EFFECTS OF 6 WEEKS PSYCHOLOGICAL SKILL TRAINING ON TEAM COHESION, SELF-CONFIDENCE & ANXIETY: A CASE OF YOUTH BASKETBALL PLAYERS

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ABSTRACT

EFFECTS OF 6 WEEKS PSYCHOLOGICAL SKILL TRAINING ON TEAM COHESION, SELF-CONFIDENCE & ANXIETY: A CASE OF YOUTH BASKETBALL PLAYERS

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The purpose of this study was to examine the impact of six weeks psychological skills training program (PST) based on cognitive-behavioral conceptual framework on the team cohesion, confidence, and anxiety of an intact team. Participants consisted of two teams of 36 male youth basketball players. The PST program consisted of team building, goal setting, relaxation, imagery, self-talk, pep-talk, converting thoughts, autogenic training, and progressive relaxation techniques. For the quantitative part of the study Group Environment Questionnaire (GEQ), the Trait Sport-Confidence Inventory (TSCI), and the State-Trait Anxiety Inventory (STAI) were given during the pre-intervention, post-intervention, first, second and third follow-up tests. Qualitative process was used in current study to support validation of implied PST program. Six players and coach were interviewed with semi-structured questions. A mixed design MANOVA revealed significant differences over time for team cohesion ($F_{[16, 19]} = 3.25$, $p < .05$). A mixed design ANOVA revealed significant differences over time for self-confidence ($F_{[4, 31]} = 12.05$, $p < .05$) but there was no significant differences for anxiety ($F_{[4, 31]} = .58$, $p > .05$). Moreover, comparison between experimental and control group results indicated that there was a significant

results between those two groups. Overall, it was concluded that the PST program with experimental team affected athletes' team cohesion and self-confidence levels positively but there was no significant affect on athletes' anxiety levels.

Key words: Psychological skill training program, Team-cohesion, Self-confidence, Anxiety

ÖZ

6 HAFTALIK PSİKOLOJİK BECERİ ANTRENMANI UYGULAMASININ TAKIM BÜTÜNLÜĞÜ, KENDİNE GÜVEN ve KAYGI DÜZEYLERİ ÜZERİNE ETKİSİ: GENÇ BASKETBOL OYUNCULARI ÖRNEĞİ

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Bu çalışmanın amacı, zihinsel-davranışçı yaklaşıma dayanan 6 haftalık psikolojik beceri antrenmanın daha önceden bu yönde herhangi bir eğitim almamış olan bir basketbol takımı sporcularında ki takım bütünlüğü, kendine güven ve kaygı düzeylerine olan etkisini incelemektir. Çalışmanın örneklemini 36 erkek sporcudan oluşan iki basketbol takımı oluşturmaktadır. Psikolojik beceri antrenmanı programı sporcular için şekillendirilmiş ve program içerisinde takım yapılandırma, hedef belirleme, imgeleme, kendi kendine konuşma, motive edici konuşma, düşüncenin yönünün değiştirilmesi, otojenik antrenman ve aşamalı gevşeme teknikleri kullanılmıştır. Çalışmanın nicel bölümü içerisinde, Grup Çevresi Anketi, Sürekli Sportif Güven Envanteri ve Durumluk-Sürekli Kaygı Envanteri sporculara uygulanmıştır. Bu anketler program öncesi, program sonrası, birinci, ikinci ve üçüncü kalıcılık testinde sporculara doldurulmuştur. Çalışma içerisinde uygulanan psikolojik beceri antrenmanının geçerliliğini desteklemek için nitel süreçler uygulanmıştır. Deney grubu içerisinden altı sporcu ve takımın koçu ile yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Karışık dizayn çok yönlü varyans analizi sonuçları, takım bütünlüğü için tüm uygulamalar

sürecinden sonra anlamlı farklılıklar oluştuğunu göstermiştir ($F_{(16, 19)} = 3.25$, $p < .05$). Karışık dizayn tek yönlü varyans analizi sonuçları incelendiğinde ise sürekli sportif güven için anlamlı farklılıklara ulaşıldığını ($F_{(4, 31)} = 12.05$, $p < .05$) fakat sürekli kaygı envanteri için sonuçlarda herhangi anlamlı bir farklılığa ulaşılmamıştır ($F_{(4, 31)} = .58$, $p > .05$). Bunlarla birlikte deney ve kontrol gruplarını karşılaştıran analizler incelendiğinde, gruplar arasında anlamlı farklıklar oluştuğu saptanmıştır. Sonuç olarak, deney grubu basketbol takımına uygulanan psikolojik beceri antrenmanının sporcuların takım bütünlüğü ve sportif güven becerileri üzerine beklenen şekilde olumlu katkıları olduğunu fakat sporcuların kaygı düzeyleri üzerinde herhangi anlamlı bir etkisi olmadığı belirlenmiştir.

Anahtar Kelimeler: Psikolojik beceri antrenmanı, Takım bütünlüğü, Özgüven, Kaygı

To My Family

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the last 15 years, Applied Sport Psychology has shown a great and significant development. In those years numerous athletes and coaches at all levels of competition utilized results of scientific studies which reported the importance of mental preparation, and positive effects of mental preparation on personal and performance characteristics of elite athletes (Gould, Guinan, Greenleaf, Medberry, & Peterson., 1999).

Vealey (2007) stated that mental preparation is the learning and implementation of traditional cognitive behavioral techniques "with the objective of assisting sports participants in the development of mental skills to achieve performance success and personal well-being" (p. 287). The importance of mental preparation was best clarified within the findings of Orlick & Partington (1988). Findings indicated that more than 99 % of Canadian Olympic athletes reported using mental preparation to prepare them in pre-competition period (Bacon, 1989).

The importance of mental preparation within sport settings tried to be approved by studies related with profile of elite athletes identified numerous psychological skills and characteristics related to success. These include having a well developed competitive mental routine, high level of motivation and commitment, coping skills, self confidence and arousal management skills (Orlick & Partington, 1988). Moreover, one of the findings that distinguished those

athletes that performed well from those that did not perform well was the development and adherence to physical and mental preparation plans. To observe the benefits of mental preparation plan it is probably critical to identify the benefits of developing and consistently using mental preparation routines; including attaining an ideal state, high self-confidence, control of mental energy, effective focus, comfort in structure and engaging the mind. (Ravizza, 2001).

The importance of mental preparation for skill learning and performance enhancement is well documented in literature. For example Bacon (1989) indicated that mental preparation facilitates the learning. Additionally, Bacon indicated that the basics of each mental skills have been learned, they can be used to help achieve the athletes' other competition and training aims. Also Orlick & McCaffrey (1991) highlighted that learning mental skills and positive mental perspectives will enhance athletes' quality of living.

Countless research studies have validated the effectiveness of mental preparation practices on performance enhancement. Ritz (2012) introduces that mental preparation as a crucial ingredient for success in performance enhancement. Mental training and preparation are important elements for all sports to spend some time on. Mental-preparation skills such as goal setting, self-talk, imagery, and optimistic thinking etc. are important methods that athletes and coaches can use to enhance race performance (Barr and Hall 1992; Van Raalte, Brewer, Rivera, & Petitpas, 1994; Vealey 2005; Malouff et al. 2008; Ritz, 2012).

There are different strategies to reach effective mental preparation process. One of the most used strategies of mental preparation is psychological skill training (Greenspan & Feltz, 1989; Vealey, 1994; Whelan, Mahoney, & Meyers, 1991). Psychological Skills Training (PST) is a combination of methods designed

individually to meet the needs of psychological skills (Gill, 2000). Psychological skills training (PST) is a process that relates to the development of daily routine activities and capability in relation to settings in sport and exercise (Weinberg & Gould, 2007). In itself, different abilities are interrelated components, separately for the purposes of research and training. In the earliest step, PST instructions were performed on individual skills such as physiological arousal, cognitive arousal, mental images, attention, concentration, confidence, goal setting and motivation. The following step included the combination of a variety of psychological skills and development, implementation and evaluation of PST package programs according to aim of the practitioner (Wann & Church, 1998).

Comprehensive studies of the sport psychology literature have supported the effectiveness of PST in improving the performance and personal growth of athletes. Related with this approach so many researches were conducted till 1980s to recent years. Results of the studies introduced that some of the components were affected by PST include motivation, arousal, energy management, goal-setting, imagery, relaxation and energization, attention, stress management, self confidence, and mental toughness (Williams, 1998; Tenenbaum & Eklund, 2007).

Previous studies (Thelwell and Greenlees, 2001; Calmels, d'Arripe-Longueville, Fournier & Soulard, 2003) indicated that, PST is the most efficient when a combination of psychological skills are used. Based on the results of the previous studies (Green, 1992; Weinberg and Williams, 2001; Morgan, 2006; Paiva, 2006), three different psychological skills; team cohesion, self-confidence, and anxiety were focused in the current study. The three psychological skills were selected for two reasons. First, discussions with coaches and athletes of the teams indicated that many basketball players lack these three skills. Secondly, these skills are particularly important for optimal performance in athletics, and

researches have showed the importance of these skills (Singer, Murphy, & Tennant, 1993; Wann, 1997; Weinberg & Gould, 2007).

As literature on the PST programs was examined, it was seen that most of the previous studies (Jones & Hardy, 1990; Locke & Latham, 1990; Burton, Naylor, & Holliday, 2001) were conducted with adult and elite athletes. There are few attempts (Orlick & McCaffrey, 1991; Miller & Kerr, 2002; McCarthy et al., 2010) to examine the effectiveness of PST on youth athletes. For that reason this study focused on youth athletes. In addition, the meta-analysis studies highlighted the necessity of performing follow up procedures to show long-term effects of PST on athletes (Greenspan & Feltz, 1982; Vealey, 1994; Weinberg & Comar, 1994). In the current study 6 week psychological program was performed. After that follow up tests were performed in three different time period. In summary, the aim of the current study was to examine effectiveness of 6 week PST program on team cohesion, self-confidence and anxiety levels of youth basketball players.

1.2 Rationale of the Study

PST is the systematic learning and practice of psychological skills. Consultations, researchers and instructors are often based around the education of certain psychological skills that can be applied to performance enhancement and personal growth (Weinberg & Williams, 2001). Methods and techniques that are standard components of the PST are from a wide range of sources, particularly in the areas of general psychology. There is ample empirical evidence introducing the benefits of PST on performance and personal growth as a result of different types of interventions. PST has been found to be utilized by athletes at all levels including elite and Olympic athletes, and the use of certain psychological skills have been approved to differentiate between more successful and less successful athletes. Even though it has a big importance in sportive settings, PST has not taken place in this area enough. To date, limited effort has been made to

examine the impact of a PST program that is framed by cognitive-behaviorism on the various aspects of athletes' lives (sportive and regular) such as team cohesion, anxiety, and self-confidence, and life quality. Moreover, limited research exists that has examined the effects of PST program on the psychological states of an intact team of youth basketball players.

1.3 Research Questions

1. Does Psychological Skill training have effect on youth basketball players' team cohesion level?
2. Does Psychological Skill training have effect on youth basketball players' self-confidence levels?
3. Does Psychological Skill training have effect on youth basketball players' anxiety levels?

1.4 Purpose of the Study

The purpose of the study was to implement a Psychological skills training (PST) program for athletes, assessing its effect on team cohesion, self-confidence and anxiety skills of youth basketball players.

1.5 Research Hypotheses

1. Psychological skills training which was implemented to youth basketball players would improve team cohesion levels.
2. Psychological skills training which was implemented to youth basketball players would improve self-confidence levels.
3. Psychological skills training which was implemented to youth basketball players was would decrease anxiety levels.

1.6 Delimitations

The study was designed on youth basketball players. The study was delimited to;

1. Participants consisted of 16-17 years old male basketball players.
2. Experimental and control groups were limited to 20 athletes per team.
3. The study was limited to 6 weeks intervention program.
4. The study was limited with team cohesion, self-confidence and anxiety skills.

1.7 Limitations

1. Subjects of teams were selected purposively.
2. The generalizibity of the study was limited with chosen two teams.
3. Except of the sport settings, other daily activities and family/friend relationships of the participants were not controlled.

1.8 Assumptions

1. It is assumed that all participants completed questionnaires honestly.
2. It is also assumed that the participants in all groups followed the testing instructions determined by researcher.

1.9 Definition and Abbreviation of Terms

Psychological Skills Training (PST): PST is defined as a 6 weeks systemic approach to train athletes' perceptions of team cohesion, self-confidence and anxiety levels.

Team Cohesion: Team cohesion is a term used to describe feelings of interpersonal attraction and the sense of belonging to the team by its members (Anshel, 1997).

Self-Confidence (SC): It is used to describe our “belief in our own ability”. (DeAngelis, 1995).

Anxiety: It may be defined as a subjective feeling of apprehension and heightened physiological arousal (Levitt, 1980).

Youth Basketball Players: 15 – 17 years old licensed basketball players.

CHAPTER 2

LITERATURE REVIEW

In this section, an overview of the literature review utilized in the current study, is provided. The major topics include: (a) definition of psychological skill training, (b) phases of psychological skill training, (c) models of psychological skill training, (d) applications of psychological skill training, and (e) effectiveness of psychological skill training.

2.1 Psychological Skill Training

A general explanation of sport psychology is that it is "a science in which the principles of psychology are applied in a sport or exercise setting" (Cox, 2007, p. 5). Even, this definition may place excessive emphasis on the applied focus of the discipline; it implies that empirical research on psychological aspects of athletic performance is at least as old as psychology itself.

Psychological preparation which plays an important role in achieving the highest level of performance is one of the most attractive areas of sports psychology. Today, sport psychology is widely accepted as an interdisciplinary scientific area in which appropriate and effective psychological skill training interventions are developed and implemented (Morris, Spittle, & Watt, 2005; Murphy, 2005; Vealey, 2005).

Psychological skills training (PST) refers to the enhancement of naturally occurring everyday activities and competencies, in relation to specific settings such as sport and exercise. In other way, it means to the systematic and consistent practice of mental or psychological skills for the purpose of enhancing

performance, increasing enjoyment, or achieving greater sport and physical activity self-satisfaction'' (Weinberg & Gould, 2007, p. 250).

The aim of "Psychological Skill Training" is to help individuals in developing psychological skills necessary for high level performance in sports and using these skills effectively (Gardner, 1995). Psychological skills comprise learned behaviors used by athletes and if practiced prudently, have been theorized to serve them in their pursuit of sporting excellence (Kremer & Moran, 2008).

Martens (1987) stated that "PST" contains basically the purpose of education, it is suitable for athletes who are experiencing problems due to the stress of competition in sports and it is not suitable for abnormal individuals with problems arising from the stresses of life. According to Martens (1987), the "PST" should not be used with the purpose of psychotherapy but they should be used by educational sports psychologist for helping to gain psychological skills useful for exhibiting high-level performance and skills of athletes. Danish, Petitpas and Hale (1983) stated PST helps the athlete to gain control over their life by teaching some certain skills. This ensures that the athletes feel comfortable and secure themselves.

In summary, PST refers to the techniques and strategies designed to teach or enhance the psychological skills that facilitate positive approach to sport settings and sportive performance (Vealey, 1988). PST is based upon the assumption that thoughts and feelings can influence sportive features (performance, personal growth, satisfaction). While negative thoughts and feelings are believed to inhibit sportive features, positive thoughts and feelings are believed to enhance sportive features (Hays, 1995). A major premise of PST assumes that athletes are basically mentally healthy but need to learn cognitive skills and strategies to cope with the demands of sportive settings.

2.2. Phases of Psychological Skill Training programs

There are different implications of PST program for different named phases. Practices and results of the studies highlighted that PST should be design from three distinct phases including, education, acquisition and practice phases (Seaborne, Weinberg, Jackson, and Suinn, 1985; Weinberg and Gould, 2007). These phases will be explained below:

2.2.1. Education phase

The first phase of PST program is educational phase because many sport participants are unfamiliar with theoretical part of the psychological skills and how psychological skill can enhance learning and performance (Weinberg & Gould, 2007). The education phase assists the athlete in identifying basic psychological skills/methods, and recognizing their own personal use or patterns regarding each skill/method (Vealey, 1988). The important part of the education phase involves increasing athletes' awareness of the role that psychological skills play in performance and personal growth (Ravizza, 2001). In the education phase participants recognize the importance of learning PST and how the skills affect sportive performance.

The education phase may last as little as half an hour as long as several hours over the intervention program (Weinberg & Gould, 2007). In this time period instructor should explain the importance of developing psychological skills. For example, while teaching the skill "team cohesion", instructor needs to explain benefits of team cohesion and the relationship team cohesion and personal & performance excellence. Instructor needs to teach principles of team cohesion and evaluate current case of the team cohesion level of team. Learning to importance of team cohesion is crucial and instructor can give examples about

cohesive teams. Also instructor can give bad examples about team cohesion and the results of those processes about team.

2.2.2. Acquisition Phase

Second phase of the PST is acquisition phase that focuses on strategies and techniques for learning the various psychological skills (Weinberg & Gould, 2007). During the acquisition phase, the athlete enhances existing skills / methods or develops new skills / methods through a combination of practice, monitoring and reinforcement (Vealey, 1988). In this phase athletes learn how to used PST methods and how best to implement them. Formal sessions with an instructor are used to teach the athlete the relevant methods that they require, and then they should practice them by themselves, until they are competent in those methods (Weinberg & Gould, 2007).

For example, when developing self-confidence skills, formal sessions should focus on behaving as a confident even you have some doubts in your mind under the stressful competitive situations. Instructor should find best strategies to develop self-confidence level of athletes and follow those sessions with individual or group to teach athletes how they can be more confident in competitive settings. Here instructor needs to work as a tailor to improve some skills of athletes related with their ability and personality.

2.2.3. Practice Phase

Practice Phase means that athlete devotes time and effort to PST and complete training in both competition and practice (Horn, 2002). In the practice phase, the athlete performs the skills / methods systematically in order to integrate them into his / her practice and competition routines (Vealey, 1988).

The Practice Phase is the longest phase of the three phases. This phase is when the athlete just practices the methods that are relevant to them, until they have accomplished the three primary objectives of this stage.
The three primary objectives are:

1. To automate psychological skills through over learning - i.e. practicing PST methods every day until the skills that the athlete wants become automatic;
2. To teach the athlete to systematically integrate psychological skills into their competitive situations - i.e. using mental imagery before a competition to decrease anxiety level;
3. To simulate the psychological skills that athlete needs in competition - i.e. using self-talk to increase self-confidence (Weinberg & Gould, 2007).

2.3. Models of Psychological Skill Training

Sports involvement can be a positive experience for all participants, but only if the experience is properly structured with the physical and psychological needs of the participants in mind. Proper structure that can be named as model will help the participants who can face with sport as a positive experience will enjoy their participation and perform better.

Sport psychology literature has some different models those based on different themes but all of them have same aim for the athletes or participants. Include; A Life Development model, An Educational model, A Multisystemic model, A Family Systems model, An Integrated Organizational model, A Developmental Psychology model, A Marital Therapy model, A Social-Educational model, and A Cognitive-Behavioral model. In the current study cognitive behavioral model was

used to design psychological skill training program and the detail information about this model will be presented below.

2.3.1. A Cognitive-Behavioral Model

A cognitive-behavioral model aims to describe processes that clarifies the consultation role with a sport organization and offers models of consultancy that has proven effective in various situations. Still no standard model exists to guide interactions between sport teams and sport psychology consultants. To decide proper consultation model, sport psychology consultants need to answer two questions. First, who is the client? , Second one is what services are provided?

The cognitive-behavioral consultation model consisted of comprehensive eight-step cognitive-behavioral consultation model and it was designed by Murphy and Murphy (1992). They used this model to structure initial contacts and subsequent interactions with the national governing bodies or administrative organizations of various sports. The primary objective of the initial contact is to determine if consultation is desirable and possible and to derive an agreement outlining consultation parameters. Coaches' and athletes' needs and expectations are identified before beginning consultation.

The cognitive-behavioral model espouses an educational approach with a focus on psychological skill training; however evaluation and assessment of athlete's functioning in multiple contexts is crucial. The important part of this knowledge is that viewing athlete as a person not just a performer. This comprehensive evaluation comprised of athlete's functioning in sport, in relationships, and in work / academic settings.

