

Research of the Self-Reflection and Insight Status of Coaches on Active Duty

EYYUP YILDIRIM¹, OĞUZHAN ALTUNGÜL², MESUT BULUT³, ÖMER FARUK TUTAR⁴¹Sports Science Faculty, Firat University Faculty of Sports Science, 23100 Elazığ, Turkey. eyildirim@firat.edu.tr²Sports Science Faculty, Firat University Faculty of Sports Science, 23100 Elazığ, Turkey. oaltingul@firat.edu.tr³Sports Science Faculty, Firat University Faculty of Sports Science, 23100 Elazığ, Turkey. mstblt@windowslive.com⁴Sports Science Faculty, Firat University Faculty of Sports Science, 23100 Elazığ, Turkey. tutar10476549@hotmail.comCorrespondence to: Ömer Faruk Tutar, Email: tutar10476549@hotmail.com

ABSTRACT

Background: The universe of the study was created by active duty coaches, while the sample was made up of 165 active duty coaches who were randomly selected, limited to Elazığ.

Aim: The study aims to examine the self-reflection and insight of active-duty coaches in Elazığ province.

Methods: Personal information form and "Self-Reflection and Insight Scale" were used to examine the self-reflection and insight status of the active-duty coaches who participated in the study, and the frequency, percentage, t-test in binary groups, one-way variance analysis in multiple groups (Anova), as well as TUKEY test was used to find differences between groups.

Results: Considering the total average values obtained from the Self-Reflection and Insight Scale; It was observed that there was no significant relationship between the variables according to the statistical evaluation made in terms of gender, the branch you are a coach, the state of education, coaching experience status. Although the total average score was close to each other in the separation between age groups with significant associations, a significant relationship was found between ages 41 and older and 26-30 years of age in the size of self-reflection. It was found that coaches aged 41 and over were more likely to self-reflect on the events they were exposed to than coaches aged 26-30.

Conclusion: There was also a significant difference in the size of self-reflection in the marital status variable, married coaches were more likely to reflect on themselves than single coaches.

Keywords: Sports, Coach, Self Reflection, Insight.

INTRODUCTION

Sport is an important tool of social integration that brings all people together and integrates them without discriminating between men and women, young and old. Sports, as an indispensable element of life, have been an important field of activity and science that closely affects the individual and society and shapes the sociological structure. The applications carried out in the field of sports are of great importance in the fight against diseases caused by today's lifestyle.¹ Today, developments in mass media such as the internet, written and visual media have increased the interest of large masses in sports, so that sport has become a means of excitement and navigation that drives the masses, rather than somebody movements and a simple competition event.²

A coach is an amateur or professional person who has been trained and trained to achieve a specific goal in his or her field by systematically performing regular and measured studies of various physical movements of an athlete.³

Coaches generally perform the following tasks; To prepare athletes technically and tactically, to ensure the development of the skills and abilities of athletes, to convey the knowledge and experience gained to their athletes in the process, to prepare special sports training programs to bring the talented athletes to a higher level, to give the athletes the right habits related to nutrition, to follow the morale and motivation, physical and psychological status of the athletes, to inform the relevant federation, to develop and strengthen group/teamwork, to conduct continuous research on sports and to be open to innovations, to communicate and interact with athletes.⁴

The qualifications that should be included in an exemplary coach are as follows;

- It should be disciplined, but not offensive and rigid behavior.
- The coach should know that the competition is not just about winning, but that the main goal should contribute to the physical and spiritual development of the athlete.
- The coach should be hardworking and tenacious, fulfill the requirements of coaching, but not put pressure on his athlete to do so.
- The coach should follow the innovation in his field and gain the trust of his athletes with his knowledge and experience.⁵

Coaching is necessary and important for all sports. Apart from sports knowledge, experience and experience gained in

coaches, the personality characteristics of the coach vary according to the types of coaches. Because every coach has different qualities. The type of coach that the coach will find suitable for him determines how he will prepare before and after the competition, what tactics and techniques he will apply, what he should pay attention to his athletes, and what role he will play in deciding what discipline to apply and teach.⁶

Authoritarian Coach (Autocratic Approach) Type; Coaches of this nature are young people who have become inexperienced new coaches. Such coaches do not trust people and athletes, they want to be obeyed, they give constant instructions, they have harsh humor, they are punishing, intolerant, full of ambition to win at all costs, who use harsh style, who assume that everything is their own success. Highly disciplined authoritarian coaches are common today. They try to cover up the lack of knowledge and insecurities of the sports branch with authority.⁷

