonspor - Gaziantepspor match: Trabzonspor President was deprived of presidential rights for 280 days (9 months and 10 days) and a fine of 150 thousand TL, TFF Board member İbrahim Usta was given 1 year, 6 months of deprivation of member rights, Trabzonspor's penalty was playing 2 official matches without spectators in its own field, 30.000 TL fine for Trabzonspor A.Ş. (Joint Stock Company) for the failure of the private security guard to fulfill his duty, and a fine of 30.000 TL for people who are not accredited to Trabzonspor A.Ş. (JSC). A fine of 30,000 TL was given to Trabzonspor's administrators who acted unsportsmanlike in the referee locker room corridors, and various deprivations of rights and fines took place (Hurriyet, 2021).

Le Matin Newspaper in Switzerland also emphasized that the referees, who were held hostage in the room for 4 hours, were saved by the words of President Recep Tayyip Erdoğan, who stepped in, "Let's not experience such great disgrace both in Turkey and around the world. But mistakes will also be held to account." (Güneş, 2021).

As a result, it is understood that Trabzonspor was not in a healthy crisis management process to prevent or intervene in this crisis and that there is no unit or authorized persons to manage this process.

The first statements and evaluations were made by the Trabzonspor's press spokesperson. The statement is as follows: "We have expressed our reaction for all Turkey to hear by keeping those who usurp our rights under surveillance for a certain period. All kinds of struggles will continue within the framework of democratic measures, regardless of whoever tries to undermine Trabzonspor, destroy Trabzonspor, and steal the rights and happiness of its supporters." This statement escalated things more rather than soothing them. It has passed into the history of football in Turkey as an unfortunate statement in terms of both communication and crisis management.

### **Fight Crisis of Medical Park Başakşehir Footballers**

While the players of Medical Park Başakşehir Club were interacting with some citizens who wanted to take photos while leaving the stadium after the Rizespor match, a Rizespor supporter cursed Emre Belözoğlu (footballer) and other football players interfered. Meanwhile, an A-Spor Television reporter wanted to record the event and was attacked by three Başakşehir football players. As the recordings from the security cameras leaked to the media, visual and written media organizations and non-governmental organizations sharply condemned this situation. Since the club, which was in good position in that season's championship standings, faced such a crisis would negatively affect the championship process, the president of Başakşehir sports club, its managers and the three football players named in the incident quickly visited the reporter in the hospital and said that the incident is regrettable and that such situations are sad to encounter. They stated that such events will not take place by their club again.

As a result, the attitude of Başakşehir sports club managers and football players has been an important action plan in terms of crisis management. Although the behavior was appreciated by the public, the football players were punished by the professional football discipline committee after the incident. Reporting the visit to the reporter in the media was an important step in reflecting the event to the public, and the event was prevented from being on the agenda for longer time (Yıldırım, 2018).

### **Fight Crisis of Football National Team Coach**

Football national team coach Fatih Terim had to resign from his post as a result of the reactions and criticisms that emerged as a result of a recording of a fight in a restaurant in national and social media. Although Fatih Terim made some statements about the subject on social media, the trending topic did not change. This situation might have had some influence on the bad results of the national team in the matches played on the following days. Of the 898 tweets were examined in the content

analysis of Yıldırım (2017) on the social networking site Twitter regarding the crisis related to the national team coach, 81 percent of these tweets contain accusatory expressions of Fatih Terim.

As a result, Fatih Terim, the national team coach, was remembered with an incident that is not accepted by the society. . The fact that Fatih Terim did not make any statements after the incident and did not express his sorrow for the incident further worsened the crisis. The incident ended with the resignation of the coach, because of the pressure made by the federation administrators. The fact that the resignation came at a time when the trainings for the World Cup continued, and the newcomer might not be able to adapt immediately should be considered in this incident. Although the failure to manage this crisis in a healthier way resulted in the resignation of the coach, the indirect losers of this situation are the TFF (Turkish Football Federation) managers and the Turkish people.

### Conclusion

The rapid development in the sports industry shows that sports and sports organizations have turned into a multidisciplinary field apart from being a social phenomenon (Atılğan and Kaplan, 2018). Sports organizations that appeal to large audiences and fuel passion have become a business sector that is increasing its share in the economy with its broadcasting revenue and advertising agreements, where large amount of revenue is being invested by its supporters to sponsorship and product sales. To attain more from this sector, many of the institutions dealing with the sports economy have made large investments without sufficient plan and program, and this approach has led to the bankruptcy of many institutions and the emergence of a crises in the sports community. Because of these circumstances, crisis management in sports constitutes an important issue that should be placed under the structure of institutions and organizations in sports (Dinçer, 2019).