Murphy and Murphy (1992) have outlined eight-step model and it includes; consultation orientation, sport familiarization, evaluation and assessment, goal identification, group intervention, individual intervention, outcome evaluation and reassessment of goals. Consultation orientation involves setting up meetings with coaches and athletes to learn their expectations and needs also explain benefits and principles of psychological skill training to them. Sport familiarization part includes attending the practices and matches to talk with athletes and coaches to learn some about sport, to make informal speeches with athletes about everything to build trust with them. Evaluation and assessment part needs three key themes to find proper psychological skills to imply the experimental group or team. Those themes are key psychological skills for sport; reasons for personal and performance blocks and potential intervention targets. Goal identification's aim is to identify in specific terms the nature of the mental performance relationship by describing and educating key psychological skills to team, identifying interventions to enhance skills and generating curriculum of intervention program. Fifth object of model that named as group intervention can be imply by adopting an educational approach, encouraging use of skills in athletic settings and having a systematic progress to develop rationale of the program. In this model individual intervention part does not mean that to practice different skill or method than group. This part of the model will allow the athlete to share unique ideas, thoughts, and perspective and to discuss personal issues athlete brings up. Outcome evaluation part of the model consists of evaluation methods after implementing of intervention programs. Last step of the model named as reassessment of goals and it highlights the modifying of the goals if necessary and making new goals for future seasons (Murphy, 1995).

The cognitive-behavioral approach offers the advantages both of being based on educational and coping skills and also of viewing the athlete in the context of his or her life situation.

In literature there are some models those designed with similar approach of the current study. As mentioned before "PST" includes important psychological skills such as self-confidence, anxiety control, concentration, mental imagery, motivation and goal setting. Basically by considering these psychological skills, psychological skills training programs have been developed in different contexts by various researchers.

While these "PST" programs include even similar psychological skills, they display difference in terms of which skill is to be taught first, that is to say the order followed might be different. For example Suinn (1986) prepared a mental training program consisting of 7 steps for the athletes. The first step of the program begins with relaxation trainings. Teaching of the deepening muscle relaxation technique is followed by the use of this technique in different environments, including the competitions. The 2nd step of program is to enable the athlete to be aware of the symptoms of stress and to teach how to control high level of stress by using the concentration technique. The 3rd step includes teaching and implementing different ways of thought control techniques such as turning negative thoughts into positive, thought stopping and restructuring. Development of The best individual performance for the development of self-control skills is the 4th step of mental training program. In the 5th step the athlete mentally visualizes the competition environment and reaching the goals. The 6th step covers the control of concentration, focusing and then again concentrating on alertness with the help of newly taught relaxation and mental visualization techniques. Finally, Suinn trains athletes about being aware of their energy and using this energy at the maximum level.

PST program put forward by Nideffer (1985) comprises the following steps: Determination of the optimal level of arousal; Determination of stress causing

sources; Positive imagery; Learning regulation of respiration; Change negative behavior; Psychological skill training.

As well as Suinn (1986) and Nideffer (1985), Martens (1987) presented a “PST” program for coaches. The “PST” revealed by Martens (1987) contains five basic psychological skills. These psychological skills; Animation skills, Control of Physical energy, Stress Control, Attention Skills, Goal-Setting Skills. According to Martens (1987) these skills are related to each other and an improvement in one skill helps to improve other skills (Morris and Summers, 1995).

In recent years, Rushall (1990), Hardy and Fazey (1990), Winter and Martin (1993) revealed different "PST" programs. The "PST" program put forth by Rushall includes implementations about areas such as a positive approach to sports experience, development of goal-setting determination, the development of rejuvenation, relaxation skills, mental skills before the competitions, mental skills for during the competitions and team building (Morris and Summers, 1995).

The “PST” prepared by Hardy and Fazey (1990) for the National Coach Federation contains 4 tapes and related brochures covering goal setting, anxiety control, visualization and concentration trainings. In this “PST” program authored by Hardy and Fazey, goal setting trainings consist of 6 sessions each 30 minutes long, relaxation trainings 18, mental imagery 7 and concentration trainings consist of 6 sessions (Morris and Summers, 1995).

Martin and Winter (1993) prepared a “PST” program for South Australian Sports Institute which consists of 7 modules for 5 and 10-weeks. Listed below are seven modules that make up “PST”.

Module 1: Goal Setting

Module 2: Discussion of the relationship between the level of vitality and performance and relaxation trainings

Module 3: The importance of attention and concentration, and related skills

Module 4: Creating Self-confidence

Module 5: Mental imagery

Module 6: Using of the goal setting and mental imagery techniques in motivation trainings

Module 7: Combination of Relaxation, visualization and planning for mentally getting ready which will provide the optimal performance in the competitions (Morris and Summers, 1995).

2.4. Applications of Psychological Skill Training

In this section, an overview of the applications of psychological skill training is provided. Firstly, implementation time period of PST is explained. Secondly, proper duration of PST is provided. Thirdly, types of skills those should set in PST programs are defined. Later those, effectiveness of general psychological skill trainings and effectiveness of chosen skills for current study are provided.

2.4.1. When to Implement a Psychological Skill Training?

It is generally agreed that the best time to initiate a PST program is the off season or pre-season. In these time periods athletes have more time to learn new skills, and also they do not have winning pressure.

In some cases coaches and athletes need quick solution and they think PST will be the key to them to turn successive time period. So, coaches and athletes want to start a PST program in the middle of the season because of some precipitating situations, such as unexpected league rank, enharmonically team – coach

relationship etc. Scientific studies' results indicated that athletes should spend few months to learn and integrate new skills (Weinberg & Gould, 2007).

2.4.2. How much time should be spent in PST?

It is obvious that the time needed for practicing psychological skills varies according to what is being practiced and how well it is learned. Commonly, psychological skills training takes 15-30 minutes before or after training and three to five days per week.

2.4.3. What type of skills to include in Psychological Skill Training?

Coaches and athletes often use the terms psychological skill and psychological method as synonyms, although they have different meanings. In her study Vealey (1988), she explained that psychological methods, techniques and strategies mean to practices that lead to psychological skill. For instance; goal setting, self-talk, progressive relaxation, and imagery are psychological methods those use to improve / decrease some psychological skills. Each of these psychological methods, when learned and implied in right manner, lead to developed psychological skill. On the other hand, psychological skill refers to learned or innate characteristics of the athlete that make it possible that she / he will achieve in sport. Examples of psychological skill consist of self-confidence, arousal control, anxiety control, and general self-awareness. A case in point is imagery. Imagery is a psychological method that may be used to improve psychological skill in visualizing proper performance. It can be also used for optimal arousal and anxiety control (Cox, 2007).

Psychological skill training for children and youth has been effect in selected sport settings in Sport psychology literature for averagely in 30 years. Applied

programs have been aimed to provide regular sport activity habit for children and youth, also teaching them basic psychological skills (Orlick and McCaffrey, 1991; Weiss, 1991).

For the population of youth athletes, there are commonly used educational (person based) and cognitive-behavioral models which propose that sport should contribute to the overall development of athlete physically, psychologically, and socially (Murphy, 1995). Psychological skill development by those perspectives claims that responsible people of sports always focus to enhance performance excellence (athletic outcomes). However, from the perspectives of Murphy point of view this goal is short-sighted and imbalanced. While responsible people are striving for performance excellence, they must also be striving at the same time for personal excellence. This object may include performance excellence, but it also includes all those virtues that make the athlete a better person across a life time (Cox, 2007).

Psychological skills training program services for youth population in or out of sport approved that they are very capable of learning and applying a variety of important mind / body skills (e.g. relaxation, imagery, goal setting, and focusing). They apply these psychological skills in play, games, sport, academics, school dance; performing arts at home during setbacks are occurred within different situations. Moreover; results of related researches indicated that there are some important factors to reach the best effective point on children and youth groups. Include; the use of simple, concrete strategies, an element of fun, positive individualized approaches, and the use of role models (Solin, 1991; Orlick & McCaffrey, 1991).

Many coaches and athletes have wrong point of view about peak performance sport psychology. They believe in that psychological skill training strategies are

only applicable to elite athletes. Moreover they think that these strategies can only fine-tune the performance of the already skilled athletes. In reality, psychological skill training must be beneficial for different types of people, even the area need more studies across in variety skill levels and age groups. Special corrections should be needed based upon the population of athletes. In this sense, young athletes' psychological skill training intervention program may need adjustments such as fewer goals, shorter psychological training sessions, simpler verbal instructions, and turning the psychological exercises into games (Weinberg & Williams, 2001).

2.5. Effectiveness of Psychological Skill Training

As seen above the psychological skill training is placed upon at the core of the current study. So the effectiveness of PST takes an important place. To explain the importance of PST; firstly, effectiveness of PST in general is provided. After that effectiveness of PST on each psychological skill that used in current study is provided.

Probably most important question about PST is the effectiveness of it. Sport psychologists revolve around effectiveness of their PST programs in enhancing performance and personal growth to prove. Proving effectiveness of PST interventions in developing sport performance and personal excellence requires the augmentation of well-controlled, outcome-based intervention researches conducted in sport environments (Williams, 1998). Related with this approach so many researches were conducted till 1980s to recent years. Comprehensive reviews of the psychological skill training literature have supported the effectiveness of PST in improving the performance and personal growth of athletes. In these reviews, researchers needed to identify the needs for

appropriate controls, manipulation checks, maintenance data, and specific descriptions of interventions (Tenenbaum & Eklund, 2007).

Reviews examined all published studies using either group or single subject research designs. Checking within hierarchical order the first review was published by Greenspan & Feltz (1994). This study reviewed 20 published studies till 1989. They aimed to test effectiveness of various psychological interventions in sport settings, including golf, karate, skiing, boxing, basketball, volleyball, gymnastics, baseball, tennis and figure skating. The result of this study indicated that 17 of the 20 studies had positive effect on intervention groups' performance.

In the second review related with effectiveness of PST interventions on performance and personal growth Vealey (1994) analyzed studies that performed on until 1992. In her study she stressed that 75 % (9 of 11) studies employing psychological interventions improved performance in a variety of team and individual sports. Within a same year Weinberg & Comar (1994) analyzed 10 more studies using PST to develop competitive performance. Study's results showed that 8 of 10 had a positive effect on performance and personal growth (Cox, 2007).

Final published review about effectiveness of psychological skill training interventions on performance and personal growth was made by Meyers, Whelan and Murphy (1996). In this study they focused published studies with past two decades. They focused to examine behavior change strategies that dominate sport psychology literature. Include, Goal setting, imagery or mental rehearsal, relaxation training, stress management, self-monitoring, self-instruction, cognitive restructuring, and modeling interventions. Quantitative and qualitative results of the study indicated that these interventions are reliably

effective. Furthermore, this positive result is analyzed across variations in treatment conditions, control conditions, and across different types of dependent measures. Evidence on unique skills (goal setting, imagery, arousal management, cognitive self-regulation), and packaged programs specifically support the behavior change efficacy of these interventions. However, they needed to define some negative points about published studies. One of the criticisms of them was the lacking of internal and external validity of studies. Another one was checking of psychological skill development and its relationship to performance improvements. According to results last limitation was negligence to treatment integrity, including training of behavior change agents, verification of intervention implementation, and verification of reception of the treatment. They offered to be more careful about these negative approaches and about having meaningful evaluation of maintenance of psychological skills and performance changes. To see maintenance of the effects, they stress the necessary of making follow up tests evaluations within 3 month, 6 month, one year and longer than one year.

Sheard & Golby (2006), tried to prove that psychological skills training can be effective in enhancing athletes' performance and positively influencing cognitive and effective states and for this aim they contributed a study on 36 national level swimmers. In their study PST program intervention consisted of goal setting, visualization, relaxation, concentration, and thought stopping skills. That intervention program lasted for seven weeks and swimmers followed a program for 45 minutes per a week. In conclusion, their PST program targeted the improvement of competitive performance and positive psychological development of adolescent high-performing swimmers. The findings of the study suggest that adolescent athletes, in addition to developing better coping skills, as identified earlier, benefit also from exposure to PST in terms of their sport performance. The positive psychological development observed in that study's

sample lends credence to the suggestion to integrate PST into youth sport programs. Based on the findings of that study, it was suggested that the present PST program contributed to improvement to both swimming performance and positive psychological functioning.

Gucciardi, Gordon & Dimmock (2009) aimed to evaluate the effectiveness of two different psychological skills training (PST) packages in enhancing mental toughness among three youth-aged (15 / under 15 years old) Australian football teams. They contributed that study on 51 football players for experimental group and 24 players for control group for 6 weeks. The results from this study provide preliminary support for the premise of offering psychological skills training interventions to enhance mental toughness among youth-aged Australian footballers. Overall, it was apparent that both the PST and MTT programs enabled each group to achieve improvements for each of the dependant variables.

In another study (Fournier et al., 2005) that performed on ten nationally ranked female gymnasts who were 12 years old, purposed to evaluate the effects of a 10-month PST program on performance and psychological indicators. The five-step intervention consisted of relaxation, self-talk, goal setting, focusing, and visualization and that intervention was implied half an hour per a week. Results highlighted more positive changes in all psychological skills. The PST program appeared to be most effective on imagery skills, relaxation, and activation. On three events out of four (bars, beam, floor), the 10 gymnasts were progressed 5% more than 11 other gymnasts who did not follow this PST program (Fournier et al., 2005).

2.5.1. Effectiveness of Psychological Skill Trainings on Team Cohesion

As seen above it is tried to provide studies results related with general effects of PST on athletes. However, in this section the focus will be on the effectiveness of PST strategies on team cohesion skill.

Cohesion has often been placed in the PST intervention studies, because it is accepted that cohesion is a central and crucial element in the development of a team of people working together (Zander, 1975). Cohesion, has beneficial features for a team sports; include it is a dynamic process which is reflected in the tendency for a group to stick together and it supports unity in the pursuit of its instrumental objectives and it nurtures the satisfaction of member effective needs" (Carron, Brawley, & Widmeyer, 1997). Moreover it can be also claimed that athletes not only require an understanding themselves, but also an understanding of other team members' views, values, needs and roles. In the lights of this information PST studies with team cohesion skill highlighted that interventions to promote mutual understanding within team members should have opportunity to reciprocally share thoughts, feelings and ideas about particular issues (Yukelson, 2001; Crace and Hardy, 1997). Because of all reasons provided above team cohesion is handled in PST intervention studies. However, it has received scant attention.

The best way to enhance team cohesion in team sports is accepted as team building interventions. Team building interventions has big variety; the qualifications of the studies determined the appropriate techniques to use. When team building is achieved, it is assumed that team synergy is improved which leads to developed team performance and personal growth (Newin, Bloom, and Loughead, 2008).

Senecal, Loughead and Bloom, (2008) aimed to determine positive effect of team building intervention on perception of cohesion. They worked with 86 female basketball players. Authors divided the group as experimental and control groups. Findings of the study highlighted that at the end of the season, athletes in the experimental group held higher perceptions of cohesion than athletes in the control group.

Bruner and Spink, (2011) practiced a study on 10 rural, school-based exercise clubs to enhance the perception of team cohesion level by team building interventions. There were 122 youth players between 13 – 17 years. The study findings extend previous team building research to a youth population and support team building as an effective group-based intervention to improve group cohesion in an exercise setting in this population.

Newin, Bloom, and Loughead, (2008) used five different team building interventions on 8 different on youth ice hockey teams to enhance the perception of team cohesion level. The results of the interviews with coaches of teams indicated that all of them agreed about enhancing of team cohesion in their teams.

Martin and Davids (1995) designed a study to evaluate of team building activities on team cohesion of selected British professional soccer players. Their sample comprised of 22 players. The team had attained courses 5 times related with team building strategies and results of the study indicated that implied interventions enhanced perceptions of team cohesion level.

The perception of high levels of cohesion is highly related to the sensation of the group unit, the collective and interdependence with the team members, while the perception of low levels of cohesion is related to the sensation of individual

orientation, the nonexistence of cooperation and independence of the team members (Carron et al., 1997).

Bahlekeh et al., (2010) in their study aimed to show effects of team cohesion interventions on athlete satisfaction and performance on 171 basketball players in Iran. Study's results indicated that all team cohesion sub-dimensions have moderate effect on athlete satisfaction.

Bray & Whaley (2001) they worked on total 90 basketball players (41 male and 49 female) to examine the team cohesion and individual performance relationship at the middle and end of the regular season. Within their study results they highlighted that increased individual performance is a significant consequence of feeling more attracted to the group at the end of the season.

2.5.2. Effectiveness of Psychological Skill Trainings on Self-Confidence

Confidence affects the thoughts and actions of athletes. Low confidence results in negative and worried thinking, which can adversely affect performance. Low confidence affects action, by reducing effort and persistence. If athletes believe there is little probability of being successful at something, they are much less likely to try (Shaw, Gorely, & Corban, 2005).

Confidence is a key ingredient in determining successful performance, with elite athletes frequently citing higher levels of confidence than their non-elite counterparts (Durand-Bush, Salmela, & Green-Demers, 2001; Krane & Williams, 2006; Mahoney, Gabriel, & Perkins, 1987). Moreover, a loss of confidence can have a dramatic negative effect on performance (Vealey, Hayashi, Garner-Holman, & Giacobbi, 1998).

Self-confidence enables an athlete to move from *conscious control to automaticity*—the automatic execution of tasks needed for peak performance. In other words, the confident athlete does not think about the job at hand. Athlete just does it. Persuading an athlete to surrender conscious effort to motor control involves trust, and this involves a belief in one's own capacities, it is called self-efficacy. Repeated successes enhance self-efficacy to the point where occasional defeats are insignificant and have little impact on a performer's self-confidence. Vealey's research suggested that sport confidence may be transferable, so self-confidence in one discipline may carry over to others if the athlete has a particular kind of personality trait (Shaw, Gorely, & Corban, 2005).

Orlick (1992) in his study stated about confidence that "The highest level of personnel excellence are guided by belief in one's potential, belief in one's goal, belief in the meaningfulness of one's goal and belief in one's capacity to reach that goal" and claimed that it is a critical psychological perspective athletes need to develop and maintain in order to achieve expected level personal & performance excellence.

Savoy & Beitel, (1997) in their study performed PST program 3 times a week, prior to practice. Thereafter, they continued the same schedule for the duration of the regular season. Clearly, the assessment results indicated that there was an increase in the self-confidence of the athletes who participated in the study, following the implementation of the psychological skills training program.

Daw and Burton (1994) aimed to examine the impact of a comprehensive psychological skills training for tennis program on collegiate tennis players. Program effectiveness was evaluated on 24 tennis players. As expected, findings demonstrated significant differences with experimental group players displaying higher self-confidence than did their control group counterparts.

Hughes, (1990) studied with total 27 soccer and basketball players who were aged between 14 – 17 years old to see the effectiveness of PST program on high school athletes' self-confidence levels. Findings of the study indicated that self-confidence levels of the athletes did improved.

Landin and Hebert (1999) performed a study to show effectiveness of PST strategy on self-confidence levels. They worked with 5 tennis players whose ages ranged between 18 -21 years women tennis players. The findings of the study indicated that players reported increased confidence following intervention.

The study that aimed to show effectiveness of PST interventions on self-confidence and some other components was involved the use of two selected PST practice in an effort to enhance the self-confidence, and performance ratings of competitive figure skaters (Garza & Feltz, 1998). Junior figure skaters were randomly assigned to experimental group or control group. The intervention of the study took place over 4 weeks. Upon completion of the intervention training, the skaters competed in their club's annual competition. Findings of the study highlighted that experimental groups significantly improved their performance ratings and their perceptions of self-confidence compared to the control group.

2.5.3. Effectiveness of Psychological Skill Trainings on Anxiety

Anxiety is an emotion characterized by heightened autonomic system activity, specifically activation of the sympathetic nervous system. It has been suggested that athletes are prone to experience this negative emotion for two reasons. First, they frequently find themselves in situations in which others can assess their success or failure. Second, the degree of success achieved by an athlete is measurable by goals such as distance, scores, or time. Furthermore, an examination of sport competition literature exemplifies the causes of anxiety.

Some of the commonly cited causes include fear of failure, ego threat/fear of evaluation, and poor preparation or lack of perceived physical readiness (Navaneethan & Rajan, 2010).

As indicated above there are physiological and psychological symptoms of anxiety and all of them has importance about personal growth and performance of athletes in sport setting. Within the context of sports, individuals who are low trait anxious and experience high state anxiety would find it facilitative to a peak performance; but, those individuals with who are high trait anxious and experience state anxiety will find it debilitative to athletic performance (Hardy et al., 1996).

In practices of decreasing anxiety level with the imply PST programs show that there are multitude way for it. Within those big varieties, researcher focused to relaxation, cognitive and imagery techniques. A noticeable amount of research had exhibited relaxation techniques, imagery, and cognitive techniques as the three most used components of psychological skills training programs (De Witt, 1980; Kendall, Hrycaiko, Martin, & Kendall, 1990; Ziegler, Klinzing, & Williamson, 1982).

Humara (2001), in his study, concludes a relationship existing between anxiety and sport performance. Explicitly, author suggests it is crucial for athletes to control their anxiety to achieve top performance. Additionally he stated that "Although relaxation, imagery, and cognitive interventions are each beneficial for the purposes of anxiety reduction in athletics, they are far more powerful when used in conjunction with one another" (Humara, 2001; p: 8).