Docile and Benign Coach Type; This type of coach is friendly, sincere, natural, tolerant sympathetic with Hal and his actions. They are entrepreneurial coaches who always take care of their athletes before and after the competition, who try to help their athletes, who have good interaction and communication in order to solve their problems.⁸

Nervous and Active Coach Type; The fact that such coaches are not impartial and reassuring towards their athletes in any dispute indicates that there is no interest in their athletes. It is similar to the type of authoritarian trainer but has its differences.⁹

Working and Enthusiastic Coach Type; This type of coach is an innovating, investigative coach, which is convincing and impressive with the clarity of his thoughts that reassure his athletes with their behavior.⁸

Compromising Coach (Collaborative Coach) Type; This type of coach ensures that the athlete's abilities and abilities are improved rather than successful or unsuccessful as a result of the competition. The coach acts jointly to achieve the goals set by evaluating the thoughts and abilities of the athletes together and establishing good communication and interaction with their athletes.⁶

Liberal Coach Type; This kind of coach leaves things to be done, regardless of his own responsibilities. Especially in the liberal approach, the coach does not fully fulfill his responsibilities and has no specific purpose, so a stray and indiscipline in athletes, selfishness, as well as the development of the athlete's abilities,

will not benefit.⁷

Self-reflection; is a situation in which people observe their own thoughts, feelings, and behaviors by thinking about how they behave and feel in the face of certain events. This monitoring process provides feedback so that people can self-regulate and improve their performance.¹⁰ However, in the process of self-reflection, the person moves away from the state of healthy self-consciousness to the unhealthy self-consciousness state because he thinks too much of himself and focuses too much on himself.⁷

Theories related to the Self-Reflection Structure; Metacognition, cognitive complexity, experiential learning, reflective thinking, reflection, critical thinking; These are concepts that are thought to be related to the concept of self-reflection. In order to better understand the concept of self-reflection, these concepts have been tried to be explained. According to the Metacognition Theory, the individual's problem-solving skills can only be increased through self-reflection skills. Metacognition; It is a self-monitoring process. In this process, the individual thinks on thinking. Self-reflection is required for the individual to perform new cognitions. The mutual teaching method is used to increase the attention of the individual to the formation of self-reflection. Thus, the person tries to understand another person's opinion, also begins to reflect his own behaviour. Cognitive complexity is defined as a series of predispositions that individuals use to study and interpret events.¹¹

Experience-based learning involves the ability to use findings to create new insights. The central hypothesis of this research describes the finding to expand the understanding of the person who uses self-reflection. Educational literature indicates the existence of methods that allow experience-based learning and therefore self-reflection.¹¹ Reflection is that the individual can see their behavior, judgment, or what is necessary to implement decisions.¹²

Critical Thinking; In order to reach the intellectual standards required for critical thinking, the individual must have an awareness of his own thoughts and feelings. We can say that this concept is related to both self-reflection and self-information concept.¹³ Insight; makes the individual aware of their weaknesses and strengths.^{13,14} Insight is that the individual is aware of their feelings. It reflects the individual's sensitivity to their own feelings and thoughts.¹⁵ One of the most important criteria for identifying social anxiety disorder is that fear is clearly excessive and irrational by the person. However, this view has changed with the DSM-V. Patients with low-insight social anxiety disorder complain less about their symptoms, are less depressed, and less adaptable to treatment.¹⁶ Insight in Psychotherapy, in order to overcome psychological and physical problems, patients need to be aware of unconscious conflicts and repressed thoughts and have an insight into them. The individual reflects his very strong feelings to the therapist during therapy. Repressed emotions and unconscious conflicts can negatively affect an individual's behavior.¹⁷

Insight in Experimental Therapy; behavioral therapy uses methods of conditioning to change inhibited behaviors. It focuses on the development of agreed behaviors rather than underlying cognitive processes or unconscious causes. The aim of therapy is to shape unwanted behavior and ensure that the goal is achieved. Thus, the individual realizes his existing potential by experiencing new experiences with the help of a therapist. The concept of insight is used in experimental treatments with the co-experience of opposing emotions (emotion confusion).¹⁷

Individual-centered therapy assumes that everyone has a tendency to perform, which means developing their own potential. The task of the therapist is not to be a router and to show compassion and appreciation to the client while reaching his own potential. The aim of therapy is to develop an individual's insight and to unlock their existing potential. Reflecting on the feelings of the client is one of the basic techniques of the individual-centered approach.¹⁷ In existential therapy, insight emphasizes the uniqueness of the individual, the search for value and meaning, and the existence of the freedom to direct and realize oneself.