Sports organizations have a very sensitive structure due to their nature. It is possible to encounter an unexpected event at any time in this structure. The effects of internal and external factors that may cause a crisis in sports organizations were examined by Patrick O’Beirne and Stephen Reis, and a crisis management model in sports was developed to create various solution proposals to minimize the negativities in such cases. The suggestions presented in the developed model are as follows:

- **Suppression:** Education, planning, research
- **Repression and Prevention:** Developing media strategies, warning, planning, readiness, media activities, finance

- **Reaction Activities:** Making decisions on crisis factors, keeping basic information, applying media strategies
- **Recovery:** Consulting, financial support, joint programs, damage control strategy, restoration (O'Beirne and Ries, 1999; Cited by Wilson, et al. 2010).

The correct responses to unexpected situations in sports organizations will increase the quality of the organization, make it more efficient, support its healthy progress and enable the organizations to move to a popularity approved by the sports masses (Devecioğlu, 2003). For this reason, to prevent destructive consequences of crises and to go through the crises with minimal damage, it is required to take necessary precautions and to set up early warning systems, to plan basic elements such as security, health, transportation, technical services, press, communications (Cankalp, 2002).

Although the concept of crisis as a research topic is long established, regretfully it is still not fully understood by organizations in general, and a crisis unit has not been established in most organizations. It should be noted with regret that the absence of crises in the globalizing and rapidly changing world will be a utopian idea. In such a dangerous era, the approach of 'it would not happen to us anyway', 'ignoring or denying the warnings and signals of the crises' will be an attitude that is as absurd as an ostrich burying its head in the sand. For this reason, the important thing in crisis management is not to escape or solve the crisis, but to prevent the crisis, and turn the crisis into opportunity. Instead of thinking about how they will be affected by a possible crisis, organizations should carry out crisis management drills in a way that can reduce the effects of crises by considering where, when, and how they may encounter a crisis and who will be harmed by this crisis environment (Tüzü, 2013). As a result, not forgetting that crises can surface anytime, anywhere and in any way, and to deal with this situation, creating a dynamic or flexible organizational culture instead of a mechanical or static organizational culture is the most important way to take. Most of the sports clubs in Turkey do not have a crisis management unit. Other units within the organization are trying to find a solution to a crisis that has occurred. This type of management harms the organization and prolongs the crisis situation. There are sports management departments in sports sciences faculties in Turkey, but there are deficiencies in training individuals who are experts in the field of crisis management in sports. Athletes, coaches and sports clubs to protect their individual or corporate reputations. They should avoid events that may create a crisis. According to Çakmak and Büyükerğün (2018), organizational, administrative and financial weaknesses of Turkish sports clubs as follows:

- In the organizational structures of the clubs, the administrative roles are not clear and they do not have transparent communication networks.

- Failure to set goals clearly and realistically.
- Not to have have a system based on process management.
- No any effort to strengthen the image, reputation and brand of the club.
- Not keeping coaches on duty long patiently.
- Not having recorded institutive activities and financial position.
- Not having long term endorsement deals with big corporations.
- To have unregulated borrowings.

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## **Chapter 4**

### **EXAMINING STUDENTS' SPORTIVE CONFIDENCE AND COMMUNICATION SKILL LEVELS**

*Gülşah ÜNVER<sup>1</sup>*

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## INTRODUCTION

Self-confidence is one's belief in performing behaviors. Self-confidence is a feature that people are born with and can be developed later. Self-confidence is a factor that affects people's social and psychological states (Kaya and Taştan, 2020). A self-confident athlete can make decisions without wasting time, gain agility, become a successful athlete, and reciprocally success can further increase self-confidence. In this context, sportive confidence is seen as an important issue in sports (Comeig et al., 2016; Machida et al., 2012). Confidence in sport is an important factor in achieving optimum athletic performance. Sportive confidence can be defined as the belief that individuals have about their ability to be successful in sports. Self-efficacy and competence, which are the sources of confidence, are the determinants of individuals' feelings, thoughts, motivational sources, and behaviors. There are many factors that affect sportive confidence. These factors are the athlete's physical structure, character, experience, motivation, and sportive skills, leadership skills of the coach, and the conditions in the environment where the sport is performed (Bondar et al., 2018; Heydari et al., 2018).