Hamstra et al., (2004) designed a research to show that if psychological skills training programs influenced athletes' levels and interpretations of anxiety, and

coping resources or not. They chose two collegiate swimmers within a participant pool of 53 swimmers, divers, volleyball, and soccer players and they performed a single-subject/qualitative study. Overall, the findings in that study were positive and indicated benefits from the PST program. Results informed positive changes in both participants. Both had a reduction in total anxiety levels and an increase in total personal coping resources.

In this chapter we have presented detailed information about psychological skill training, including its phases, models, applications, and effectiveness. After that we have presented effectiveness of PST on selected psychological skills in the current study. The main idea of this chapter was two folded. The first aim was related to giving theoretical information about PST structure and its practice. The second aim was related to focus studies those aimed to evaluate effectiveness of PST programs on some psychological skills.

CHAPTER 3

METHOD

In this section, an overview of the methods utilized in the current study, is provided. The major topics include: (a) overall research design, (b) quantitative methodology (participants, a detailed description of each questionnaire, the framework of Psychological skill training program and the major psychological skills that were expected to be a part of the psychological skills training program, the procedure for administering the questionnaires, and the statistics used in data analysis),

3.1. Overall Research Design

The quasi experimental design was used in current study. This type of design consists of first finding intact groups who had not got related education with scientist's research question. Researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with experimental group only, and then administers a posttest to evaluate the differences between the two groups. (Creswell, 2008).

Control Group	Pretest	No Treatment	Posttest	Follow up tests
Experimental Gr	Pretest	Experimental Treatment	Posttest	Follow up tests

Figure. 1. Shape of Quasi Experimental Design

In current study, research design also consists of qualitative part by semi-structured interviews with athletes and coaches to support validation of PST program based on their opinions.

3.2. Quantitative Methodology

The aim of collecting quantitative data was to implement a PST program, and assess its impact on team cohesion, self-confidence and anxiety levels.

3.2. 1. Participants

Thirty-six male basketball players aged between 15-16 years old (M_{age}= 15.2, SD=0.9) voluntarily participated in this study. None of the participants had previously worked with a psychological training consultant. Participants were selected from two teams in Ankara Youth Basketball league. The teams were selected purposively from the same league category in order to avoid any possible bias between them. Initially there were totally 40 athletes; 20 athletes for the experimental group and 20 athletes for the control group.

At the end of the study there were totally 36 participants, 19 athletes for experimental group with an average of 5.79 years (SD=1.87) sport experience and 17 athletes for control group with an average of 6.00 years (SD=2.26) sport experience.

3.2.2. Data Collection Instruments

Three different measures were used in this dissertation. The detail information is provided as below.

*Group Environment Questionnaire (*Carron, Widmeyer, & Brawley, 1985*)*

Group environment questionnaire (GEQ) was used to assess team cohesion level of basketball players. The 18-item GEQ (Appendix A) assesses four dimensions of cohesion: individual attractions to the group–social (ATG-S; five items); individual attractions to the group–task (ATG-T; four items); group integration– task (GI-T; five items); and group integration–social (GI-S; four items). Participants respond to each of the 18 statements on a 9-point Likert scale anchored at 1 by *strongly disagree* and 9 by *strongly agree*. Each item is either positively stated or negatively stated. Higher scores reflect stronger perceptions of cohesiveness. The original Cronbach's alpha values of the four scales were .70 for (ATG-T/S) and .73 for (GI-T/S). The reliability and validity of the Turkish version of the Group Environment Questionnaire (GEQ) was determined by Öcel (2002). The Cronbach's alpha obtained for total scores and subscales ranged from .79 to .69. Internal consistency values for the present study showed acceptable values of the four scales were ranged between .67 (ATG-T-S) and .78 (GI-T-S).

Trait Sport-Confidence Inventory (Vealey, 1986)

Trait Sport-Confidence Inventory (TSCI) (Appendix B) was used to assess self-confidence level of basketball players. TSCI is a measure of the degree of certainty athletes usually hold about their ability to succeed in sport. The TSCI is comprised of 13 items measured on a 9- point Likert scale anchored by *Low* (1) and *High* (9). Adequate internal consistency (.93) has been reported (Vealey, 1986) and test-retest reliabilities have been shown to be consistently high after one day (.86), one week (.89), and one month (.83) interval. Reliability and validity of the Turkish version of the Trait – Sport Confidence Inventory was determined by Engür, Tok, Tatar, (2006) on 16 and 19 year old high school graduate students. Although Turkish version of TSCI was tested on 16 and 19 years old students the original version of the scale was developed on youth

basketball players (Vealey, 1986) and also the scale is reported as reliable for 14-18 year old athletes by Martin and Gill (1991). Based on these findings, TSCI was used on youth basketball players in this study and the internal consistency values were found 0.78 for the current sample.

State-Trait Anxiety Inventory (Spielberger, 1970)

In current study trait anxiety was measured by trait form of the State - Trait Anxiety Inventory (STAI) (Appendix C) which includes 20-items (Spielberger, 1970). Participants responded to each item according to how they generally feel using a four-point scale ranging from "Almost Never" (1), "Sometimes" (2), "Often" (3), to "Almost Always" (4). The original Cronbach's alpha value for the trait anxiety scale was .83. Original scale was developed on 982 high school and collegiate students but the scale is reported as reliable (internal consistency 0.80) for young players by Griciūtė & Cibulskaitė, 2009. Reliability and validity of the Turkish version of the *State-Trait Anxiety Inventory* was determined on 1534 youth and adult and its internal consistency reliability was .94 (Öner & Le Compte, 1983). Cronbach's Alpha for the present study showed acceptable value was .69.

3.2.3. Psychological Skill Training Interventions

In the current study, the cognitive – behavioral consultation model by Murphy and Murphy (1992) which stands behind an educational approach was used. An emphasis of Murphy and Murphy's model is designed based on viewing the athlete as a person, not just a competitor, and evaluation of the athlete's functioning in sports, in a family life and academic settings are all part of comprehensive evaluation. In the current study, we just used the evaluation of athlete's functioning in sports.

The PST program used with this current study consisted of several components, most of which are mentioned in the sport psychology literature. The program was also designed to reveal long term effect of PST on participants by follow up tests. In the following sections, a discussion of the rationale for certain components that the consultant felt would become part of the PST program and how these components were implemented is provided. Overall presentation of PST program with its specific time table is presented in Figure 2.

Week 0	**Week 1 – Week 6**	**Week 7**	**Week 9**	**Week 13**	**Week 30**
Pre-data Team Cohesion Self-confidence Anxiety	Intervention Time Period	Post -Data	First Retention	Second Retention	Third Retention

Figure.2. The Macro Time Schedule of Research Procedures

The program described here has involved three different mental abilities: anxiety control, self-confidence, and team cohesion (team building). The three psychological skills were selected in the current program because of two factors. Firstly, discussions with coaches of the teams indicated that these three skills are the most lacking ones in many basketball players. Secondly, these skills are particularly important for optimal performance in athletics (Singer, Murphy, & Tennant, 1993; Wann, 1997; Weinberg & Gould, 2007).

Overall, 6 weeks psychological skills program took place during the season. Each skill's processes lasted for two weeks. Weinberg & Gould's PST program phases (education, acquisition and practice) were pursued to practice psychological

skills. 6 week PST program consisted of 24 sessions totally. For each psychological skill, 8 sessions were conducted. First two sessions of each skill were for education phase. 5 sessions were for acquisition phase of PST and one session of program was for practice phase to make corrections and reviews if needed.

For each skill, the first phase of PST program is educational phase because many sport participants are unfamiliar with theoretical part of the psychological skills and how psychological skill can enhance learning and performance (Weinberg & Gould, 2007). The education phase assists the athlete in identifying basic psychological skills/methods, and recognizing their own personal use or patterns regarding each skill/method (Vealey, 1988). The important part of the education phase involves increasing athletes' awareness of the role that psychological skills play in performance and personal excellence (Ravizza, 2001). The psychological skill training program's educational sessions were conducted in the classroom of the METU College Sport Hall. Monday and Tuesdays of the first weeks for each skill are separated for educational phase. Every educational session was set for twenty minutes. Curriculum of the educational sessions were designed to explain theoretical basement of the skill (for example; Definition of Anxiety), importance of the skill, determinants (for example; correlates of self-confidence) of the skill and relationship between related skill and performance (Team cohesion & Performance).

Second phase of the PST is acquisition phase that focuses on strategies and techniques for learning the various psychological skills (Weinberg & Gould, 1997). During the acquisition phase, the athlete enhances existing skills / methods or develops new skills / methods through a combination of practice, monitoring and reinforcement (Vealey, 1988). While choosing techniques for young participants some clues that come from scientific studies were followed

including shorter training sessions, simpler verbal instructions, and turning the exercises into games. Moreover some of the related homework assignments were given to the participants to have regular practice effects of related skills. Detailed information related with those processes will be given within each skill's explanation. Following the education phase, acquisition phase of the PST program was performed in five sessions for each skill.

The last phase of PST is practice phase. The practice phase has three primary objectives: (a) to automate skills through over-learning, (b) to teach athletes to systematically integrate psychological skills into their performance situations, (c) to simulate skills that athletes will want to apply in actual competition (Weinberg & Gould, 1997). In the practice phase, the athlete performs the skills / methods systematically in order to integrate them into his / her practice and competition routines (Vealey, 1988).

PST program phases were ranging in duration from 15-30 minutes per session. The practice of combining several different interventions is commonly referred to as a psychological skills training program. According to the aims of the current study, it was expected that certain cognitive-behavioral techniques would be utilized, such as team building, goal setting, autogenic training, breathing, imagery, concentration, attention focus, self-talk, pep talk, positive thinking. By this way athletes' and coaches' inputs guided the development of the PST program. These specific techniques used in the current PST program are also discussed in greater detail below.

In this psychological skill training program three psychological skills that were accepted to have effect on athletes' psychological development and performance were chosen. Those skills were taught in order of team cohesion, self-confidence and anxiety, as advised by Thelwell and Greenlees (2003); Vealey

(1988); Hardy et al., (1996); Hanton et al., (2004); Mellalieu, Neil et al., (2006). Moreover, researcher put team cohesion to the first rank because the coach of the team especially emphasized team cohesion as the most important skill to develop for his team for that time period.

Psychological skills program used in the current study consisted of several components; all of them were commonly used in the sport psychology literature and also based on the coach's knowledge of the sport of basketball and the demands of players. Components of the psychological skills training program were respectively team cohesion, self-confidence and anxiety. Weinberg & Gould's PST program phases (education, acquisition and practice) were pursued to design current study's general structure. In this part of the current study each psychological skill is respectively explained by the structure of PST program below.

3.2.3.1. Team Cohesion

Educational phase of team cohesion skill was performed on the first two days of the first week of PST program. Each educational session lasted twenty minutes. In the first education session, basketball players were informed about what is team cohesion, how to create team cohesion, and team cohesion and performance relationship. In the second education session, importance of Goal Setting in Team Cohesion and Goal Setting Processes and Practice were emphasized. The materials that were used for the educational phase is provided (see Appendix D).

The second phase of PST training for team cohesion skill was the acquisition phase. In the acquisition phase 5 sessions were conducted. In the first and second acquisition sessions, four step team building exercise (which divided to

two parts) that are suggested by Tuckman in 1965 (cited from Beswick, 2010; p: 179) was used. The main aim of Tuckman's intervention was trying to determine a team's present level of cohesion and what steps they might take to improve it by identifying important aspects of both task and social cohesion. This intervention has four steps; including forming, storming, norming and performing (Beswick, 2010). Forming means that individuals are gathered together and asked to commit to a common purpose. Forming part's functional definition was a settling-in period. In this part of intervention, all athletes were directed to talk about team's vision and mission individually. Approximately two minutes had given to each athlete to express their opinions about the issue. Storming means that as the coach shapes the team, tension and conflict develop as players compete for selection, specific roles and status. Its functional definition was players should find their places, role and status within the team. Within storming part the coach had written qualifications of defensive and offensive knowledge according to his norms. Athletes evaluated their opinions and explained those opinions within coach's norms. Norming part can be defined as conflicts begin to be resolved, and players accept their roles and commit to the team identity. Players start to take responsibility and perform their roles, and team takes shape which was the functional core issue of norming part. The captain and the second captain were chosen. Offensive and defensive tactics were clarified and athletes' opinions or additions were taken. Some of covenant sentences had been written on the board and it was tried to choose the best ones with a common sense. Such as "the way we will do things as a team"; "we are one"; "we will struggle till to hear finish whistle together" etc. Last part is performing and it can be defined as the team can achieve, highly unified in purpose and able to overcome problems by working and staying together and the functional definition of performing was that the team cooperates to achieve competition goals (Beswick, 2010). In this part of intervention there was no

specific structured exercise but concerns, corrections and some discussions were made (see Appendix E).

On the next three acquisition sessions, three stage goal setting technique of Eys et al., (2006) was performed. Each stage of technique was practiced in a day. In the first stage of goal setting practice, rationale for the intervention and the setting of team goals were discussed and carried out with the athletes. They were informed that working together to find common objectives for their team could help them to work better as a unit. After that all the athletes together focused on team goals and decided some of the team goals with coach. Moreover those team goals were divided into two parts as defensive and offensive situational goals. For defensive positions; “Making the offense choose low percentage shoot” “do not let offensive players to dribble, pass or shoot the ball easily” “not giving second shoot opportunities by boxing-out the offensive rebounds” etc.; for offensive positions, “score on easy shoots (lay-up close to basket shoot)” “finding the open man on offense” “spacing the floor well” etc.. Also, each athlete has decided some individual goals such as “high percentage shots” “more defensive and offensive rebounds” “more fast break points” “more boxing out – blocks – foul points” etc. team goals had been stickled on the wall of locker room to check out every time. Moreover individual goals of athletes’ had been written on goal chart paper and given to each athlete to follow more easily. One copy of every athlete’s goal chart paper was saved by researcher.

In the second stage of goal setting practice, coaches were instructed to remind their players of the team’s goals along with their target levels before training. In the last stage of Eys’ protocol (2006), researcher met the team to review and discuss the goals after each blocks (two trainings) of trainings and matches to make some modifications on the team goals if needed (see Appendix F).

On the 8 session of team cohesion, practice phase of PST was applied. In this phase researcher met the team to review and discuss educational part subjects, acquisition part's exercises and athletes' experiences / opinions related with that progress. Practice phase was focused on group meetings to discuss and review established team goals. Some questions of athletes were answered about goal setting knowledge and processes. Each goal chart was analyzed and it was advised to follow this process in their sport life.

The schematic explanation of developing team cohesion interventions is provided in Figure. 3.

	FIRST WEEK	SECOND WEEK	
Monday	(Before training, 20 minutes) • Definition of Team Cohesion • How to create Team Cohesion • Team Cohesion and Performance Relationship	Monday	First Stage of Eys' Team building exercise Goal Setting for trainings, matches and future (Eys et al., 2006) Meeting, 30 minutes
Tuesday	(Before training, 20 minutes) • Importance of Goal Setting in Team Cohesion • Goal Setting Processes and Practice	Tuesday	Second Stage of Eys' Team building exercise Meeting, 30 minutes
Thursday	(Before training, 20 minutes) • Four step for Team Building, Beswick, 2010	Thursday	Third Stage of Eys' Team building exercise Meeting, 30 minutes
Friday	(Before training, 20 minutes) • Four step for Team Building	Friday	Practice Phase Meetings, 30 minutes
Match Day		Match Day	

Figure 3. The Micro Schedule procedure of developing Team Cohesion

3.2.3.2. Self-Confidence:

Educational phase of self-confidence skill was performed on the first two days of the third week of PST program. Each educational session lasted twenty minutes. In the first education session, basketball players informed about what is self-confidence, self-confidence in sports, and self confidence and performance relationship. In the second education session, self-talk in sports, motivation in sports, and self-talk and motivation and sportive performance were emphasized. The materials that were used for the educational phase is provided (see Appendix G).

The second phase of PST training for self-confidence skill was the acquisition phase. In the acquisition phase 5 sessions were conducted. Accordingly, acquisition phase of self confidence skill consisted of four techniques in four sessions (days) and one session was set to watch motivational movie. In first two sessions pep talk and self-talk techniques were used which the techniques of self-regulation, next two sessions are collapsing anchors and present moment technique that are the techniques of converting thoughts from negative to positive and positively framed imagery.

While choosing techniques to enhance confidence levels of athletes, the results of scientific studies lead to researcher to choose those techniques that were commonly used in literature (Hardy, Jones, & Gould, 1996; Zinsser et al., 2001; Perkos et al., 2002; Deglau et al., 2006; Hardy 2006; Gonzalez et al., 2011) and positive imagery techniques (Zinnser et al., 1999; Hall, 2001; Murphy & Martin, 2002).

In the current study, the self regulation techniques were selected since models of self-regulation strategies have investigated that athletes often use to regulate

their cognitions and behaviors for enhancing confidence. The most used techniques within self regulation techniques were chosen as Pep talk and Self talk - (Gonzalez et al., 2011; Deglau et al., 2006). Collapsing Anchors technique and Present Moment Techniques were also used to improve self-confidence skill of young basketball players. These techniques were selected since they help to change negative thoughts to positive thoughts, reframe, and positively framed imagery are generally considered to be intervention strategies those results in desirable outcomes, such as improved self-confidence and performance (Hodges, 2003).

In the first session of developing self-confidence skill pep talk practice was used. Researcher met the coach and a pep talk had been designed. Coaches and researcher's tacit knowledge and experiences of the basketball were generated design of the pep talk. Developed pep talk has consisted of three important touchstones including belief in yourself and the team, hard work for yourself and the team and desire to win & achieve. For this practice pep talk was presented by coach and it lasted for twenty minutes. Designed pep talk is presented (see Appendix H).

In the second session, self talk intervention was used which is designed by Biçer (1998). That self talk script was specifically designed for basketball players. There were 23 sentences aimed to convert negative thoughts to positive, to improve self confidence, to have stable and effective concentration on pitch. For example "I am a good basketball player and sportsmen" "I am doing remarkable things on the court" "I know how to fix up my mistakes". They were subsequently asked to repeat related and chosen sentences to themselves during training or competition. That session was lasted for twenty minutes (see Appendix I).

In third session collapsing anchors was used and that exercise was designed by Hodges, 2003. This exercise based on changing negative thoughts to positive thoughts, and reframing. Collapsing anchors exercise forces the brain to try to experience both programs at once – this creates a totally new program. It lasted for 20 minutes (see Appendix J).

The fourth session was comprised of Present Moment technique that established by Hodges (2003). Initially it has the explanation of "idea of the state" that means experiences gives many different states; confidence, sadness, boredom, and so on. And all we know that states are also processes and they are not stable. This method tries to find right way to reach positive mood states in sports. It lasts for 20 minutes (see Appendix K).

Finally, in the last session researcher set an environment to change motivational climate of the team for that the movie was watched. Motivational movie was *Any Given Sunday*, 1999; and that was directed by Oliver Stone. The findings of Gonzalez et al., 2011 suggest that motivational movies can influence the emotions (confidence, cohesion etc.) of a team. Thus, *Any Given Sunday* whose effect was approved by scientific studies was chosen to show athletes. Movie had been watched in the classroom of the sports saloon and it lasted for 150 minutes.

Practice phase of Self- Confidence was applied within one session. In this phase researcher met the team to review and discuss educational part objects, acquisition part's exercises and athletes' experiences / opinions related with that progress. Some questions of athletes were answered about self-confidence knowledge and processes. Each point about self-confidence was analyzed and it is advised to follow this process in their sport life.

The schematic explanation of developing self-confidence interventions is provided in Figure. 4.

	FIRST WEEK		SECOND WEEK
Monday	(Before training, 20 minutes) Definition of Self-confidence Self-confidence in Sports Self-confidence & Performance Relationship	Monday	Collapsing Anchors Exercise (Sports Mind, Hodges, 2003)
Tuesday	(Before training, 20 minutes) Self-Talk in Sports Self-Talk& Motivation and Sportive performance	Tuesday	Present Moment Technique, (Sports Mind; Hodges, 2003)
Thursday	(After / Before training, 20 minutes) Pep Talk practice (with coach)	Thursday	Motivational movie demonstration Any Given Sunday, (1999) (Gonzalez et al., 2011)
Friday	(After / Before training, 20 minutes) Self Talk practice (Biçer, 1998)	Friday	Review of Practices (30 minutes)
Match Day		Match Day	

Figure 4. The Micro Schedule procedure of developing Self-Confidence

3.2.3.3. Anxiety

Educational phase of anxiety was performed on the first two days of the third week of PST program. Each educational session lasted twenty minutes. In the first education session, basketball players were informed about what anxiety is, types and reasons of anxiety, controlling anxiety in sports, and anxiety & performance relationship subjects. In the second education session, definition of

imagery in sports, and concentration & attention in sports were emphasized. The materials that were used for the educational phase is provided (see Appendix L).
In the acquisition phase, five different anxiety control techniques were performed in five different sessions. These technique are Relaxation Response technique, Autogenic training, Imagery training, Progressive Relaxation technique, and Attentional Focus training. In the current study these techniques were selected based on the anxiety literature (Weinberg & Gould, 2007). The anxiety literature suggested that using of relaxation strategies (Neil, Mellalieu & Hanton, 2006) and imagery technique (Jones et al., 2002), and attention exercises help to reduce anxiety of athletes (Zinnser, Binker & Williams, 2001). Consequently, those five techniques that are advised by Weinberg and Gould, 2007 as techniques for decreasing anxiety were used in the current study's PST program.