According to existential theory, life is more of a confrontation. The individual faces his own nature and essence. We must not ignore our experiences in order to connect with our emotions. This is the only way we can use our existing potential.¹⁸

In Gestalt Therapy, the insight is empirical and insight-oriented, focused on being aware of what it is doing, knowing its own effectiveness. The awareness of the event experienced by the individual, the awareness he has in deciding this experience, and the awareness of awareness in this progression.¹³

MATERIAL AND METHODS

Our study aims to examine the self-reflection and insight of active-duty coaches in Elazig province in 2021. The universe of the study was created by active duty coaches, while the sample was made up of 165 active duty coaches who were randomly selected, limited to Elazig.

In order to determine the demographic information of the participants in the study, the personal information form and the "self-reflection and insight scale" questionnaire prepared by Yavaşoglu M. in Turkish were used.¹³

The survey form includes 20 expressions for self-reflection and insight. Participation in scale statements is set at six options in the form of (1) I strongly disagree, (2) I disagree, (3) I partially disagree, (4) I partially agree (5) I agree (6) I strongly agree. Descriptive statistical management was used to determine the percentage and frequency distribution of the participants. Frequency, percentage, t-test in binary groups, one-way variance analysis (ANOVA) in multiple groups, as well as TUKEY test to find differences between groups were used thanks to the SPSS program.

RESULTS

Table 1: Self-reflection and insight status of active duty coaches table of arguments

Variables		N	%
Gender	Female	62	37,6
	Male	103	62,4
Marital Status	Married	79	47,9
	Single	86	52,1
The branch you are coaching	Team Sports	71	43,0
	Individual Sports	94	57,0
Age	20-25	28	17,0
	26-30	41	24,8
	31-35	33	20,0
	36-40	23	13,9
	41 and older	40	24,2
Education Status	High school	32	19,4
	Undergraduate	100	60,6
	Postgraduate	33	20,0
Coaching experience	1-3 Years	40	24,2
	4-6 Years	59	35,8
	7-9 Years	21	12,7
	10 and over	45	27,3

The majority of active-duty coaches (62.4%) are male, more than half (57.0%) coach in individual sports, and those aged 26-30 are the most with 41. When looking at the training status of the coaches, the vast majority (60,6) are undergraduates and those who coach between 4-6 years according to the answer to the question of how many years you are a coach.

Table 2: Examining the self-reflection and insight status of active duty coaches gender t-test

Scales	Gender	N	X	Ss	t	p
Self Reflection	Female	62	45,87	4,78	,95	,341
	Male	103	44,96	6,51		
Insight	Female	62	32,19	3,15	1,96	,051
	Male	103	30,70	5,42		

Considering the gender status of active duty coaches, it consists of 62 female and 103 male participants. In the size of self-

reflection; female participants \bar{x} = 45.87 average scores, male participants \bar{x} = 44.96 average scores. Insight size; female participants scored \bar{x} = 32.19, while male participants had an average score of \bar{x} = 30.70. According to the t-test to determine the signability of the differences between the average scores; there was no statistically significant difference in the dimensions of self-reflection [t=0.95, p>0.05] and insight [t=1>96, p=0.05]. Accordingly, active female coaches have higher levels of self-reflection and insight than male coaches.

Table 3: Examining the self-reflection and insight status of active duty coaches marital status t-test

Scales	Marital Status	N	X	Ss	t	p
Self-Reflection	Married	79	46,25	5,91	1,99	,048
	Single	86	44,43	5,83		
Insight	Married	79	31,30	4,67	,09	,924
	Single	86	31,23	4,83		

When looking at the marital status of active-duty coaches, it consists of 79 married and 86 single participants. On the scale of self-reflection; married participants \bar{x} = 46.25 average scores, while single participants \bar{x} = average score of 44.43. On the scale of insight; married participants scored \bar{x} = 31.30, while single participants scored \bar{x} = 31.23. According to the t-test to determine the signability of the differences between the average scores; It was found that there was a significant difference in the self-reflection [t=1.99, p<0.05] dimension of the coaches, and no significant difference was found in the Insight [t=0.09, p>0.05] dimension. Accordingly, married coaches who are actively engaged are more likely to reflect on their exposure than single coaches, and there is no statistically significant difference in the case of insight, and the average of married and single coaches is close to each other.