Communication is the transfer of information by various means such as signs, symbols, facial expressions, and behaviors. Talking, writing, listening, and using body language are communication methods. Communication plays a very important role in meeting people's needs. Communication is very important as an indication of the existence of people, expressing themselves to others, and improving their abilities. Sports events are important pursuits that contribute to social and individual communication (Boz et al., 2021; Erözkan, 2005; Özdemir and Abakay, 2017). Self-confidence can improve in individuals who perform sports and sportive confidence can also increase with good communication. The aim of the current study was to assess students' sportive confidence and communication skill levels and to examine the relationship between sportive confidence and communication skills.

## MATERIAL AND METHOD

A total of 233 undergraduate students studying sports sciences, over the age of 18, without any disability were included in the study. The students participating in the study were studying at Osmaniye Korkut Ata University School of Physical Education and Sports or Kırşehir Ahi Evran University Faculty of Sports Sciences. Ethics committee approval was received from Osmaniye Korkut Ata University Social Sciences Scientific Research and Publication Ethics Committee (Date: 09.09.2022, Decision Number: 2022/14/3). Institutional permission was obtained from Osmaniye Korkut Ata University Directorate of Physical Education and Sports

School and Kırşehir Ahi Evran University Sports Sciences Faculty Dean. Before the study, informed consent was obtained from the participants who agreed to participate in the study. Participants' sportive confidence was evaluated with the "Trait Sport-Confidence Inventory" and their communication skills were evaluated with the "Communication Skills Scale". The participants were asked to fill out a personal information form inquiring about age, gender, and the status of being a licensed athlete. The data were collected between October 2022 and December 2022.

The "Trait Sport-Confidence Inventory" is a sport-specific inventory. The "Trait Sport-Confidence Inventory" does not contain any sub-components. The inventory consists of 13 items. All items are a 9-point Likert type scale. The score of sportive confidence is the mean score obtained by summing up the scores of 13 items and dividing them by 13. According to the score obtained from the inventory, the level of sportive confidence is categorized as 1-3 points low level, 4-6 points medium level, and 7-9 points high level. The "Trait Sport-Confidence Inventory" was developed by Vealey (1986). The Turkish adaptation of the "Trait Sport-Confidence Inventory" was performed by Engür et al. (2006).

The Communication Skills Scale was developed by Korkut Owen and Bugay (2014). The Communication Skills Scale consists of 25 items and 4 sub-dimensions. The sub-dimensions of the scale are communication principles and basic skills, self-expression, effective listening and non-verbal communication, and willingness to communicate. The Communication Skills Scale is in 5-point Likert type. The scale is scored as "always (5), often (4), sometimes (3), rarely (2), and never (1)". According to the score obtained from the scale, the level of communication skills is categorized as 1.00-1.80 very low, 1.81-2.60 low, 2.61-3.40 medium, 3.41-4.20 high, and 4.21-5.00 very high.

### **Statistical Analysis**

SPSS (version 25, SPSS Inc., Chicago, IL, USA) program was used for data analysis. Descriptive statistical analyses were made. The Kolmogorov-Smirnov test was performed to determine whether the data were normally distributed. For the normality distribution, kurtosis-skewness values and histogram graphs were also examined. It was decided that the data were normally distributed. Parametric tests were performed. Independent sample t-test, ANOVA test, Tukey test, and Pearson correlation analysis were used for statistical analysis of the data. The statistical significance level was accepted as  $p < 0.05$ .

### **RESULTS**

The sportive confidence score average of the students participating in the current study was  $7.099 \pm 1.551$ , indicating that their sportive confidence

was at a high level. The mean score of communication skills of the students was  $4.040\pm0.380$ , indicating that communication skills were also at a high level.

The data regarding sportive confidence and communication skills scores by gender are given in Table-1. The sub-dimensions of effective listening and non-verbal communication and willingness to communicate of the communication skills scale showed statistically significant differences according to gender ( $p<0.001$ ;  $p=0.022$ , respectively).