Relaxation response technique was used in the first session of acquisition phase. This technique helps one to learn, one teach a state of deep relaxation, it facilitates concentration by disciplining the mind. It has critical point that athletes not worry about how well they are performing the technique because this disrupts effectiveness of it (Weinberg & Gould, 2007). Weinberg & Gould's protocol was used that is really simple and applicable exercise. It has six different steps. The Important point is that participants should sit quietly in a comfortable position and they should close their eyes and practice breathing exercises. It lasted 20 minutes (see Appendix M).

In the second acquisition session, Autogenic training (AT) was used as a technique for teaching control of anxiety. AT is a technique that teaches the body to respond to verbal commands. These commands "tell" body to relax and control breathing, blood pressure, heartbeat, and body temperature. The goal of AT is to achieve deep relaxation and reduce stress. AT consists of six standard

exercises that make the body feel warm, heavy, and relaxed. For each exercise, person gets into a simple posture (sitting in a comfortable chair or reclining), concentrate without any goal, and then use visual imagination and verbal cues to relax body in some specific way (Schultz and Luthe, 1969). It lasted 30 minutes (see Appendix N).

Thirdly imagery training method was used to enhance athletes' self confidence levels. Imagery exercise led to lower anxiety and higher confidence (Jones, et al, 2002). While practicing imagery training method Williams 1998 scripts' procedure was followed. This method was practiced by the researcher. Silent environment was established to reach maximum benefit. This method consists of deep breath, and relaxed body. It approximately takes 15 -20 minutes. (see Appendix O).

Another technique that was used to decrease anxiety was Progressive muscle relaxation technique. It is a common method in sport psychology literature (Navaneethan & Rajan, 2010; Vancampfort et al., 2011). Modern progressive relaxation techniques are variations from Jacobson (1938). This type of interventions requires that subjects lie on their backs with their arms to the side. Occasionally a comfortable chair and a sitting posture were requested from athletes. The main idea of any progressive relaxation program is to relax entire body in a matter of minutes. It approximately takes 15 -20 minutes (see Appendix P).

Last method to decrease anxiety was attentional focus training. A high level of performance in any human activity requires a certain amount of attention. The importance of attention control within psychological skill training programs (Zinnser, Binker & Williams, 1998; Nideffer & Sagal, 2006) directed us to use at least one attentional focus training exercise. After that attentional focus training

that is established by Cox, 1998 had been practiced. It took approximately 15 minutes (see Appendix Q).

Practice phase of Anxiety was applied within one session. In this phase researcher met the team to review and discussed educational part objects, acquisition part's exercises and athletes' experiences / opinions related with that progress. Some questions of athletes were answered about self-confidence knowledge and processes. Each point about anxiety was analyzed and it is advised to follow this process in their sport life.

The schematic explanation of developing trait anxiety interventions is provided in Figure. 5.

	FIRST WEEK		SECOND WEEK
Monday	(Before training, 20 minutes) Definition of Anxiety Types & Reasons of Anxiety Controlling Anxiety in Sports Anxiety & Performance Relationship	Monday	Before training, 15 minutes Imagery Training, (Williams, 1998)
Tuesday	(Before training, 20 minutes) Imagery in Sports Concentration & Attention in Sports	Tuesday	Before training, 15 minutes Progressive Relaxation Technique, (Hodges, 2003)
Thursday	(Before training, 15 minutes) Relaxation Response Technique (Williams, 1998)	Thursday	Before training, 15 minutes Attentional Focus Training, Cox, 1998)
Friday	(Before training, 30 minutes) Autogenic Training (Ostrander, & Schroeder, (1979).	Friday	Review of Practices (30 minutes)
Match Day		Match Day	

Figure 5. The Micro Schedule procedure of decreasing Anxiety

3.2.4. Procedure

Prior to beginning the PST program, written approval was obtained from the Associate Athletic Director of Sport Club. Permission was also obtained from Institutional Review Board of the Middle East Technical University to conduct the study.

After explaining the purpose of the study and telling participants they could withdraw at any time, they signed an informed consent form. A demographic information sheet and Group Environment Questionnaire (Carron et al., 1985) Trait Sport-Confidence Inventory (TSCI) (Vealey, 1986) and State-Trait Anxiety

Inventory (STAI) (Spielberger, 1970) were administered to the athletes at a team meeting prior to the beginning of the second half season in order to obtain baseline data.

The questionnaires were administered in a different order each time to diminish order effects (Huck, 2004). Each participant's pre- program measures served as his own baseline data for subsequent comparisons (Christensen, 2001). The underlying assumption was that the pre-program responses would continue to be stable if no treatment were implemented. Validation of this assumption required that the PST program be provided to half of the athletes and not to the others (control group). Therefore, each participant of experimental group in the current study received the same psychological skills training program. While this may have compromised internal validity, it is possible that it enhanced the ecological (external) validity of the study (Thelwell & Greenlees, 2001).

Group Environment Questionnaire (Carron et al., 1985) Trait Sport-Confidence Inventory (TSCI) (Vealey, 1986) and State-Trait Anxiety Inventory (STAI) (Spielberger, 1970) questionnaires were also administered to all participants as a post test after intervention season in order to assess changes in the various measures.

At the end of 6 week intervention, three follow up tests were applied to athletes within three different time periods. The first follow up test was performed 2 weeks after the end of the intervention; it was decided to perform this test 2 weeks later because the necessary time period for all the processes and applications of one skill (team cohesion, self-confidence and anxiety) was 2 weeks. Since 6 weeks was equal to all intervention program time period which was needed for processes and applications of all the skills, The Second follow up test was practiced 6 weeks later. Moreover, the last follow up test was

performed 20 weeks later because it was aimed to see the long term effects of applied psychological skill training on learning and retention level of athletes.

3.2.5. Data Analysis

Descriptive statistics (means and standard deviations) for demographic information and scale scores were calculated. In order to analyze possible changes in the measures for team cohesion skill from pre-season to postseason and follow up tests, a mixed design multivariate analysis of variance (MANOVA) was utilized. In order to analyze possible changes in the measures for self confidence and anxiety skills from pre-season to postseason and follow up tests, a mixed design analysis of variance (ANOVA) was utilized (Thomas & Nelson, 2001).

Before applying MANOVA & ANOVA four assumptions of those were checked (independent observation (Wilks Lambda), multivariate normality, homogeneity of population (Box M test) and interval/ratio scale on DVs (Levene's test). Within-Subjects analysis was used to assess the effect of time on experimental and control group. Pairwise comparison was conducted for the further analysis to the within-subjects effects. Between-Subjects analysis was used to measure effect of group between experimental and control group. Follow-up Tukey post-hoc was used when needed. Significant level was determined as $p < .05$.

3.3. Qualitative Methodology

As mentioned before the aim of qualitative data was to support validation of PST program with the opinions of athletes and coach. After administration of the questionnaires and analysis of quantitative findings, follow-up individual interviews were conducted on a six participant athlete and the coach of the

team. These participants were selected out of 19 athletes. Participants for individual interviews were selected purposively among whole experimental group. The coach of the team and all the six athletes in the experimental group attended the interview held after the third follow up test (24 weeks after finishing day of intervention). Each interview was face to face, according to qualifications of one on one interview approach. This approach is a data collection process in which the researcher asks questions to and record answers from only one participant in the study at a time. One focus of interview was to find out the most useful skill within implemented PST program, and effects of each skill on sport and real life situations according to athletes. Another focus of interview was to understand if the coach perceive any positive effects of PST on individual and team level and whether the coach think of having PST in the future or not. Each interview lasted between 25 to 40 minutes. All the interviews were audio-recorded using a digital voice recorder and transcribed verbatim by the researcher for later analysis.

For qualitative analysis, all interviews with athletes and coach were analyzed using the constant comparison approach (Glaser & Strauss, 1967). Firstly, audio-recorded interviews were transcribed and open coding was used to analyze the data divided into segments and then they were scrutinized for commonalities that could reflect codes. Secondly, axial coding grouped the codes therefore connections are made amongst the categories and the subcategories. In this way, similar comments were grouped together to form categories related to the research questions. Finally, selective coding was used to develop the themes which systematically relating it to the other categories.

Interview questions were presented at Appendix M. Obtained data were presented in a result part of current study.

In summary, the assessments selected for current study included a pre-assessment analysis, questionnaires to assess the level of team cohesion, self-confidence and anxiety scores. The researcher conducted all of the assessments. Specifically, the pre-test was the first phase of the study involved verifying averages and convincing assigning teams recruited from league into control or experimental groups. The psychological skills training program was introduced during the second phase and lasted six weeks. The third phase was the post-test. In fourth phase of the current study, the questionnaires used in the third phase were used again follow up tests. The fifth phase was the qualitative processes. In last phase all obtained data was evaluated according to proper statistical procedures.

CHAPTER IV

RESULTS

In this section, both quantitative and qualitative results are presented. The topics include: (a) questionnaire descriptive statistics, (b) quantitative results (each research question separately), and (c) qualitative results to support the validity of PST.

4.1. *Descriptive Statistics*

Table 1 represents the means and standard deviations of overall ratings of players in the experimental group on each of the questionnaires for the pre-intervention, post-intervention, first, second and third follows up tests Experimental group's values of team cohesion generally increased till the first follow up and after those values were stable. Self-confidence mean values of experimental group results showed that they reached the highest value at third follow up test. Anxiety scores of experimental group did not show any significant changes from pre-test to third follow up test.

Table 1. Experimental group Pre-Intervention, Post- Intervention, Follow Up tests Questionnaire Descriptive Statistics

		Pretest	Posttest	Flw Up 1	Flw Up 2	Flw Up 3
Mean (SD)			Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Team Cohesion	ATG-T	5.26 (1.88)	6.62 (0.72)	6.63 (0.56)	6.36 (1.04)	6.35 (0.82)
	ATG-S	5.63 (1.97)	7.30 (0.77)	7.12 (0.75)	7.07 (0.44)	6.39 (0.67)
	GI-T	5.36 (1.08)	7.19 (1.03)	7.15 (0.83)	7.10 (0.80)	7.48 (0.90)
	GI-S	5.66 (1.02)	6.08 (1.2)	6.28 (0.95)	6.13 (0.92)	6.22 (0.90)
Self-Confidence		6.07 (1.01)	7.37 (0.44)	7.31 (0.47)	7.21 (0.53)	7.63 (0.59)
Trait Anxiety		1.89 (0.32)	1.92 (0.24)	1.84 (0.38)	1.86 (0.39)	1.85 (0.19)

Note: ATG-T=individual attraction to the group – task; ATG-S= individual attraction to the group – social; GI-T= group integration-task; GI-S= group integration-social

Table 2 contains the means and standard deviations for the pre-intervention, post-intervention, first, second and third follows up tests and overall ratings of players on each of the questionnaires control group completed. Control group's values of team cohesion generally showed slight increase till the first follow up and after that values were stable or decreased. Unexpectedly, self-confidence mean values of control groups showed increase from pre-test to first follow up test and reached the highest point and after that it showed stable situation. Moreover, anxiety level of control group slightly increased from pre-test to third follow up test.

Table 2. Control group Pre-Intervention Post- Intervention Follow Up tests Questionnaire Descriptive Statistics

		Pretest Mean (SD)	Posttest Mean (SD)	Flw Up 1 Mean (SD)	Flw Up 2 Mean (SD)	Flw Up 3 Mean (SD)
Team Cohesion	ATG-T	5.06 (1.29)	5.11 (0.73)	5.10 (0.63)	4.93 (0.84)	4.81 (1.03)
	ATG-S	5.64 (2.05)	5.88 (1.79)	5.92 (1.76)	5.67 (1.51)	5.21 (1.65)
	GI-T	5.38 (1.10)	5.47 (1.77)	5.63 (1.56)	5.41 (1.39)	5.17 (0.90)
	GI-S	5.52 (1.02)	5.76 (0.87)	5.87 (0.91)	5.68 (1.02)	5.33 (0.81)
Self Confidence		6.01 (0.92)	6.53 (1.23)	6.70 (0.92)	6.68 (0.79)	6.28 (0.78)
Trait Anxiety		1.89 (0.01)	1.96 (0.13)	2.04 (0.44)	2.09 (0.23)	2.10 (022)

Note: ATG-T =individual attraction to the group – task; ATF-S= individual attraction to the group – social; GI-T= group integration-task; GI-S= group integration-social

4.2. Effects of Psychological Skill Training on Team Cohesion

A Mixed design Multivariate Analysis of Variance was conducted to test the effects of PST on team cohesion level. The result of the mixed design MANOVA (5 (time; pre- post-test follow up 1 follow up 2 follow up 3) x 2 (group)) for the subscales of Group Environment Questionnaire (ATG-T, ATG-S, GI-T, and GI-S) revealed significant time x group interaction effects; *Wilks' Lambda* =.27. $F_{(16, 19)}$ = 3.25 $p < .05$ (Table 3). MANOVA also revealed significant time; *Wilks' Lambda* =.21. $F_{(16, 19)}$ = 4.40, $p < .05$ (Table 3) and group main effects; *Wilks' Lambda* =.39. $F_{(16, 19)}$ = 11.81, $p < .05$ (Table 3).

Table 3. Mixed design MANOVA results of Team Cohesion

	Value Wilks Lambda	F	Hypo. df	Error df	Sig.	η^2
Time	.212	4.40	16.00	19.00	.001	.79
Group	.396	11.81	4.00	31.00	.001	.60
Time x Group	.268	3.25	16.00	19.00	.008	.73

MANOVA results of time x group interaction, time and group effects were significantly different. After that we used follow-ups to determine which of the variables contributed to the overall difference. Each univariate ANOVA's results were respectively presented below. As *Mauchly's Test of Sphericity* displayed significant results for all four subscales ($p < .05$), *Greenhouse-Geisser* correction was used. Necessary adjustments were performed for Cronbach's alpha levels.

A significant time main effect could be attributed to ATG-T $F_{(2.15, 73.31)} = 5.55$, $p < .05$ $\eta^2 = .084$, ATG-S $F_{(2.44, 83.1)} = 11.16$, $p < .05$ $\eta^2 = .127$, and GI-T $F_{(2.74, 93.18)} = 9.69$, $p < .05$ $\eta^2 = .187$ subscales (Table 4). These results mean that there was a significant difference in the measurement that performed different times.

Table. 4. Univariate results for Time effect results of GEQ subscales

		Type III Sum of Squares	df	Mean Square	F	Sig.	η^2
ATG-T	G.-Gei	11.97	2.15 / 73.31	5.55	3.12	.047	.084
ATG-S	G.-Gei	27.25	2.44 / 83.10	11.16	4.92	.006	.127
GI-T	G.-Gei	26.55	2.74 / 93.18	9.69	7.83	.001	.187
GI-S	G.-Gei	4.71	2.53 / 85.88	1.86	2.30	.093	.063

Note: ATG-T=individual attraction to the group – task; ATG-S= individual attraction to the group – social; GI-T= group integration-task; GI-S= group integration-social, G. Gei= Greenhouse Geisser correction

As shown in Table 5 univariate follow-up analysis revealed significant group differences in ATG-T $F_{(1, 34)} = 41.56$, $p < .05$ $\eta^2 = .55$, ATG-S $F_{(1, 34)} = 8.86$, $p < .05$ $\eta^2 = .21$, and GI-T $F_{(1, 34)} = 23.83$, $p < .05$ $\eta^2 = .41$ subscales (Table 5). These results indicated significant differences in these subscales between experimental and control group favoring experimental group.

Table 5. Univariate results for Group effect results of GEQ subscales

	Sum of Squares	df	Mean Square	F	Sig.	η^2
ATG_T	13.83	1 / 34	13.83	41.56	.001	.55
ATG_S	9.61	1 / 34	9.61	8.86	.005	.21
GI_T	18.77	1 / 34	18.77	23.83	.001	.41
GI_S	1.71	1 / 34	1.71	7.33	.258	.18

Univariate follow up analysis also revealed significant group x time interaction effects for ATG-T, ATG-S, and GI-T subscales (Table 6). These results indicated that the experimental group improved more on these subscales over time than control group.

Table. 6. Univariate results for Time * Group interaction results of GEQ subscales

		Type III Sum of Squares	df	Mean Square	F	Sig.	η^2
ATG-T	G. –Gei	12.13	2.15 / 73.31	5.63	3.15	.045	.085
ATG-S	G. –Gei	12.80	2.44 / 83.10	5.23	2.31	.024	.064
GI-T	G. –Gei	27.32	2.74 / 93.18	9.96	8.05	.001	.191
GI-S	G. -Gei	2.85	2.85 / 85.88	1.13	1.39	.252	.039

Pairwise comparison analysis was performed as follow-up test for both experimental and control groups in three subscales (ATG-T, ATG-S, and GI-T). The result of ATG-T for experimental group showed that there was a significant difference from pre-test (M= 5.26 ± 1.88) to post-test (M= 6.62 ± .68), from pre-test to follow-up 1 (M = 6.63 ± .57), from pre-test to follow-up 2 (M= 6.36 ±

1.05), from pre-test to follow-up 3 (M= 6.36 ± 1.04) ($p < .05$). However, the result of ATG-T for control group did not display a significant difference among 5 measurements (Figure 6).

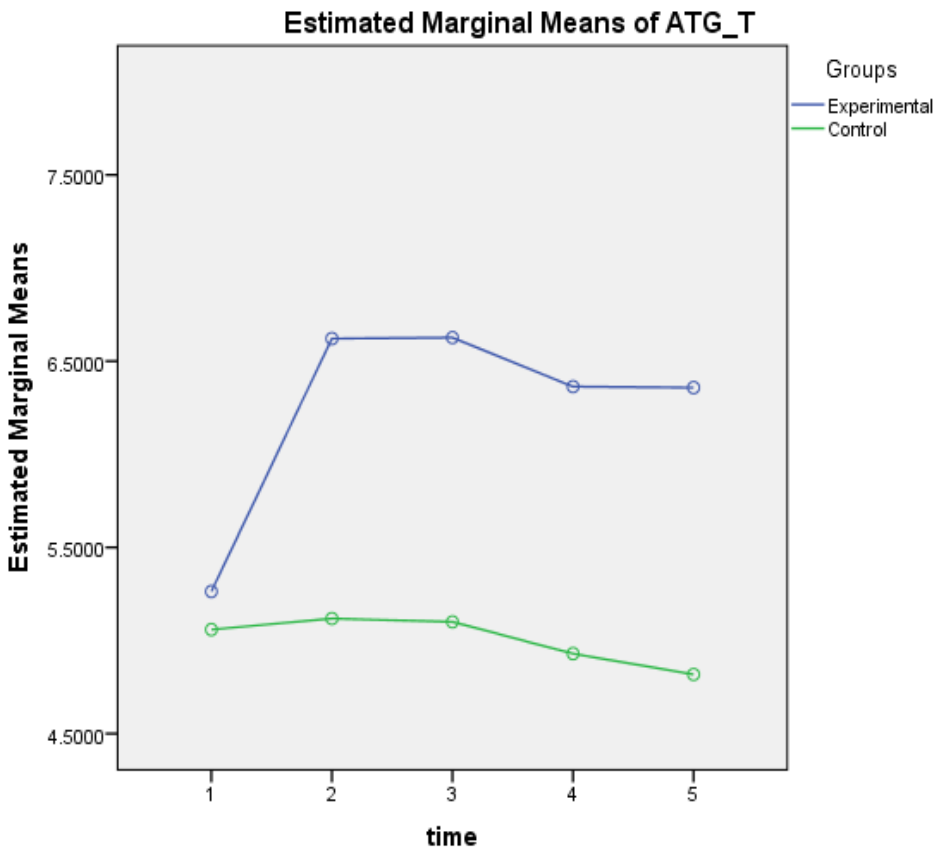

Figure 6. Estimated marginal means of ATG-T between experimental and control group over measurements

Similar to ATG-T, the result of ATG-S for experimental group showed that there was a significant difference from pre-test (M= 5.63 ± 1.98) to post-test (M= 7.30 ± .78) from pre-test to follow-up 1 (M= 7.11 ± .75), from pre-test to follow-up 2 (M= 7.07 ± .45), from pre-test to follow-up 3 (M= 6.40 ± 1.24) ($p < .05$). However, the result of ATG-S for control group did not display a significant difference among 5 measurements (Figure 7).