Table 4: Examining the self-reflection and insight status of active duty coaches branch t-test

Scales		N	X	Ss	t	p
Self-Reflection	Team Sports	71	46,32	5,80	1,94	,054
	Individual Sports	94	44,53	5,92		
Insight	Team Sports	71	31,49	3,82	,53	,596
	Individual Sports	94	31,09	5,35		

Table 5: Examining the self-reflection and insight status of active duty coaches age anova test

Scales	Age	N	X	Ss	F	p	Tukey
Self-Reflection	20-25 ^A	28	44,82	4,09	3,06	,018	B-E
	26-30 ^B	41	43,04	6,79			
	31-35 ^C	33	45,24	5,84			
	36-40 ^D	23	46,52	5,75			
	41 older ^E	40	47,30	5,58			
	Total	165	45,30	5,92			
Insight	20-25	28	30,85	4,09	1,47	,213	
	26-30	41	31,14	6,83			
	31-35	33	33,00	4,21			
	36-40	23	30,69	2,75			
	41 older	40	30,57	3,60			
	Total	165	31,26	4,74			

Considering the branch situations in which active coaches are the trainers, 71 team sports and 94 individual sports are composed of participants. Self-reflection dimension; participants working in team sports scored \bar{x} = 46.32, while participants working in individual sports scored \bar{x} = 44.53. Insight size; participants working in team sports scored \bar{x} = 31.49, while participants working in the field of individual sports scored \bar{x} = 31.09. According to the t-test to determine the signability of the differences between the average scores; there were no statistical differences in the dimensions of self-reflection [t=1.94, p>0.05] and insight [t=0.53,

p>0.05]. Accordingly, the self-reflection and insight levels of those who work in the field of team sports are higher than those of the coaches working in the field of individual sports.

When the age status of active-duty coaches is examined, there is a statistically significant difference in self-reflection size between ages (p<0.05).

There was no statistically significant difference when looking at the age of the insight dimension. In multiple comparisons, it was observed that there was a significant relationship between 26-30 years of age and 41 and older in self-reflection size. Accordingly, it is seen that the average score of self-reflection is higher with age in active sports coaches. In insight size, those between the ages of 31 and 35 had higher average scores than those in other age groups.

Table 6: Examining the self-reflection and insight status of active duty coaches training status anova test

Scales	Education Status	N	X	Ss	F	p
Self-Reflection	High school	32	45,59	6,90	1,34	,265
	Undergraduate	100	44,76	5,30		
	Postgraduate	33	46,66	6,60		
	Total	165	45,30	5,92		
Insight	High school	32	31,50	4,93	2,51	,084
	Undergraduate	100	30,69	4,19		
	Postgraduate	33	32,78	5,82		
	Total	165	31,26	4,74		

When the training status of active-duty coaches was examined, there was no statistically significant difference in the dimensions of self-reflection and insight (p>0.05). Accordingly, as the level of education increases in active sports coaches, self-reflection and insight situations increase.

Table 7: Examining the self-reflection and insight status of active duty coaches' on coaching experience anova test

Scales	Coaching Experience	N	X	Ss	F	p
Self-Reflection	1-3 Years	40	44,27	5,59	1,44	,231
	4-6 Years	59	45,10	6,53		
	7-9 Years	21	44,66	4,21		
	10 Years and more	45	46,77	5,92		
	Total	165	45,30	5,92		
	Insight	1-3 Years	40	30,87		
4-6 Years		59	31,64	6,14		
7-9 Years		21	32,14	3,45		
10 Years and more		45	30,71	3,37		
Total		165	31,26	4,74		

When examining the number of years of coaching status of active-duty coaches, no statistically significant differences in self-reflection and insight dimensions were found (p>0.05). As a result of the analysis, it was observed that the average self-reflection size was higher than in those who coached for 10 years or more inactive sports coaches, while those who coached for 7-9 years had an average score higher.

DISCUSSION

The majority of active-duty coaches (62.4%) are male, more than half (57.0%) coach in individual sports, and those aged 26-30 are the most with 41. When looking at the training status of the coaches, the vast majority (60,6) are undergraduates and those who coach between 4-6 years according to the answer to the question of how many years you are a coach.