**Table-1.** *Sportive confidence and communication skills scores by gender*

	Gender	n	X	SD	t	p
Sportive confidence	Female	69	7.251	0.925	0.963	0.225
	Male	164	7.036	1.748		
Communication skills	Female	69	4.084	0.449	0.886	0.426
	Male	164	4.035	0.348		
Communication principles and basic skills	Female	69	4.119	0.502	0.729	0.468
	Male	164	4.069	0.417		
Self-expression	Female	69	4.096	0.654	0.515	0.607
	Male	164	4.049	0.584		
Effective listening and non-verbal communication	Female	69	4.222	0.599	4.642	<0.001
	Male	164	3.811	0.660		
Willingness to communicate	Female	69	4.113	0.532	-2.312	0.022
	Male	164	4.270	0.444		

$p<0.05$

The data regarding sportive confidence and communication skills scores according to age group are given in Table-2. According to the ANOVA results, sportive confidence score, the total score of communication skills, the communication principles and basic skills, and the willingness to communicate sub-dimensions scores showed statistically significant differences according to age groups (respectively  $p<0.001$ ;  $p=0.001$ ;  $p=0.014$ ;  $p<0.001$ ). According to the Tukey test, it was determined that the students in the younger age group had higher sportive confidence and communication skills.

**Table-2.** *Sportive confidence and communication skills scores by age group*

	Age Group	n	X	SD	F	p	Tukey
Sportive confidence	(18-20 age) <sup>a</sup>	116	7.503	1.046	12.083	<0.001	a>b, c
	(21-23 age) <sup>b</sup>	78	6.957	1.246			
	(24 age and older) <sup>c</sup>	39	6.185	2.615			
Communication skills	(18-20 age) <sup>a</sup>	116	4.106	0.349	7.088	0.001	a>b, c
	(21-23 age) <sup>b</sup>	78	3.922	0.347			
	(24 age and older) <sup>c</sup>	39	4.137	0.468			
Communication principles and basic skills	(18-20 age) <sup>a</sup>	116	4.167	0.385	4.323	0.014	a>b, c
	(21-23 age) <sup>b</sup>	78	3.984	0.491			
	(24 age and older) <sup>c</sup>	39	4.037	0.470			
Self-expression	(18-20 age) <sup>a</sup>	116	4.105	0.634	0.603	0.548	-----
	(21-23 age) <sup>b</sup>	78	4.010	0.393			
	(24 age and older) <sup>c</sup>	39	4.041	0.605			
Effective listening and non-verbal communication	(18-20 age) <sup>a</sup>	116	3.885	0.742	1.006	0.367	-----
	(21-23 age) <sup>b</sup>	78	3.940	0.583			
	(24 age and older) <sup>c</sup>	39	4.060	0.587			
Willingness to communicate	(18-20 age) <sup>a</sup>	116	4.253	0.397	8.605	<0.001	a>b, c
	(21-23 age) <sup>b</sup>	78	4.072	0.465			
	(24 age and older) <sup>c</sup>	39	4.436	0.610			

$p < 0.05$

The data regarding sportive confidence and communication skills scores according to the status of being a licensed athlete are given in Table-3. It was found that the sportive confidence score and self-expression sub-dimension score showed a statistically significant difference in terms of the status of being a licensed athlete (respectively  $p < 0.001$ ;  $p = 0.010$ ).

**Table-3.** *Sportive confidence and communication skills scores according to the status of being a licensed athlete*

	The Status of Being a Licensed Athlete	n	X	SD	t	p
Sportive confidence	Licensed athletes	90	7.530	1.772	-4.646	<0.001
	Non-licensed athletes	143	7.459	1.276		
Communication skills	Licensed athletes	90	4.056	0.281	0.244	0.807
	Non-licensed athletes	143	4.045	0.432		
Communication principles and basic skills	Licensed athletes	90	4.115	0.350	0.909	0.364
	Non-licensed athletes	143	4.065	0.493		
Self-expression	Licensed athletes	90	3.924	0.703	-2.624	0.010
	Non-licensed athletes	143	4.150	0.517		
Effective listening and non-verbal communication	Licensed athletes	90	4.019	0.695	1.534	0.127
	Non-licensed athletes	143	3.879	0.054		
Willingness to communicate	Licensed athletes	90	4.216	0.467	-0.193	0.847
	Non-licensed athletes	143	4.228	0.483		

$p < 0.05$

The correlation analysis findings between sportive confidence and communication skills scores are given in Table-4. According to the Pearson correlation analysis, there was a positive moderate relationship between sportive confidence and communication skills.