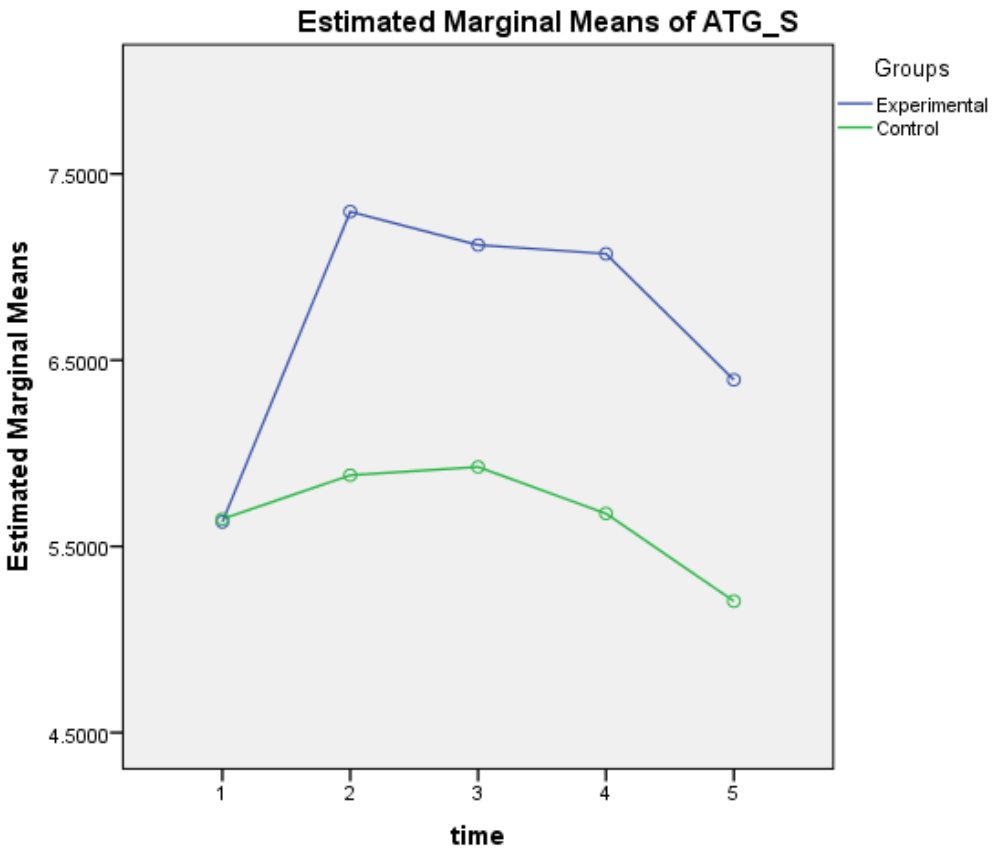

Figure 7. Estimated marginal means of ATG-S between experimental and control group over measurements

The result of GI-T for experimental group showed that there was a significant difference from pre-test (M= 5.363 ± 1.09) to post-test (M= 7.19 ± 1.34), from pre-test to follow-up 1 (M= 7.16 ± .83), from pre-test to follow-up 2 (M= 7.11 ± .81), from pre-test to follow-up 3 (M= 7.48 ± .86) ($p < .05$). However, the result of GI-T for control group did not display a significant difference among 5 measurements (Figure 8).

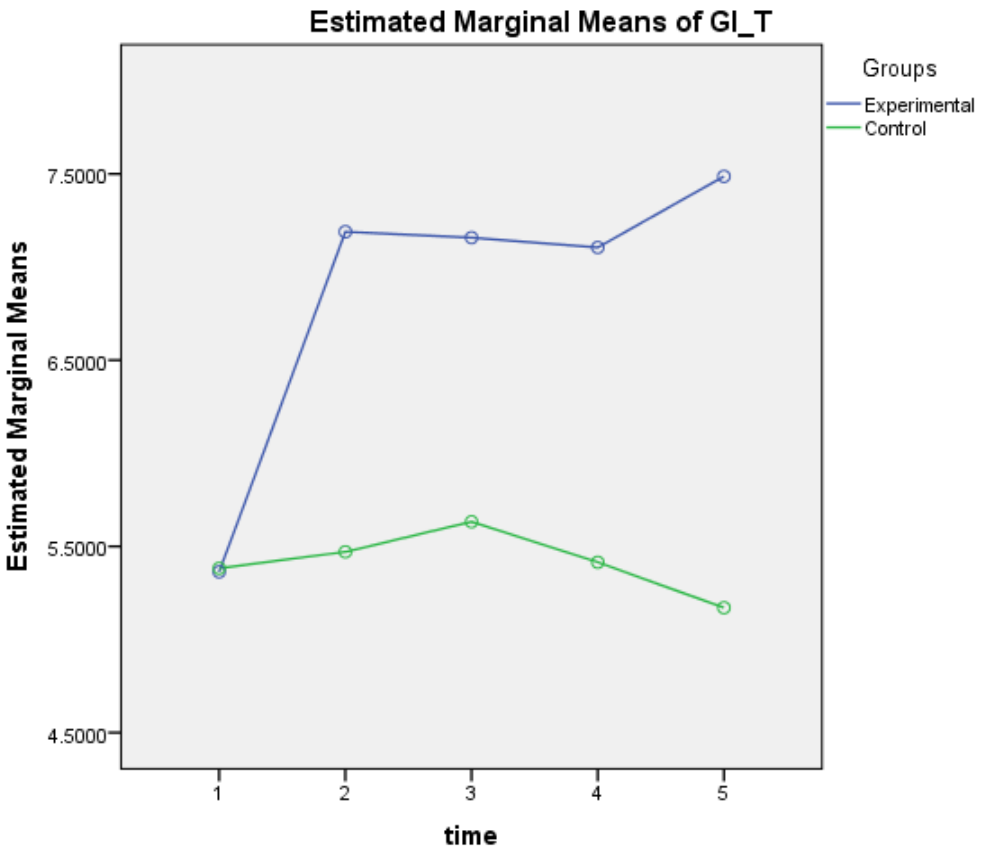

Figure 8. Estimated marginal means of GI-T between experimental and control group over measurements

The result of GI-S for experimental group showed that there was not a significant difference from pre-test (M= 5.66 ± .78) to post-test (M= 6.08 ± .73), from pre-test to follow-up 1 (M= 6.28 ± .67), from pre-test to follow-up 2 (M= 6.13 ± .71), from pre-test to follow-up 3 (M= 6.22 ± .90) ($p > .05$). Moreover, the result of GI-S for control group did not display a significant difference among 5 measurements (Figure 9).

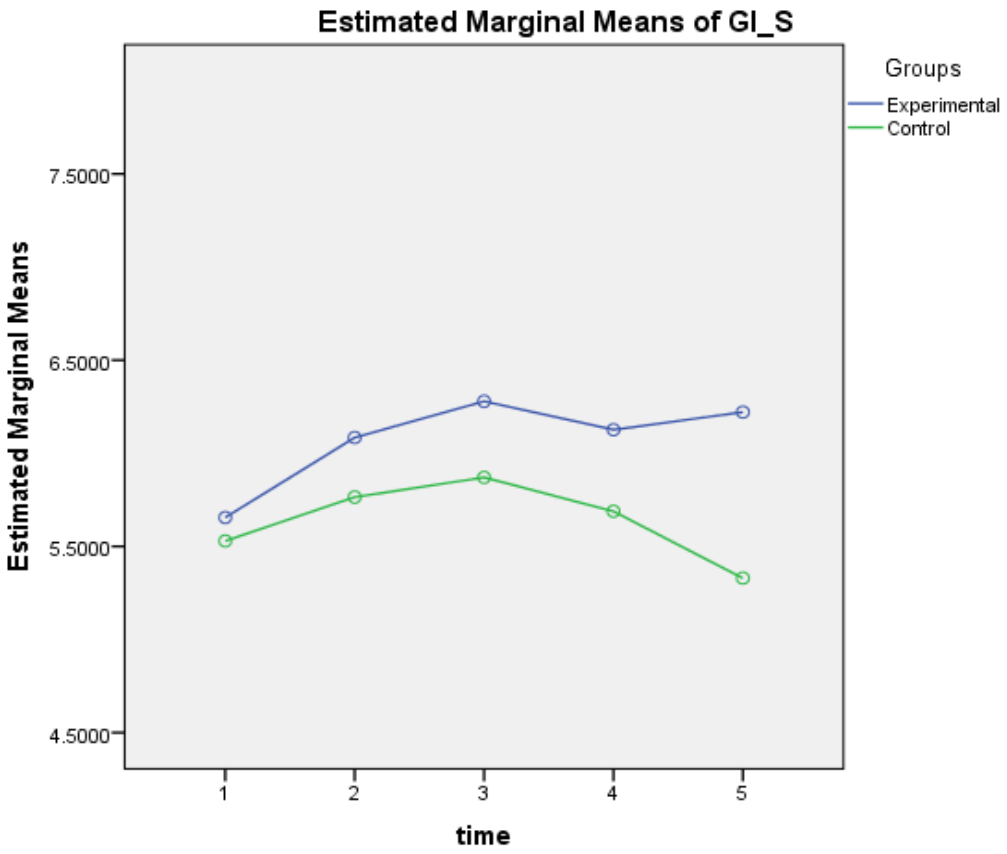

Figure 9. Estimated marginal means of GI-S between experimental and control group over measurements

To deeply understand the reason of the improvement of team cohesion on athletes' qualitative data were collected from athletes and coach of the experimental team. Quantitative data results were supported by qualitative data for the first research question.

Results revealed that "spending time with team members at outside of the trainings and matches" and "helpful practices to know each other better" were two important themes to improve team cohesion. For instance, Athlete A stated:

"My friends and I have started to have conversation and meet each other more outside the matches and trainings. It is so good".

Another athlete stated:

"I got to know some of my friend more closely when we went for a dinner, movie or Astro Turf match. We were able chat and play games with each other regardless of where we were via our Facebook page".

Moreover opinions of the coach of the team supported the improvement of team cohesion. Coach informed that the applications are thought to be helpful in terms of team unity, getting the children closer and making them understand this is a team sport. He stated:

"All the athletes focused on the goal as a result of the speeches given about co-determination of team goals and objectives and fulfilling everyone's own duty in accordance with these goals"

4.3. Effects of Psychological Skill Training on Self-Confidence

A Mixed design Analysis of Variance was conducted to test the effects of PST on self-confidence. Analysis revealed significant group x time interaction and significant time and group main effects.

A time x group interaction was found to be significant, $F_{(2.40, 81.57)} = 4.34$, $p < .05$ $\eta^2 = .11$. Test of time effect was found to be significant, $F_{(2.40, 81.57)} = 13.21$, $p < .05$ $\eta^2 = .28$. Test of group effect was found to be significant, $F_{(1, 34)} = 32.09$, $p < .05$ $\eta^2 = .45$ (Table. 7). Analysis of the time x group interaction results introduced that experimental group obtained positive implications about self-confidence.

Table. 7. Tests of Univariate results of Self-Confidence (SC)

		Sum of Squares	df	Mean Square	F	Sig.	η^2
Time x Group	G. –Gei	8.08	2.40 / 81.57	3.37	4.34	.011	.11
Time	G. –Gei	24.60	2.40 / 81.57	10.26	13.21	.000	. 28
Group	G. -Gei	32.09	1 / 34	8.35	32.09	.000	.45

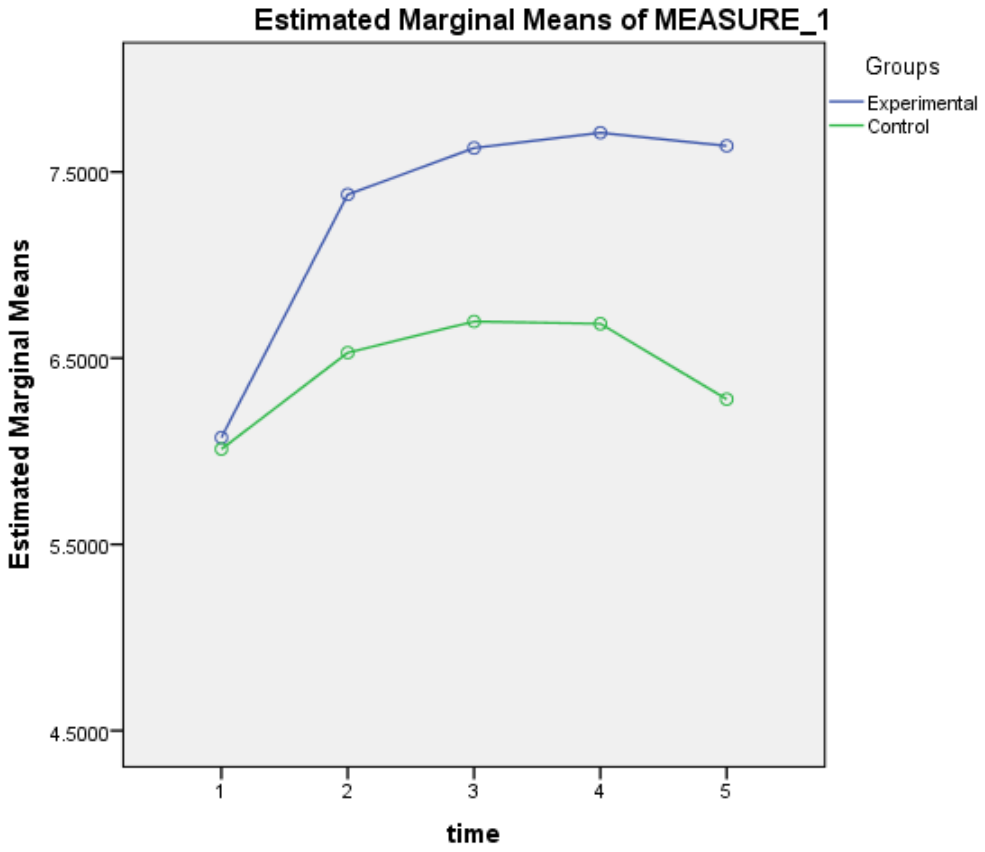

Figure 10. Estimated marginal means of SC between experimental and control group over measurements

Pairwise comparison analysis was performed as follow-up test for both experimental and control groups. The result of SC for experimental group

showed that there was a significant difference from pre-test (M= 6.07 ± 1.01) to post-test (M= 7.38 ± .45), from pre-test to follow-up 1 (M= 7.63 ± .39), from pre-test to follow-up 2 (M= 7.71 ± .26), from pre-test to follow-up 3 (M= 7.64 ± .59) ($p < .05$). However, the result of SC for control group did not display a significant difference among 5 measurements (Figure 10).

Qualitative results of self-confidence question revealed that perceptions of athletes and coach affected positively. Results of the qualitative question supported the results of quantitative data. Results highlighted that “dealing with problematic situations” and “using taught strategies (imagery – self-talk) in all possible field” were the important themes about improving self-confidence. Athlete A stated:

> *"when I couldn’t shoot a basket and I used to get really upset and angry. I’ve learned How badly this was affecting me, and what to do against it. I understood that I have to think positive even if I make a mistake.”*

Athlete B stated:

> *"before the match, I was not concentrating too much, but after working on this issue I began to use imagery technique. I started talking to myself to concentrate. I started to ask everything to our coach and I started to feel more comfortable.”*

Additionally, coach of the team observed -the athletes themselves after seeing their confidence and how successful they are in the field-, a slow but balanced development. He stated:

> *"It would not be correct to say that children showed a rapid development in terms of children's self confidence in the short term regarding the training program. It is a certain fact that there is progress" and" I believe it is inevitable to have a positive improvement especially for this age group if the exercises are repeated on a regular basis.*

4.4. Effect of Psychological Skill Training on Anxiety

A Mixed design Analysis of Variance was conducted to test the effects of PST on anxiety level. Test of time x group interaction did not found to be significant, $F_{(2.83,\ 96.24)} = .80$, $p > .05$ $\eta^2 = .023$. Test of time effect did not found to be significant, $F_{(2.83,\ 96.24)} = .63$, $p > .05$ $\eta^2 = .018$. Test of group effect did not found to be significant, $F_{(1,\ 34)} = .92$, $p > .05$ $\eta^2 = .191$ (Table. 8).

Table. 8. Tests of Univariate results of Anxiety

		Sum of Squares	df	Mean Square	F	Sig.	η^2
Time * Gr.	G. –Gei	.23	2.83 / 96.24	.080	.80	.491	.023
Time	G. –Gei	.18	2.83 / 96.24	.064	.63	.587	.018
Group	G. -Gei	.92	1 / 34	.92	8.04	.258	.191

Pairwise comparison analysis was performed as follow-up test for both experimental and control groups related with anxiety. The result of Anxiety for experimental group showed that there was not a significant difference from pre-test (M= 1.89 ± .32) to post-test (M= 1.93 ± .23), from pre-test to follow-up 1 (M= 1.84 ± .39), from pre-test to follow-up 2 (M= 1.86 ± .39), from pre-test to follow-up 3 (M= 1.96 ± .19) (p > .05). Moreover, the result of Anxiety for control group did not display a significant difference among 5 measurements (Figure 11).

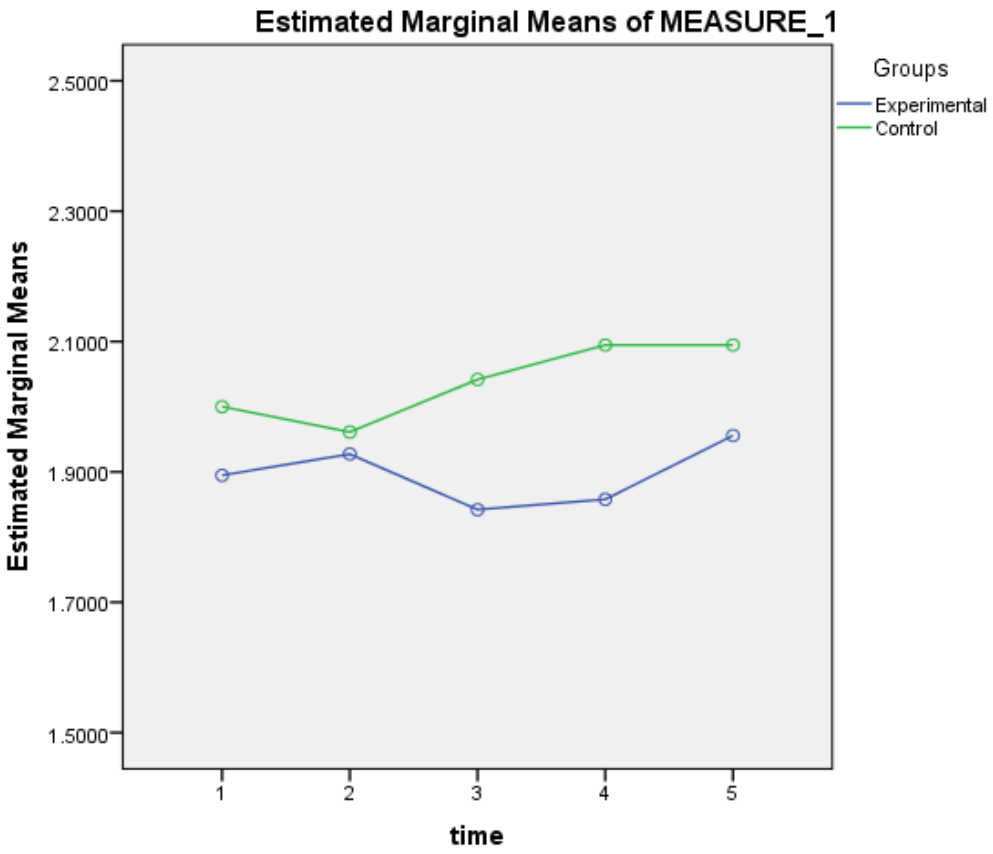

Figure 11. Estimated marginal means of anxiety between experimental and control group over measurements

The results of the qualitative question related with anxiety supported the results of quantitative data. The opinions of the athletes and coach focused on two themes include "learning how to handle mistakes and problematic issues" and "having suspensions about coach's expectations from them and the way he expresses his expectations". Related with it Athlete A stated:

> *"Since I am too ambitious, I used to feel the anxiety at first because I was fouling more than necessary in the field. As our coach always says to me that I want to achieve something so much which causes ambition and this is the reason why I foul. Now, I feel that the more I become aware of where and when to shoot, the less ambition and anxiety I have. Before the Match, while I am thinking of shooting, scoring and doing best*

defense, concern automatically occurs. But now I ease my anxiety by using the exercises we've learned."