Considering the gender status of active duty coaches, it consists of 62 female and 103 male participants. In the size of self-reflection; female participants \bar{x} = 45.87 average scores, male participants \bar{x} = 44.96 average scores. Insight size; female participants scored \bar{x} = 32.19, while male participants had an average score of \bar{x} = 30.70. According to the t-test to determine the

signability of the differences between the average scores; there was no statistically significant difference in the dimensions of self-reflection [$t=0.95$, $p>0.05$] and insight [$t=1.96$, $p=0.05$]. Accordingly, active female coaches have higher levels of self-reflection and insight than male coaches. When we look at studies that are similar to ours; When looking at the scale scores by gender status, it was seen that there was a difference in the sub-dimensions of self-reflection and insight scale, the dimensions of focusing on insight and needing insight in favor of women, and their ability to organize the personal presentation in favor of men.²⁰ Needing insight, focusing on insight, and not wanting to focus on insight has a significant gender-related effect on their sub-dimensions. In this case, women have higher scores than men in their lower size, focusing on insight, needing insight, and not wanting to focus on insight. There was no significant difference in the lack of insight and insight of the gender.^{21,22,23,24,25} It is seen that women's levels of self-reflection and insight are higher than men's self-reflection levels.^{20,26,27,28,29}

When looking at the marital status of active-duty coaches, it consists of 79 married and 86 single participants. On the scale of self-reflection; married participants $\bar{x} = 46.25$ average scores, while single participants $\bar{x} =$ average score of 44.43. On the scale of insight; married participants scored $\bar{x} = 31.30$, while single participants scored $\bar{x} = 31.23$. According to the t-test to determine the signability of the differences between the average scores; It was found that there was a significant difference in the self-reflection [$t=1.99$, $p<0.05$] dimension of the coaches, and no significant difference was found in the Insight [$t=0.09$, $p>0.05$] dimension. Accordingly, married coaches who are actively engaged are more likely to reflect on their exposure than single coaches, and there is no statistically significant difference in the case of insight, and the average of married and single coaches is close to each other. Since there are no studies similar to our studies in the literature, it is thought that it will contribute to field writing.

Considering the branch situations in which active coaches are the trainers, 71 team sports and 94 individual sports are composed of participants. Self-reflection dimension; participants working in team sports scored $\bar{x} = 46.32$, while participants working in individual sports scored $\bar{x} = 44.53$. Insight size; participants working in team sports scored $\bar{x} = 31.49$, while participants working in the field of individual sports scored $\bar{x} = 31.09$. According to the t-test to determine the signability of the differences between the average scores; there were no statistical differences in the dimensions of self-reflection [$t=1.94$, $p>0.05$] and insight [$t=0.53$, $p>0.05$]. Accordingly, the self-reflection and insight levels of those who work in the field of team sports are higher than those of the coaches working in the field of individual sports. Since there are no studies similar to our studies in the literature, it is thought that it will contribute to field writing.

There is a statistically significant difference in self-reflection size between ages when the age status of active-duty coaches is examined ($p<0.05$). There was no statistically significant difference when looking at the age of the insight dimension. In multiple comparisons, it was observed that there was a significant relationship between 26-30 years of age and 41 and older in self-reflection size. Accordingly, it is seen that the average score of self-reflection is higher with age in active sports coaches. In insight size, those between the ages of 31 and 35 had higher average scores than those in other age groups. Since there are no studies similar to our studies in the literature, it is thought that it will contribute to field writing.

There was no statistically significant difference in the dimensions of self-reflection and insight when the training status of active-duty coaches was examined ($p>0.05$). Accordingly, as the level of education increases in active sports coaches, self-reflection and insight situations increase. In a study similar to our study, it was found that there was no significant difference between the level of self-reflection and insight and the level of education Şahin.¹⁹ Since there are not many studies similar to our study in

the literature, it is thought that it will contribute to field writing.

When examining the number of years of coaching status of active-duty coaches, no statistically significant differences in self-reflection and insight dimensions were found ($p>0.05$). As a result of the analysis, it was observed that the average self-reflection size was higher than in those who coached for 10 years or more inactive sports coaches, while those who coached for 7-9 years had an average score higher. Since there are no studies similar to our studies in the literature, it is thought that it will contribute to field writing.

CONCLUSION

As a result, there is a significant difference according to marital status and age variables. There is no significant difference according to gender, sports branch, education level and coaching experience variables. It is thought that it will contribute to the academicians working in this field.

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