**Table-4.** *Correlation analysis between sportive confidence and communication skills*

	Communication skills	
	<b>r</b>	0.328
	<b>p</b>	<0.001**
	<b>n</b>	233
Sportive confidence		

\* $p < 0.05$ , \*\* $p < 0.01$

## DISCUSSION

In the current study, the sportive confidence and communication skills of sports science students differed according to various variables. In addition, there was a relationship between sportive confidence and communication. It was concluded that both sportive confidence (mean sportive confidence score was  $7.099 \pm 1.551$ ) and communication skills scores of sport science students (mean total score of communication skills was  $4.040 \pm 0.380$ ) were in the high level category. Scores were examined in terms of some variables. The scores of the sub-dimensions of effective listening and non-verbal communication and willingness to communicate of the Communication Skills Scale were found to be statistically significantly different in terms of gender. The scores of the sportive confidence score, the total score of communication skills, the scores of the other sub-dimensions of communication skills were not found to be statistically different in terms of gender.

The results of the current study on sportive confidence in terms of gender variable, showed similarity with the results reported by Karacabey et al. (2017), and they differed from the results reported by İnan et al. (2017). Karacabey et al. (2017) did not find a statistically significant difference between the gender of the athletes and their self-confidence levels. İnan et al. (2017) conducted a study in tennis players and found that male athletes' sportive confidence scores were higher than those of female athletes. Regarding communication skills, Aydın et al. (2018) found that students' communication skills scores did not show a significant difference according to gender, agreeing with the results of the present study.

In the current study, the sportive confidence score, communication skills scale total score, and scores of communication principles and basic



skills and willingness to communicate relationships subdimensions were statistically significantly different according to age groups; however, the scores of the other sub-dimensions of the communication skills scale were not statistically significantly different. It was also concluded that the students in the younger age group had higher sportive confidence and communication skills. Considering that experience increases with age, it is possible that the level of sportive confidence and communication skills will also increase. However, in the current study the sportive confidence and communication skill levels of the students in the younger age group were higher than those of the students in the older age group. This result may be due to the fact that the younger age group was more active than the older age groups, reflecting on their sportive confidence and communication skills. Öztürk et al. (2016) did not find a significant difference in the age variable in relation with the sportive confidence level scores of judokas. Bostancı et al. (2018) reported no significant difference between age groups in terms of total self-confidence and sub-dimensions (internal-external) in athletes. The results of these studies differ from the results of the current study in terms of sportive confidence according to age groups.

In the present study, according to the status of being a licensed athlete, the sportive confidence score and the sub-dimension score of self-expression differed statistically significantly while the total score of communication skills, the sub-dimensions score such as communication principles and basic skills, effective listening and non-verbal communication, and willingness to communicate did not differ statistically significantly. It is an expected result that being a licensed athlete will increase sportive confidence. The results of some dimensions regarding communication skills may have resulted from the digital addictions of students, such as phones, tablets, computers and televisions. Arslan et al. (2015) reported that the variable of performing sports differed significantly in both internal self-confidence and external self-confidence dimensions, and performing sports significantly increased self-confidence. As a study within the scope of communication, Ulukan et al. (2017) reported that the communication skill scores of university students did not differ statistically significantly according to their status of performing regular sports activities.

According to the correlation analysis performed to determine the relationship between sportive confidence and communication skills, there was a positive moderate correlation between students' sportive confidence and communication skills scores. As the level of communication skills increased, the level of sportive confidence also increased. This result suggests that strong communication can increase trust or that more self-confident individuals can communicate better.

## **CONCLUSION AND RECOMMENDATIONS**

In the current study, it was concluded that there were differences in sportive confidence and communication skills according to some variables. In addition, a relationship was found between sportive confidence and communication skills. It may be useful to conduct evaluations according to some demographic and sportive characteristics in determining the level of confidence in sport and communication levels of athletes. In addition, increasing sportive confidence is necessary for better communication and good communication can increase sportive confidence. Scientific studies can be conducted to investigate the factors that may be effective in sportive confidence and communication skills in athletes, evaluate the contribution of sportive confidence and communication to athlete performance, and examine them in terms of cause and effect.

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