Athlete B stated:

"I started to give it a try, I think I'm successful, but I can't just still do what I want about shooting. In fact, right after the match my anxiety level decreases but the coach says something to us and he sometimes doesn't say it politely, he yells at us about our mistakes so this situation increases my anxiety again"

About anxiety interventions the coach of the team believed that strengthened the communication between athletes and coaches and helped the athletes to have faith in coach's intention fully. In addition, rather than failing, the anxiety term tend to mean not doing the right thing at the right time and that is why positively affected athlete is focused on playing the right basketball. Furthermore he stated:

"The athlete's anxiety level starts to decrease because if he does the right movement at the right time although he fails in a matter of an instant movement (for example, not being able to shoot an easy basket), he learns how to do it."

CHAPTER 5

DISCUSSION

The purpose of this study was to examine the impact of a 6 weeks psychological skill training (PST) intervention that was based on cognitive-behavioral model on the team cohesion, self-confidence, and anxiety of young basketball players.

This section is organized with regard to hypothesis of the current study and the results were discussed in line with the current literature. A general discussion and the limitations are also presented at the end of this chapter.

5.1. Effects of Psychological Skill Training on Team Cohesion

The findings of the current study indicated that athletes in experimental group significantly increased perceptions of cohesion over the intervention time period more than control group. In other words, basketball players who took part in the Psychological Skill Training had a significant increase in their perceptions of team cohesion in general from pre-test to post test. The study also indicated that the increase in the perception of team cohesion was maintaining over three follow-up tests.

In particular, results indicated significant improvement in three subscales of team cohesion which is ATG-T, ATG-S, and GI-T. The improvement of ATG-T scale showed that implied PST program significantly enhanced athletes' individual perceptions about having an enough motivation to be a part of team and team's tasks and shared belief to success.

The improvement of ATG-S scale showed that there was a significant improvement on athletes' individual perceptions about having a good social interaction.

The improvement of GI-T scale showed that practiced strategies related with team cohesion have significantly enhanced athletes' individual perceptions about having a support from other team members. These results could be attributed by some reasons include; setting team goals with the participation of all athletes, type of implied PST program which was based upon the tasks of every athletes in field, and organizing and practicising some outside activities apart from sport settings.

In consistent with the hypothesis of this study, the improvement in GI-S subscale was not significant. This means that goal setting and communication interventions did not affect the experimental groups' perceptions about being a social unit as a team.

Unexpected result of the current study with regard to the GI-S finding could be explained by the nature of the intervention where the main aim was not to enhance the group as a social unit but rather to enhance the group's coherence on task related issues. Yukelson (2001, p: 138) talks about "mutual sharing" in team cohesion interventions where mutual sharing for participants means the opportunity to reciprocally share thoughts, feelings and ideas about particular issues or topics those that are not directly related to task. As the intervention in team cohesion was task related and not 'social unit' related coupled with the limitation in total time of the intervention might led to the partial support to the finding of the study for GI-S sub-dimension.

The results of the current study with regard to the significant increase in team cohesion have been indicated by various researches. Consistent with our hypothesis Senecal, Loughead, & Bloom's (2008) study indicated that a season long PST program significantly increased experimental groups' team cohesion through the use of and the realization of the importance of setting common goals. These results could be explained by having an enough duration time of PST program and setting common goals enhanced the team cohesion level by putting all athletes in same ways (goals) to reach. Cogan & Petrie (1995) they found that there was a significant improvement on perceptions of team cohesion of athletes in their study. That result could be attributed to duration of the study which was a season long like Senecal et al., (2008) study.

The results of the current study are also consistent with Stevens & Bloom (2003) study that argued that practiced team cohesion interventions through the PST program increased the perceptions of team cohesion. They attributed their results to players' better awareness about importance of social interaction, role behavior, coach-athlete communication and team leadership. In addition, Burton's (1989) a season-long PST program indicated that goal setting interventions have impact on team cohesion. Results of Burton' (1989) study could be attributed in line with our findings by athletes' realization of the importance of shared cognition and increase in the athletes' satisfaction levels by goal setting intervention in PST program.

Brawley, Carron and Widmeyer (1993) study indicated that members of teams view various aspects of group endeavor in consistent, patterned ways and perceptions of group cohesion were improved. These results could explained by acting together as in the case of participating as a team in setting team goals.

Kingston and Hardy (1997) performed a research and findings of the study provide further evidence for the positive impact of process goals in cohesion levels of players and performance of players. In line with our hypothesis through and after the implementation process of PST emphasized the awareness of shared cognition and setting common goals for enhancement of team cohesion. Shared cognition and setting common goals are the supportive features for mutual understanding which is a crucial thing to enhance team cohesion of athletes or teams.

The results of the current study are also consistent with Voight & Callaghan (2001) study that practiced team cohesion interventions through the PST program enhanced the perceptions of team cohesion. Consistent with our hypothesis findings could be explained by withitness of players about the importance related to social interaction, and team unity.

Basketball is commonly used in sport psychology literature related with psychological skills and personal or performance excellence relationship. In the study that included working with young Latvian basketball players indicated that the improvement of the players' team cohesion structure was characterized by increase perceptions of components of team cohesion include; feeling secure, willingness to change and having a greater confidence (Vazne, 2008).

Carron et al., (2002) in their study found that a significant improvement in perception of team cohesion. Same results with current study could be attributed by affects of the implied PST program enhanced realization of the importance of shared cognition (perception) and shared responsibilities.

The results of the some studies with regard to the non-significant increase in team cohesion have been indicated by various researches. In Bloom & Stevens

(2002) study highlighted that PST program did not changed level of perceptions of team cohesion. Since, through the PST program the players did not realized the importance of powerful interactions and shares responsibilities. This result could be explained by the athletes' low level effort to get more responsibility and when they did not realize the importance of open communication within the team, cohesion level could not change positively.

Similar findings with Bloom & Stevens' study, Prapavessis and Carron's (1996) study introduced that particularly, athletes did perceived lower levels of cohesion reported a state of more cognitive anxiety. This reason could be attributed to the few sessions of team building interventions those used in the PST program to develop team cohesion levels.

Hypothesis 2: Effects of Psychological Skill Training on Self Confidence

The findings of the current study indicated that athletes in experimental group significantly increased perceptions of their self-confidence level over the intervention time period. The level of confidence of control group remained stable. Follow up tests results showed that experimental group had a significant increase in perceptions of self-confidence from pre-test to post-test. The study also indicated that the increase in the perception of self-confidence was maintaining over three follow-up tests.

The positive change of self-confidence showed that implied psychological strategies to develop self-confidence significantly enhanced athletes' perceptions and feelings about living in a more secure sportive environment, being more encouraged to behave according to basketball principles, having a better ability on performing motor skills, and having a better ability to deal with stressful sportive situations. These results could be attributed by some reasons include;

creating enthusiastic sportive environment with the help and support of all athletes, developing perceptions of athletes about inspiration for success, trying to establish more positive manners in a team, and directing the athletes to have better level attentional focus within all sport settings.

The results of the current study with regard to the significant increase in self-confidence have been indicated by various researches. Cohn et al. (1990) showed that cognitive behavioral interventions (directing attentional focus) improved self-confidence. Same findings of the Cohn's et al., (1990) study with current study could be explained by better perception and practice about ability related with directing attentional focus.

Morgan (2006) study indicated that a season-long mental skills training (MST) program increased all volleyball players' confidence levels. Using similar education phases and strategies, having a better winning percentage could be associated with increased self-confidence levels of athletes. By using same sport and same duration of PST program Gipson, McKenzie & Lowe (1989) have been reported same results with Morgan's (2006). Consistent with our hypothesis the results of the studies could be explained by having a more positive manner, better ability to focus attention.

Zinnser, Bunker & Williams (1998) highlighted that cognitive-behavioral strategies are helpful objects to develop any psychological skills of athletes. In their study they introduced that self-talk strategy significantly developed self-confidence levels of athletes. In line with our hypothesis the results of the study attributed by the cognitive control of emotions.

Daw and Burton (1994) who examined the impact of a comprehensive psychological skills training found an increase in self-confidence for tennis

players who received a PST program compared to tennis players who did not receive the program. Similar findings with current study results could be attributed by trying to have healthier emotions, and having a more positive manner. Similar results have been reported by Garza & Feltz (1998). In their study they also highlighted the emphasis of healthier emotions and better control of those emotions.

Savoy and Beitel (1997) performed a study to prove effectiveness of six weeks PST program on self-confidence levels of athletes and its findings showed that only basketball players in an experimental group PST program increased their perceptions about self-confidence. Same findings of the Savoy & Beitel (1997) study with current study could be explained by trying to convert negative thoughts to positive ones, and having a better ability to control focus of attention.

Consistent with our hypothesis, Hanton and Jones (1999) study's results approved that appropriate strategies to enhance self-confidence levels of athletes are recommended if those strategies' contents are associated with success and competence. These results could be attributed by having a theme, eliminating of distractions and having a better ability to convert negative thoughts to positive ones. Results of Gonzalez et al., (2011) study could be attributed in line with our findings by athletes' realization of the importance of having a theme, eliminating of distractions by pep-talk intervention in PST program.

Landin & Hebert (1999) in their study reported increased self-confidence after the PST program that has cognitive behavioral intervention (self-talk). Similar results of their study with current study could be attributed by effects of self-talk on directing attentional focus and prompt movement patterns by breaking bad

habit by deciding on the best self-instructional cues to make new response automatic. Additionally, consistent with our hypothesis, Johnson, Hrycaiko, Johnson, & Hallas, (2004) aimed to find effectiveness of PST program on self-confidence levels of athletes and its findings showed that participants' self-confidence levels were increased by thinking simplistically about any movement necessary perform the sports drills and directing their thoughts more positively and attention. Supportively, Perkos, Theodorakis, & Chroni (2002) found that cognitive strategies (self-talk – positive thinking etc.) within PST programs are beneficial to develop perceptions of some psychological skills of athletes such as self-confidence. In line with our hypothesis the implementation of strategies emphasized that positive self-talk or positive thinking assist athletes in staying appropriately focused in the present, not dwelling on past events and mistakes. These findings could be explained by athletes' better ability to control their inner dialogue.

Similar results have been reported by Hatzigeorgiadis, Theodorakis, and Zourbanos (2004). In their study they highlighted the importance of psychological strategies to enhance self-confidence levels and performance levels of athletes. Results showed that self-confidence levels and performance of athletes were improved. Those results could be explained by reduction of interfering thoughts of athletes.

Edwards & Steyn (2008) they performed a study on same age group of current study and same duration of PST program with current study, its findings revealed that implied PST program on athletes increased perceptions of self-confidence of athletes. Results of Edwards & Steyn (2008) study could be attributed in line with our findings by creating more enthusiastic environment, eliminating of distracting. Also, Gucciardi, Gordon & Dimmock (2009) performed a 6 weeks PST program (same with current study) and found a significant positive effect on self-

confidence levels of football players. They attributed their results to better sportive environments to success and better ability of eliminating negative thinks.

The results of the some studies with regard to the non-significant increase in self-confidence have been indicated by various researches. In Yan Lan & Gill (1984) study highlighted that psychological practice did not changed level of perceptions of self-confidence. Since, through the psychological practice the players did not realize the importance of directing their attention properly. This result could be explained by the athletes' low level effort to differentiate easy and difficult tasks in their sports.

Hypothesis 3: Effects of Psychological Skill Training on Anxiety

The findings of the current study indicated that athletes in experimental group did not significantly decrease perceptions of their anxiety level over the intervention time period. The level of confidence of control group remained stable. Follow up tests results showed that experimental group did not have significantly decrease in perceptions of anxiety from pre-test to post-test. The study also indicated that there was not decrease in the perception of anxiety was maintaining over three follow-up tests.

Current study implications did not decrease anxiety levels significantly. The reasons for this unexpected result may vary. Cox (1998), informed that PST programs should last at least for three months to change some traits and psychological skills of athletes. Six weeks duration time of the current study could not be enough to decrease anxiety levels. Age of athletes can be another reason for not reaching significant differences because McCarthy (2010) defined that athlete in 13 – 16 age years old is in specializing years and in this term

anxiety levels are in a high level. Having enough time to introduce the technique and take the athletes through it in a systematic manner and replying it regularly are essential for the success of relaxation methods in helping children to decrease anxiety (Weiss, 1991). Anxiety part of the current study PST program was only two weeks and that part has three different relaxation techniques and additionally a mental imagery program. This intensive program can be a reason for not finding significant difference in the current study. Additionally, it is generally agreed that the best time to initiate a PST program is the off season or pre-season. In these time periods athletes have more time to learn and practice new skills, and also they do not have winning pressure. However, just like in the current study, coaches and athletes often want to start a PST program in the middle of the season because of some precipitating situations, such as unexpected league rank, enharmonically team – coach relationship, practice time limitation etc. In these types of cases coaches and athletes need quick solutions and they think PST will be the key for the success (Weinberg & Gould, 2007). This issue could be another reason for not reaching significant differences on anxiety.

However, descriptive results (mean averages) indicated that athletes' anxiety levels decreased. Even though there are reasons to view the positive results with caution, there are also reasons to be optimistic about the findings. In a qualitative part of the current study about some of the participants reported that the PST program was beneficial for their sport training, reduced anxiety levels, attenuated debilitative interpretations, and boosted personal coping resources.

The results of the current study with regard to the non-significant decrease in anxiety have been indicated by various researches. Jones & Hanton (1996) and Hanton & Jones (1999) showed that constant cognitive practices did not change anxiety levels of athletes. Same findings of those studies with current study could

be explained by durations of the practices and not having ability about modifying perceptions of athletes.

Cogan & Petrie (1995) performed a season long PST program to change some psychological skills of selected athletes. There was no between-team differences emerged at any time during the year. Although this finding indicates the ineffectiveness of the anxiety program, like current study results they introduced the reduction of anxiety within the intervention team from the preseason to postseason. Supportively, Morgan (2006) in her study worked on the impact of a season-long PST program informed by cognitive-behavioral methods on the anxiety and the overall results of the study revealed no changes in anxiety levels of athletes over the season. Those results could be attributed by not having affective way to attenuate interpretations about anxiety.

Moreover; Hamstra et al., (2004) implied a PST program interventions to have significant changes on some psychological skills. Although they found reduction in anxiety levels of athletes they summarized the findings of the study as that was not expected significant results because athletes did not reach the needed level of having relaxed state of mind and body.

Crocker, Alderman and Smith, (1989) could not find significant decrease in anxiety levels of athletes. After the implementation of mental skills program on under 19 years old athletes, findings of the study showed that there were no interpretable differences between groups' anxiety levels. In line with our hypothesis the results could be explained by the time between assessments may not have been long enough to allow subjects to perceive any changes in their trait anxiety. Moreover, Navaneethan & Rajan (2010) implied their study to investigate the effect of psychological skill training techniques such as progressive muscle relaxation on anxiety. The results of that studies revealed

that there was no significant difference in levels of anxiety among the male inter-collegiate volleyball players. The affect-reducing strategies of relaxation techniques may not be appropriate, especially during the limited time available during an intervention program.

The results of the some studies with regard to the significant decrease in anxiety have been indicated by various researches. Poland (2007) performed a project by the implementation of a psychological skills training program to female high school basketball athletes. Following the completion of the PST, the anxiety levels of athletes were lowered. Findings of the study could be explained by having a relaxed body and mind.

Wadey & Hanton (2008) in their study investigated the relationship between psychological skills (imagery & relaxation) and the anxiety. Results revealed that the athletes maintained their anxiety response prior to competition and could deploy imagery, or relaxation to enable facilitative interpretations of anxiety-related symptoms. The underlying mechanisms perceived to be responsible for these effects included perceived effort for imagery and motivation, and attentional focus the anxiety response.

Shaffer & Wiese- Bjornstal, (1999) and Romero and Silvestri (1990) have been reported same results in their studies those aimed to approve effectiveness of cognitive psychological strategies on anxiety levels of athletes. Results of the studies could be attributed to strategies may modify perceptions of anxiety and those help the athletes achieve a relaxed state of mind.

A research conducted with psychological skill training includes relaxation, imagery, and cognitive restructuring to decrease level of anxiety of athletes. The authors concluded that the interventions reduced anxiety levels results of the

study associated with improving self-esteem levels of athletes affected levels of anxiety (Meyers, Schleser, & Okwumabua, 1982).

Later research continued to demonstrate the efficiency of cognitive-behavioral interventions in decreasing anxiety. The treatment group showed decreases in anxiety. The findings of the study could be explained by athletes' better ability to calm their mind and body by implying relaxation techniques (Holm, Beckwith, Ehde, & Tinius, 1996).

To prevent unjustified extrapolation of the results of current study, several limitations warrant discussion. The sample used in the current study was limited to young athletes in the specializing years of sport participation. In addition, the sample came from same category basketball league from the same region in Ankara, Turkey. Certain aspects of the training procedures used for the current study also had limitations, especially duration of the PST program (6 weeks) and implication of the PST program (mid season). These issues may limit the generalizability of these results.

CHAPTER 6

GENERAL CONCLUSION & RECOMMENDATIONS

Based on the findings of the study, the following conclusions are presented. First, implementing a 6 weeks PST program with an intact basketball team made significant differences on experimental group athletes' team cohesion and self-confidence levels. There was not a meaningful difference about control group athletes' team cohesion and self-confidence levels. Second, implementing a 6 weeks PST program with an intact basketball team did not make significant differences on experimental & control group athletes' anxiety levels. Third, there were meaningful differences between experimental and control group athletes on implied psychological skills all over time of study.

This study was advocated the assumption a psychological skills training program is more effective than individual interventions. The psychological skills training taught in current study comprised of team cohesion, self-confidence and anxiety. A recommendation for future research might be assess of each individual psychological skill to determine how frequently it is used. Furthermore, to develop multidimensional and affective PST programs future research should also give importance to opinions and needs of coach & athletes.

The qualitative aspect of this study added considerable depth to understanding how different athletes experience selected psychological skills. One of the strength point of the study was its applicability to other areas of the athletes' lives. As can be understood from their subjective evaluations, athletes mentioned how they felt the program helped them in their studies, relations

with others, and approach to life in general. They also mentioned how they valued the interventions sessions and enjoyed knowing with each other closer and with a researcher to learn concepts and techniques and to express feelings about tensions in their sports and real life situations.

Current study simply used psychological techniques to develop or increase chosen skills in program. Those techniques used in current study consisted of team building, goal setting, pep / self talk, convert thinking, watching movie, relaxation techniques, mental imagery, and attentional focus. Future research potentially could confirm the techniques used in current study are the proper ones to use.

Future studies should include athletes from the different years to develop a comprehensive appreciation of all young athletes' understanding and use of psychological skills. In addition, replicating the current study with elite and non-elite young athletes would provide an interesting comparison. As mentioned before interactive sports practices results' were more positive than coactive sports. Furthermore, different interactive sports except of basketball could be used to approve affects of psychological skill training program on athletes.

Current study was performed on the middle season of basketball league. As mentioned above scientific studies and literature about psychological skill training offer the pre-season or off season to start PST programs. Future research could be performed on pre-season or off season. Moreover, sport psychology literature advice to design at least 3 months and longer duration for psychological skill training to find meaningful difference in findings. Future research could take into consideration this advice. As a final point, it can be concluded that implied the psychological skill training program seemed effective at improving perceptions of chosen psychological skill.

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APPENDICES

A. TURKISH VERSION OF GROUP ENVIRONMENT QUESTIONNAIRE

ADINIZ: SOYADINIZ:
DOĞUM TARİHİNİZ:
KAÇ YILDIR SPOR YAPIYORSUNUZ:
KAÇ AY VEYA YILDIR BU TAKIMLA BİRLİKTESİNİZ:

Aşağıdaki sorular takımınız hakkında sizin kişisel yapınızla ilgili duygularınızı belirlemek amacı ile hazırlanmıştır.
Lütfen her cümle için 1'den 9'a kadar olan numaralardan durumunuzu en iyi anlatan rakamı daire içine alınız.

1. Bu takımla ilgili sosyal faaliyetlere katılmaktan hoşlanıyorum.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

2. Oyunda kaldığım süreyi yeterli bulmuyorum.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

3. Sezon sonlandığında takım arkadaşlarımı özlemeyeceğim.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

4. Takımın kazanmak için yeterince hırslı olmadığını düşünüyorum.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

5. En iyi arkadaşlarımdan bir kaçı bu takımda.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

6. Bu takım kişisel performansımı geliştirmek açısından bana yeterince olanak tanımıyor.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

7. Takım arkadaşlarımın katıldığı partilere gitmektense farklı insanların katıldığı partilere gitmeyi tercih ederim.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

8. Bu takımın oyun tarzını beğenmiyorum.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

9. Benim için bu takım sahip olduğum en önemli sosyal gruplardan birisidir.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

10. Takımımız amaçlarına ulaşmak için elinden geleni yapıyor.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

11. Takım elemanları bir takım olarak birleşme yerine bireysel olarak hareket etmeyi tercih ederler.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

12. Takım başarısızlığında sorumluluğu hepimiz yükleniyoruz.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

13. Takım elemanları nadiren bir araya gelirler.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

14. Takım elemanlarının farklı amaç ve istekleri takım performansını etkilemektedir.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

15. Takım elemanlarımız sezon dışında da birlikte olmak istiyorlar.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

16. Takım elemanlarından birinin sorunu olduğunda herkes ona yardımcı olmaya çalışır.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

17. Takım elemanlarımız antrenman ve maçlar dışında bir arada olmak istemezler.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

18. Takım elemanları yarışma ve antrenman sorumlulukları ile ilgili düşüncelerini açıkça ifade etmiyorlar.

1	2	3	4	5	6	7	8	9
Kesinlikle Katılmıyorum								Tamamen katılıyorum

B. TURKISH VERSION OF TRAIT SPORT CONFIDENCE INVENTORY

Aşağıdaki bölümde yeteneklerinize olan **GENEL** güveninize ilişkin ifadeler bulunmaktadır. Bu ifadeleri bildiğiniz en güven sahibi sporcu ile karşılaştırarak cevaplayınız. Kendinizi, kişi ile kıyaslamanızı 1–9 arasındaki puan değerini daire içine alarak belirtiniz.

BU KISIM **GENEL OLARAK** KENDİNİZE İLİŞKİN İFADELER İÇERMEKTEDİR.

	DÜŞÜK						**ORTA**		**YÜKSEK**
1. Başarılı olmak için gerekli becerileri uygulama yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
2. Yarışma esnasında kritik karar verme yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
3. Baskı altında performans gösterme yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
4. Başarılı stratejiler uygulama yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
5. Yeteri kadar konsantre olma yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
6. Farklı oyun durumlarına uyum sağlama ve başarıyı sürdürme yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
7. Yarışma hedeflerinizi başarma yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
8. Başarılı olma yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
9. Sürekli biçimde başarılı olma yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
10. Yarışma sırasında başarılı biçimde düşünme ve tepki verme yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
11. Yarışma için meydan okumaları karşılama yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
12. Müsabakalarda olaylar aleyhinize gelişirken bile başarılı olma yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9
13. Zayıf bir performans sergilerken sıçrama yapma ve başarılı olma yeteneğinize olan güveniniz	1	2	3	4	5	6	7	8	9

C. TURKISH VERSION OF TRAIT ANXIETY INVENTORY

Aşağıda, kişilerin kendilerine ait duygularını anlatmada kullandıkları bazı ifadeler verilmiştir. Her ifadeyi okuyun, sonra da **genel olarak** nasıl hissettiğinizi verilen ifadelerin sağ tarafındaki parantezden uygun olanı karalayarak belirtin. Doğru ya da yanlış yanıt yoktur. Herhangi bir ifadenin üzerinde fazla zaman harcamadan, **genel olarak** kendinizi nasıl hissettiğinizi gösteren yanıtı işaretleyiniz.

	Hemen Hiç	Bazen	Çok Zaman	HerZaman
01. Genellikle keyfim yerindedir,	(1)	(2)	(3)	(4)
02. Genellikle çabuk yorulurum,	(1)	(2)	(3)	(4)
03. Genellikle kolay ağlarım,	(1)	(2)	(3)	(4)
04. Başkaları kadar mutlu olmak isterim,	(1)	(2)	(3)	(4)
05. Çabuk karar vermediğim için fırsatları kaçırırım,	(1)	(2)	(3)	(4)
06. Kendimi dinlenmiş hissederim,	(1)	(2)	(3)	(4)
07. Genellikle sakin, kendime hakim Soğukkanlıyım,	(1)	(2)	(3)	(4)
08. Güçlüklerin yenemeyeceğim kadar biriktiğini hissederim,	(1)	(2)	(3)	(4)
09. Önemsiz şeyler hakkında endişelenirim	(1)	(2)	(3)	(4)
10 Genellikle mutluyum,	(1)	(2)	(3)	(4)
11. Herşeyi ciddiye alır ve etkilenirim,	(1)	(2)	(3)	(4)
12. Genellikle kendime güvenim yoktur,	(1)	(2)	(3)	(4)
13. Genellikle kendimi güvende hissederim,	(1)	(2)	(3)	(4)
14. Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım,	(1)	(2)	(3)	(4)
15. Genellikle kendimi hüzünlü hissederim,	(1)	(2)	(3)	(4)
16. Genellikle yaşantımdan memnunum,	(1)	(2)	(3)	(4)
17. Olur olmaz düşünceler beni rahatsızeder,	(1)	(2)	(3)	(4)
18. Hayal kırıklıklarını öylesine ciddiye alırımki unutmam,	(1)	(2)	(3)	(4)
19. Aklı başında, kararlı bir insanım,	(1)	(2)	(3)	(4)
20. Son zamanlarda kafama takılan konular beni tedirgin eder,	(1)	(2)	(3)	(4)

D. EDUCATIONAL CATALOG OF TEAM COHESION

According to Carron and Hausenblas (1998), a sports team is a special type of group. In particular, apart from having the defining properties of mutual interaction and task interdependence, teams have four key characteristics. First, they have a collective sense of identity—a "we-ness" rather than a collection of "I-ness". This collective consciousness emerges when individual team-members and non-team-members agree that the group is distinguishable from other groups ("us" versus "them"). Second, sports teams are characterised by a set of distinctive roles. The third feature of sports teams is their use of structured modes of communication within the group. This type of communication tends to involve nicknames and shorthand instructions. Finally, teams develop "norms" or social rules that prescribe what group members should or should not do in certain circumstances. For example, individual performers learn to ignore the idiosyncratic routines of their team-mates as they prepare for important competitive events.

In view of the preceding characteristics, teams are regarded as dynamic entities by sport psychologists. Thus certain aspects of team behaviour change over time. In this regard, Tuckman (1965) has identified four hypothetical stages in the development of any team. In the first stage ("forming"), the team's members come together and engage in an informal assessment of each other's strengths and weaknesses. Next, a "storming" stage is postulated in which interpersonal conflict is common as the players compete for the coach's attention and strive to establish their rank in the pecking order of the team. The third stage is called "norming" and occurs when group members begin to see themselves as a team united by a common task and by interpersonal bonds. Finally, the "performing" stage occurs when the members of the team resolve to channel their energies as a cohesive unit into the pursuit of agreed goals.

The term cohesiveness has long been associated with the amount of 'togetherness' displayed by a team both on and off the field. Team cohesion is commonly defined as a dynamic process that is reflected in the tendency of a group to remain united in the pursuit of its goals and objectives (Carron 1982).
There are two dimensions within cohesion:

1. A task dimension which reflects a team's ability to work together to achieve a goal, and
2. A social dimension which reflects the degree to which team members like each others' company.

Over time, encouraging participation at novice levels will increase both the size and standard of the pool of athletes from which elite squads are selected. In this light the development of social cohesion at a non-elite level may well be extremely important to any sport.

How to Create Team Cohesion

Coaches and responsible staff can facilitate the development of social cohesion within their teams by:

- Opening communication channels between themselves and their charges and between team members.
- Seek input when making decisions and address conflict when it arises.
- Develop pride and a collective identity by setting realistic goals with the team and gain their commitment by involving them in the process.
- Develop common expectations of behavior (e.g., arriving on time or early to training).

- Acknowledge personal contributions by stressing the importance of each individual's role. This acknowledgment will also enhance the individual's motivation and commitment.

- Conduct periodic meetings at which team members can air their grievances and resolve conflict.

- Use senior members to help implement change where necessary.

- Discuss the positive aspect of a performance before the negatives.

- Reinforce distinctiveness by training in a common uniform and interacting socially as well as at training.

- Avoid early failures where possible.

- Avoid excess team substitutions.

- Avoid clique formation (negative alliances) by randomly assigning individuals to groups for off-field training.

Team Cohesion & Performance Relationship

For many years, sport psychologists have assumed that team cohesion is positively associated with desirable outcomes such as improved communication between athletes/players, increased expenditure of effort and enhanced team success (Carron and Spink, 1993).

Before we review the literature on this issue, it is important to comment briefly on the research paradigms used in cohesion research. In general, studies of the relationship between cohesion and success have adopted either a correlational or an experimental paradigm. The former approach is more popular and consists of studies in which perceived levels of team cohesion are elicited from individual

members and subsequently correlated with team performance or success. For example, Carron *et al.* (2002a) investigated the relationship between the perceived cohesiveness of elite basketball and soccer teams and their winning percentages in competitive games. Results revealed quite a strong relationship between team cohesion and success, with correlation values ranging between 0.55 and 0.67.

So far, we have examined the relationship between cohesion and performance only in relation to the variable of objective team success. But as Kremer and Scully (2002) observed, this focus on only one type of outcome is too narrow as it neglects other ways in which cohesion may affect team dynamics. For example, the cohesion of a group may affect subjective variables such as team satisfaction, team identity and the perceived selfefficacy of a team. Clearly, these variables could be included fruitfully in future research in this field, although it should be pointed out that "satisfaction" may be either a cause or a consequence of team cohesion. In this regard, we should note a recent longitudinal field study of cohesion by Holt and Sparkes (2001). Holt and Sparkes (2001) identified four main factors that shaped team cohesiveness. These factors were clear and meaningful roles (e.g., in mid-season, some of the teams' midfield players wanted to play a more attacking game to the relative neglect of their defensive duties), team goals (in late-season, the fact that the team was eliminated from one competition helped to re-focus the team for the league campaign), personal sacrifices (e.g., the team captain made a three-hour train journey in order to play in the final match of the league) and communication (especially, "on-field" communication among the players).

GOAL SETTINGS IN SPORTS

For Sports Psychologists, goal setting refers to the attainment of a specific standard of proficiency on a task, usually within a specified time (Gould &

Weinberg, 2007). This defines an objective goal, which includes both performance goals and outcome goals. Outcome goals focus on achieving a victory in a competitive contest such as winning a basketball match, scoring more points than before and then opponent. Thus, achieving outcome goals depends not only on your own efforts but on the ability and play of your opponent. Whereas, performance goals focus on achieving standards based on one's own previous performance, not the performance of others. For this reason performance goals tend to be more flexible and within athletes' control. Also, performance goals are generally associated with less anxiety and superior performance during competition compared to outcome goals. Because of this reasons, performance goals are mostly enhanced for use with athletes (Lerner & Locke,1995).

In the sport psychology literature the effectiveness of goal setting practices on athletes have evaluated in different ways such as a motivational technique, focusing on whether setting specific, difficult goals improves performance more than setting no goals or setting simple goals. According to results of studied researches it can be concluded that goal setting has a consistent and strong effect on behavior, whether with different age and gender groups, whether individual or team sports. While the inquiring of goal setting in sports, scientists have used different research questions to find effectiveness of goal settings. For instance, they have examined the relation between various types of goals; also they have examined sports specific tasks to improve performance (Weinberg & Gould, 2007).

After those researches, researchers explain two different ways about how goals influence behavior. First of them is direct mechanistic, which is the explanation specifies that goals effect performance in one of four direct ways (Locke & Latham, 1985): First, goals direct attention to important elements of the skill being performed, second goals mobilize performer efforts, after that goals

prolong performer persistence and lastly goals foster the development of new learning strategies.

When we want to analyze about those four ways; first goals can organize players' attention to important factors of the sport specific skill, which may not commonly be attended.

In addition to this goals can also mobilize effort and persistence by providing incentives.

Finally, a secret benefit of goal settings is the enhancement of new learning strategies.

Otherwise performed researches have introduced several basic principles to set effective and powerful goals in sports. The correct usage of those principles can provide a strong basement to establish a goal setting program.

1. Make goals specific, measurable, and observable:

The terms specific, measurable, and observable are all related to one another. A specific goal is one that focuses exactly on the goal to be achieved. Whereas a measurable goal is one that you can quantify, in the sense that you know exactly how close you are to achieving the goal. Similarly an observable goal is one that you can measure, because you can observe it. Observable performance goals are also referred to as behavioral or action oriented goals.

2. Clearly identify time constraints:

Setting time constraint goals that are too short can make a goal seem unreachable and discourage the player. Setting time constraint goals that are too distant can also have negative ramifications. Research shows that if an player can realistically accomplish a goal in thirty days, don't set a goal to accomplish it in

sixty days, because the athlete will use all sixty days to realize the task. A well-stated goal should be timely in the sense that it specifies time constraints associated with the goal, but also timely in the sense that it reflects an appropriate amount of time to accomplish the goal. If the time constraints is too long, the player may procrastinate over the achievement of the goal, while if it is too short, the player will view it as unrealistic.

3. Use moderately difficult goals; they are superior to either easy or very difficult goals:

Goals should be moderately difficult, so that players must work hard and extend themselves in order to meet them. At the same time, however a goal must be realistic, in the sense that the athlete must believe that the goal is achievable. If a goal is perceived by a player as not being realistic or achievable, he/she may become discouraged and not try to achieve the goal. The acronym SMART has been used by sport psychologists to help athletes remember five important characteristics of well-stated goals. According to Weinberg and Gould (1999) goals should be:

- Specific
- Measurable
- Action-oriented
- Realistic
- Timely

4. Write goals down and regularly monitor progress:

An effective goal is one that you write down and monitor regularly to determine if you are making progress. You must take care to avoid making this a laborious and tedious task. If you want to achieve a goal then writing it down and knowing how you are doing relative to achieving the goal is of critical importance. An

effective goal is not one that you think about and then forget. An effective goal also not one that you write down , place in a time capsule, and then open up a year later to see if you have accomplished it.

5. Use a mix of process, performance and outcome goals:

A multiple goal strategy will yield the best performance and psychological results. One should never use an outcome goal strategy by itself. Outcome goals (success/failure) serve as a useful purpose when used in conjunction with process and performance goal, but by themselves they can lead to a loss of motivation. A player has a great deal of personal control over process and performance goals, but not so much in outcome goals.

6. Use short-range goals to achieve long-range goals:

When you set out to climb to the top of a mountain peak, your long-range goal to be on top of the mountain looking down within a certain time frame. As you begin the steep climb, however, you almost immediately start making short range goals. For example, you might see a plateau about one hundred yards up and set a goal to get to that point before stopping for a rest. His process continues until you make your last one hundred yard short range goal to reach the top of the mountain before stopping to rest.

7. Set team as well as individual performance goals:

Performance goals can be set for a group or a team just as they can be set for an individual. Research shows that the group that set goals as a team performed better than the individual-goal group.

8. Set Practice as well as Competition Goals:

Successful athletes also value the importance of goal setting for practice as well as competition (Orlick & Partington 1988). Player should know that if he is going to be a good shooter during competition, then he had to be a good shooter in practice as well. Setting practice goals is the way to accomplish competition goal.

9. Make sure goals are internalized by the athlete:

One of the most important ingredients of good goal setting is that goals are accepted and internalized by the player (Locke, 1991). If a player sets his own goals, it is relatively certain that he will internalize them. Conversely, if goals are assigned to the athlete by the coaching staff, it is possible that the athlete will not feel ownership for the goals. It only means that the athlete must accept and internalize the goals he either sets himself or is assigned by the coach. Expecting athletes to set their goals is not always the best strategy, because they may not be aware of effective goal setting principles.

10. Consider personality and individual differences in goal setting:

When coaches are involved in the goal setting process, they should take into consideration personality differences. Research shows that gymnasts who exhibited an internal locus of causality disposition performed best when they used a “set you own goals” strategy; in contrast, gymnasts who exhibited an external locus of causality performed best when they used a “coach-set goals” strategy.

E. TEAM COHESION INTERVENTION

Today we will try to establish a team cohesion program with you. It is called as four steps team building program. Those steps are including; Forming, Storming, Norming and Performing…

For today we will study and practice first two steps with you.

Forming means team athletes are gathering together and ask to commit a common purpose.

In forming step there are some touchstones like;

- Communication,
- Planning everything,
- Interaction and so on.

Coach will declare the vision of team again.

In this first meeting we will try to plan and declare our vision and mission for current and sequel time.

I want to say our vision again and also I need to add some extra points;

Where we want to go…

What he wants you to be a part of it…

What we can do together…

How we can feel both challenging and fun…

In this part let and courage to the athletes to tell us their all opinions about our vision and e.t.c., additionally we want to learn what the players' thing about these statements. It will be the beginning of informal communication process.

Coach or counselor should take notes about athletes' opinions.

Second day of team cohesion intervention;

According to yesterday's results which come from athletes' opinions and coach's evaluations

- Athletes should understand their place, role and status within the team. Athletes already have those issues currently but as mentioned before our new communication strategy might change some details.

- Because of this probability we need to rehearse team plan and all other principles for team building.

Before the meeting with athletes, there are some things to work on them with the coach.

- The team plan will take a shape with specific objectives and identification of players for different roles and responsibilities (defensive or offensive goals of the team, players physical and psychological details to set position within the team, set responsibilities for senior players (captain, second captain, big bro of team, hard worker of team)).
- Coach will ensure that everyone has a role and then persuade the players to get involved into plan (make individual and group meetings to explain details and responsibilities of athletes).
- We will manage emotional reactions and tensions and must maintain a high level of communication (for instance; regular & relevant team meetings and one-on-one counseling).
- Coach and counselor will focus on the controllable and manage to team environment to minimize disturbance and distraction.

By implementing all of those processes properly; something is expected to occur on athletes. Include;

- It will be emotional time for players and they will discover their allotted role and status within the team.
- A number of players will accept and identify with the roles allocated and will begin to move from a personal agenda to a team agenda from “me” to “we”.
- Experienced and star players will seek some special treatment or advices about building a team and will establish more active informal Networks of communication.
- Players should try to stay in high maintenance and inform us from every detail or problem about the progress.

In the Norming (third) step of team cohesion are some aims to reach;

- Help the athletes about taking responsibility
- Help the athletes to perform their roles,
- Shaping team's image.

Again, before the meeting with athletes, there are some things to work on them with the coach.

- The mission statements will be developed (with the help of players) (for example; "the way we will do things as a team")
- Clarify of tactics ("detail explanation of defensive and offensive tactics"),
- Well-understood routines, specific job descriptions for individuals,
- Strong team work ethic (specific behaviors that should follow in practices and matches),
- Agreed-on working procedures
- Improving team balance (t-shirt design, activity that has been chosen by athletes, online games parties, synchronized drills while doing warm up or cool down,) with better role integration
- Constant reinforcement and high levels feedback (gives good feedbacks if the athlete makes right movement and gives plenty corrections which will show you are giving importance to athlete).
- Maintaining high levels of communication and sharing with the players.

By implementing all of those processes properly; something is expected to occur on the team. Include;

- Players should have a good understanding of the team's philosophy and tactics and their specific roles,
- Some of the realities and principles should be memorized by the players (respect to captains, players should give and receive help, intensify to their ability, get an enjoyment from practice and matches),
- Players should be willing to conform, balancing their individual needs with the needs of other team members,

- Players should accept greater accountability for their contribution to the team.

At the last step that is performing; the main idea is try to mobilize all parts of the team to achieve competition goals.

There are some things to do with the coach.

- Coach should be sure from that “All staff should fully commit”, (coach should make a speech about importance of being together, the effective power differences between being a team and behaving individual, etc)
- Coach and other staff must provide strong leadership (use all opportunities for players, if they need anything; become a good listener of players etc),
- Staff must keep the vision in front of the players (reply the vision of the team before every training and matches),
- Staff must appreciate individual effort but reward the team for any success,
- A cooperative but competitive tension should be seen in the team (explain the differences between temporary – permanent achievements),
- Coach and counselor should have a detail information to motivate each player (having a special information to concentrate players),
- Staff should keep the listening to players, (so they do not miss mood changes or other developments)
- Staff must remain proactive and deal with problems early,
- Coach should avoid from overtraining and remember the value of fun as a way to influence mood (sometimes shorter training, longer fun time to avoid players from boring exercise time).

By implementing all of those processes properly; something is expected to occur on the team. Include;

- The team will start to develop own culture that will allow to survive setbacks, learn from them, let go and move on.

- The team should start to feel distinctive and players are committed to its development.
- All players should accept some indices related with team building (Put the team first, sacrifice when necessary, be prepared to help teammates, conform the rules, accept valid criticism)
- Players should cope better with emotional lows-non-selection, injury and so forth.
- Victory or defeat should not disrupt cohesion.
- Trusty and honesty should be high in the team environment.

F. GOAL SETTING INTERVENTION

The players are invited to meeting room and given them a paper and pencil to take notes. They can sit wherever they want.

In the first stage, the rationale for the intervention and the setting of team goals will be discussed and carried out with the athletes. As a team, the athletes will be generated appropriate long- and short-term outcome goals. Typically, the former will be reflected in overall team standing (e.g., finish among the top two teams in the league), and the latter will be reflected in outcomes in an upcoming series of games (e.g., obtain two wins in the next three games).

Once the long- and short-term goals were established, the following question will be asked by the sport psychology counselor

(SPC): "What do you have to do especially well as a team on a game to- game basis to maximize your chances of reaching your short- and long-term goals?"

Athletes will provide with a list of approximately 10 performance (game) indices that were specific and measurable (e.g., rebounds, turnovers).

Each athlete will *independently* pick four performance indices (i.e., performance goals) that he thinks as a most important for the team.

Athletes will assign to *subgroups* of five individuals and ask to discuss and negotiate until consensus on four performance goals till obtain. Initially working in smaller groups prior to working with the total team will increase the likelihood that each player's views will be considered.

Finally, the performance goals emanating from each of the subgroups will discuss with the whole team.

Then, the athletes will be assigned to the same subgroup of five people to discuss and negotiate appropriate target levels for each of the team goals previously chosen.

Finally, the target levels chosen in each subgroup will be discussed as a team and a team decision will be made for each team goal.

In the second stage, coaches will be instructed to remind their players of the team's goals along with their target levels before each game. Results for each team goal will be posted after every game by the coach for the athletes to examine.

In the third stage, the SPC will meet with the team to review and discuss the goals after each block of two games. At this meeting, modifications to the team goals will be corrected and analyzed by adding goals, removing goals, and/or changing the target levels if necessary.

If alterations to the team goals are required, the procedure described in the first stage will be repeated.

Principle	Implementation strategy
Selecting the team goals.	Athletes are provided with a list of performance indices (e.g., turnovers, steals, blocked shots, free throw shooting percentage). From the list, each athlete independently identifies the four most important performance indices to establish for team goals. Subunits of five athletes agree on the four most important performance indices that should be set for team goals. The team as whole then agrees on the four performance indices that team goals will be set.
Establishing the target for the team goals.	Each athlete independently identifies the target levels for each of the four team outcomes. Subunits of five athletes agree on the target levels. The team as a whole then agrees on the target levels.
Coaches remind players of the team's goals.	The goals are posted in the team's locker room.
Evaluation, feedback, and reevaluation are essential for team goal–setting effectiveness.	The sport psychology consultant meets with the team to review and discuss the team's goals after each block of two games. Modifications to the team's goals or target levels were made if deemed necessary.

G. EDUCATIONAL CATALOGUE OF SELF-CONFIDENCE

A generalized sense of self-confidence, or efficacy, can be conceptualized as a dispositional quality to be optimistic about one's abilities to be successful across a broad array of unrelated domains. This is clearly distinct from self-efficacy, which concerns beliefs about capabilities in specific domains or situations. When omnibus measures of confidence have been compared to more specific efficacy measures, the latter have uniformly been more predictive of behavioral outcomes. Efficacy cognitions are composed of several dimensions. *Level* of efficacy concerns individuals' beliefs in their capability to accomplish a specific task or element of a task. *Strength* of efficacy concerns the degree of conviction that one can successfully carry out a task. Thus I may indicate that I can walk a block in 3 min (level) but be only 50% confident about successfully carrying out this task (strength). The final dimension of efficacy is *generality,* which concerns the facility of efficacy expectations to predict behavior in related tasks or domains that require parallel skills. Whether or not some authors are confusing general efficacy / confidence with the generality dimension of self-efficacy is unclear.

Vealey (1986) developed and modified a sport-specific model of confidence – called “sport confidence”. She defined sport confidence as “the belief or degree of certainty individuals possess about their ability to be successful in sport” (Vealey, 1986: 222). The original model consisted of three constructs: competitive orientation (i.e. how individuals define success – winning or performing well), trait sportconfidence (i.e. the belief or degree of certainty individuals *usually* possess about their ability to be successful in sport) and state sport-confidence (i.e. the belief or degree of certainty individuals possess *at one particular moment* about their ability to be successful in sport). The underlying theoretical premise was that individual differences in trait sport-confidence and competitive orientation would influence how athletes perceive factors within an

objective sport situation and predispose them to respond to sport situations with certain levels of state sport-confidence which would affect behaviour. All of the constructs were operationalised by valid and reliable measurement tools (i.e. Trait Sport- Confidence Inventory, State Sport-Confidence Inventory, Competitive Orientation Inventory: Vealey, 1986, 1988).

In their review, Feltz and Chase (1998) noted the commonalities between sport confidence and self-efficacy. In particular, both are conceptualised as cognitive mediators of people's motivation and behaviour within a goal context, and both are conceptualised as what one can do with one's skills. However, the goal in sport confidence was more broadly defined (e.g. perform successfully in one's sport) than is typical of self-efficacy.

Approximately ten years after the original conceptualisation of sport confidence, Vealey and colleagues (Vealey *et al.*, 1998) revised the model based on a social-cognitive perspective (Feltz *et al.*, 2008). The new model included a single sport-confidence construct, organisational culture, athlete characteristics and sources of sport confidence. This revised model predicts that the organisational culture of a programme and the characteristics of an athlete influence the sources of sport confidence, which then predict sport-confidence levels. Sport confidence, in turn, is hypothesised to predict athletes' affect, behaviour and cognitions. The organisational culture variable includes factors such as competitive level, motivational climate, type of sport and goals of particular sport programmes (e.g. an elite athletic programme has different organisational culture than a high-school programme). Athlete characteristics encompass all of the personality characteristics, attitudes and values of athletes, plus demographic factors such as age, gender and ethnicity.

Benefits of Confidence

Confidence is characterized by a high expectancy of success. It can help individuals in the following areas:

- Positive Emotions
- Concentration
- Goals
- Effort
- Game Strategies
- Momentum

Confidence arouses positive emotions. When you feel confident, you are more likely to remain calm and relaxed under pressure. This state of mind and body allows you to be aggressive and assertive when the outcome of the competition lays in the Balance.

Confidence facilitates concentration. When you feel confident, your mind is free to focus on the task at hand.

Confidence affect goals. Confident people tend to set challenging goals and pursue them actively. Confidence allows you to reach for the stars and realize your potential.

Confidence increases effort. How much effort someone expends and how long he persist in pursuit of that goal depends largely on confidence. When ability in equal, the winners of competitions are usually athletes who believe in themselves and their abilities.

Confidence affects game strategies. People in sport commonly refer to “playing to win” or conversely, “playing not to lose.” These phrases sound similar but they produce very different styles of play. Confident athletes tend to play to win they are usually not afraid to take control of the competition to their advantage. When athletes are not confident, they play not to lose they are tentative and try to avoid making mistakes.

Confident affects psychological momentum. Athletes and coaches refer to momentum shifts as critical determinanys of winning and losing. Being able to

produce positive momentum or reverse negative momentum is an important asset.

Optimal confidence

The relation between confidence and performance can be represented by the form of an Inverted U hypothesis. According to the 'inverted-U hypothesis' (for example Oxendine, 1984), the relationship between confidence and performance is not linear, but instead, curvilinear. By this theory, increased confidence is believed to improve performance up to a certain point, beyond which further increases in confidence may impair it. This theory that confidence has diminishing returns on performance is derived from the Yerkes–Dodson law (Yerkes and Dodson, 1908). Briefly, this principle proposed that there is an optimal level of confidence for performance on any task. Specifically, performance tends to be poor at low or high levels of confidence but is best at intermediate levels of confidence. If the Yerkes–Dodson theory is correct, then athletic performance which occurs under conditions of either high or low confidence should be inferior to that displayed at intermediate levels.

Moreover, optimal confidence means being so convinced that you can achieve your goals that you will strive hard to do so. It does not necessarily mean you will always perform well, but it is essential for reaching your potential. You can expect to make some errors and bad decisions, and you might lose concentration occasionally. But a strong belief in yourself will help you deal with errors and mistakes effectively and keep you striving toward success. Each person has an optimal level of self confidence, and performance problems can arise with either too little or too much confidence.

H. SCRIPT OF PEP TALK

Hello friends;

We started this season together in August, 2011. At that time, we struggled by running 6 days in a week to get physiologically ready. Strength and technical - tactical skills developer trainings took place after these running trainings. Especially the first period was a very tiring and challenging process for all of us. We reduced the number of trainings to 4, as the schools started and the competition period was approaching.

You have attended both trainings and competitions come rain or shine and without complaining about the weather or the school and exams so far. During this period in which we spend a high level of effort, we sometimes got upset and we sometimes had very pleasing moments. For me, these experiences were as valuable as they were important for you.

At the beginning of the season, the overall goal that we wanted to reach was attending Turkey championship, and still we do our best to achieve that goal. We have set our small goals which are necessary for achieving greater ones all together and the reason why I'm referring this is to remind you of that whether it is small or great, if we want to achieve our goals, we have to do it together.

Basketball is a team game. As you know, everyone can differ in the framework of their tasks in team sports, however reaching the determined goals is the responsibility of the whole team. We started this journey with 20 people. One of our friends is not among us right now due to an injury but 19 people are still enough to achieve our goals.

I am trying to make a communication with you by chatting before every single competition or training. I am trying to prepare you for the possible processes by telling you what I have gone through. For this reason, I want to repeat that I understand you, before or after any competition again and again.

As I mention before the competitions, great and unique moments take place by means of great and unique opportunities. The more realistic and feasible goals you set for yourself, the more it is likely to have opportunities to reach these unique moments. And I think you can reach these unique moments by believing in the goals you have and trying to achieve them. There are three things that must be done to achieve these goals, TO BELIEVE –TO WORK – TO WANT.

Being a champion, playing play-offs, being the first in Turkey are all the things only one team achieves and all the other teams that wish to achieve these goals fail. There wouldn't be two champions of Ankara, there wouldn't be two champions of Turkey, and there would be only one. Then we will BELIEVE that we can accomplish something no one else could, nobody but us…

We became physiologically ready with the trainings taking place for months. We also did our best to get psychologically ready for the competitions and trainings. If this is a race, respect your team and each of your friends who struggles for winning this race, respect the effort they spend so that they would do the same for you. I don't remember in which book I read or who the owner was but please repeat this important sentence with me; NO LADDER OF SUCCES COULD BE CLIMBED UP WITH HANDS IN YOUR POCKET…

Can we climb up this ladder? Can we reach the light at the end of the ladder? Believe me, I do not know the answers to these questions, but the important thing I know is that you have the power to reach these goals. I have three warnings to anyone who wants to reach the success; WORK - WORK - WORK ...

No one can tell that what we do is easy. There are hundreds of teams and athletes thinking like us and wanting what we want. Maybe we will reach what we want, maybe the others but there is a fact that the ones who want more than the others will be more successful. The ones who will give up after the first shoulder dash, the first failure, the first fight and the ones, who will believe this is not going to work just after the first loss, won't be successful. Why do you think your parents give you any kind of help? Let me tell you, they WANT you to

be successful ... Why do you think I'm trying to be with you as your coach on all kinds of issues? Because I WANT you to be successful ... You spend 90% of your time in the field of training or competition hall which you can sit at home and enjoy your time, why? Because you also WANT to be successful, to taste the feeling of being a champion and to be a team…

The most important request of mine from you is that WHETHER IT IS TRAINING OR COMPETITION, ALWAYS DO YOUR BEST…

BELIEVE THAT YOU CAN BE THE CHAMPIONS;

WORK WITHOUT STOPPING;

NEVER GIVE UP…

İ. SELF-TALK SCRIPT

- I am a good sportsman
- I am an active, happy and enthusiastic person,
- Playing basketball is a perfect think.
- Today is my day
- I am feeling myself as a winner
- I am doing marvelous things in a field
- I am giving my 100 %
- We are an union as a team
- All of us acting as a one heart and mind
- We are achieving what we want to reach
- I congratulate me and my friends
- I am proud with myself as a happy person who makes his works properly
- I know how to deal with mistakes
- I wanted and I won
- Today is my day
- I am exhausted but I am happy
- I know whenever I want I can create this think again
- I have an excellent resources in my body to do what I need
- I am awareness about them
- Everyone becomes happy with me
- My beloved ones are proud of me
- I deserved to be happy and successful
- Being a basketball players is a marvelous
- I am an exclusive player(10 times)

J. COLLAPSING ANCHOR TECHNIQUE

This exercise consists of five different steps to enhance your self-confidence with the support of imagery.

First step is called as;

1. Anchor behavior to be changed

Please think about the particular behavior you would like to change. When was the last time you experienced that behavior ? Take your time now to go back and relive that in as much detail as you can. Remember what was going around you … what you saw … what you heard … what you said yourself … what you felt.

Intensify those feelings now, and gently press your left hand onto your left thigh, only as strongly as you recover the intensity of the memory. Hold this experience for a minute or two. (note: it's really important to relive that experience as fully as you can. The more fully you can relive the experience the more effective this exercise will be for you. This process is called anchoring the behavior to the stimulus of pressing your hand to your leg.)

Now bring your attention back to your surroundings. Look around, make a sure you have completely let go of the memory and feelings of that experience now.

2. Identify desired state and recover positive resource

So how would you like to be different? How would you like to respond in that situation ? Have you ever been able to act in that way at some time in the past ? What resources would you need to order to be able to do that? (Resources here refer to personal qualities like confidence, concentration, calm alertness, e.t.c.).

Think now of a time from your past in which you were behaving in the way you want to: a time when you had access to all the resources of confidence, self assurance, concentration, etc. That you need in order to act in that way.

Take a few minutes to relive that experience as fully as you can – remember what was going around on around you … what you saw … what you heard … what you were saying to yourself … and especially how you were feeling.

Intensify those feelings now, and gently press your right hand onto your right thigh only as strongly as you feel that positive memory. Hold this experience for a few minutes, then bring your attention back to your current surroundings.

3. Repeat steps 1 and 2

Reanchor both behavioral experiences, to ensure you have firmly established them both. Be sure to press your hands to the same places on your legs as the first time.

4. Collaps Anchors

Now think again of the negative situation (press your left hand to your left thigh), but this time I want you to take those (press your right hand onto your right thigh) powerful positive resources with you to that situation. Hold both hands pressed down onto your thighs for a couple of minutes, then release.

5. Test of changes

OK, how do you feel ? Try thinking of the negative experience again: do you notice any difference ? You should find that you see the situation a lot differently now; that there is a big difference in the way you think about it, and the way you feel about it.

Now imagine sometime in the future when you might get into similar situation, and picture yourself in that situation, and this time take your (press your right hand to your right thigh) resources with you. Notice how you will respond now to the situation; how you will think; what you will feel.

K. PRESENT MOMENT TECHNIQUE

I want to begin by ask you to think about what techniques you currently use to maintain your concentration or to refocus when you lost your concentration?

What strategies do you have available to you? Please think about these for couple of minutes…

Welcome back…

According to my experience so many athletes use some kind of verbal comments, saying to themselves like “come on concentrate! Or get it together !”

However this strategy is often not very effective because as you understand our body gives best reply to visual imagery not verbal comments. Talking to yourself is internal focus but as we know external focus is more effective than internal.

Today we will do an example of external focus which called as Present moment technique. In this technique;

- You will spent 10 seconds for paying attention to external visual aspects of your surroundings
- 10 seconds for your breathing
- 10 seconds visualizing success from in body perspective

After this introduce I want to inform you about some other steps of this technique to improve your concentration.

Because of the to improve concentration all athletes need to know “idea of the state”

State is all about how you currently experiencing in the world ? you know and experiences many different states anger, sadness, boredom, jealousy, happiness, determination, excitement and so on. Those states not joint you from outside of you, states are our affects. There are consequences you are doing in your mind. States are also processes they are not statique. your mood can be changed many times in a day, right ?

Now we can ask two questions about the states.

What states are most useful in success of your sports? and secondly how can we deliberately create those states in ourselves?

What states lead to success in your sports? and how can you build those states in your mind ?

Please think about this questions about your sports for couple of minutes…

Welcome back what states did you think about your sports?

According to my experience so many athletes can give some examples about first question (hungry to play, happiness, confidence, anger etc.), however so few people found an example for second question…

This is because for many people these states are not under conscious control, they just react to external circumstances or situations rather than choosing a state that would be a most useful to them to giving context and deliberately building that states in themselves provide to perform.

They just leave it to chances and they hope to perform well. This is not good enough. It is important to know how to create states in ourselves. So you can mange your own states, so you can deliberately build most successful and capable states in yourself before you putting your step on the field.

So let me to ask you again… how do we create states in ourselves ? what are the building blocks of the states ?

Please think about it for couple of minutes …

Welcome back…

According to experts studies there are three building blocks in sportive area and probably most of your things will be included one of it. Those are physiology, ideology and environment.

Lets look of the details of those blocks, Physiology…

It is easy to evaluate our physiological capacity, our body posture and some other features but we need to concentrate from other perspective about it like please think yourself with breathing very slowly, moving slow and your posture is stable … Please compare it you are breathing faster, you are moving quickly and

your posture is so mobile … are you feeling energized, enthusiastic about your life or your sports ? You can change how you feel quickly and easily by changing how you move, how you breathe and how you hold your head…

Take a few seconds and please stand up, take five deep breathes walk quickly around the room …

Did it make any differences on how do you feeling ? It is simple think but changing physiology is the one of the quickest way to change your state …

What about ideology… your ideology is the combination of what you are imagining and saying to yourself in your mind and its again has powerful impact on your states. For instances, for someone who feel nervous and unconfident about asking someone on a diet. What kind of things would I imagine ? what they say to themselves ?

Please put it in your Sports and think when you were playing very well, very confident, focused and so on… what kind of thing you were saying to yourself ? what did you imagine ?

Why not do these things deliberately to create the kinds of positive states you want to experience in your sports every time you play ?

What could you imagine and say to yourself to create more confidence ?

What could you imagine and say to yourself to be more hungry to win or to be more relaxed ?

What could you imagine and say to yourself to feel more enjoyment in training and competition ?

Please take a few minutes to think about these now…

It is also important to know how you imagine and how you hear the words …

Notice the direction of negative voices which comes from your inner body …

Right – left – front – behind and how far away is the voice ? Does it seem close to you or far away ?

How loud is the voice ? and what is its tone like ?

Please change these sub-modalities by saying the same thing but in a different way …

For instance if the voice comes from your left side up close push it to far away …

If the voice is loud make it softer …

What happened ? did you feel any differences about it ?

Champions say that they remember their successful performances with a bright big Picture in the front of them and looking it when they feel any negative issue in their mind or body … and of course it gives them confidence to attempt to next big goal and succeed. When they feel bad thing they make it softer, smaller and push it away to feel less harmful thing from it.

We should be very careful while choosing right words and right situation to make our pictures (positive or negative performances).

Lets move on the environment. Environment consists of all other things around you which can influence your state. It includes weather conditions, your opponents, the officials the audiences, your coach and teammates, equipments, clothes and so on.

Imagine competing in a place it is a cold, salon is dirty, the equipments are old and officials are inefficient, your teammates look like disinterested maybe you have not experienced with those situations yet but think it please and compare those things with their opposite situations

It would make a difference, right ?

In another example you can think that you have a guest in a stadium or saloon which has a so much impact on you. You are playing very well till to realize him or her in place. Will it affect you ?

In the deep point you should know that environment can affect your state only as much as you let to affect your other issues (ideology and physiology).

IF YOU ACHIEVE TO REACH STRONG PHYSIOLOGY AND POSITIVE IDEOLOGY your ENVIRONMENTAL issues will not affect you too much …

L. EDUCATIONAL CATALOGUE OF ANXIETY

Anxiety in athletes is common, but not regularly discussed and treated. There are many reasons for this. First, most athletes with anxiety about sports either won't tell anyone, or they don't understand what they are feeling. Also, many people with social anxiety don't realize that it affects their participation in athletics. Lastly, sports psychology is still a relatively new field with a lack of historical data, research, and only a recent amount of invested interest.

Anxiety is defined as "a negative emotional state in which feelings of nervousness, worry, and apprehension are associated with activation or arousal of the body." Sport anxiety is similar to social anxiety or generalized anxiety; it just pertains to physical activity. There are two basic types of anxiety: trait and state. Trait anxiety; this form of anxiety is a relatively stable aspect of the personality. In their behavior, individuals who present an anxiety trait will tend to have an attitude reflecting their perception of certain environmental stimuli and situations as dangerous or threatening. In practice, the anxious perceptive style of these persons will eventually become pervasive, extending to and influencing other areas of experience, and in effect finally becoming a characteristic of the personality.

Those who show a more developed anxiety trait are much more prone to reacting to a large number of stimuli and will tend to worry also in situations which for most individuals would not represent a source of threat. These individuals are more likely to present state anxiety in circumstances with low anxiety-generating potential, such as normal day-to-day activities, and will probably experience higher levels of state anxiety in the presence of anxiety-generating stimuli.

State anxiety; manifests itself as an interruption of an individual's emotional state, leading to a sudden subversion of one's emotional equilibrium. A person

experiencing ‘state’ anxiety will feel tension or worry or might enter a state of restlessness. In such moments, the individual may feel very tense and easily react or over-react to external stimuli. State anxiety involves activation of the autonomous nervous system and the consequent triggering of a series of physiological reactions and conditions. High levels of state anxiety are particularly unpleasant, disturbing and can even be painful to the point of inducing the person to engage in adaptive behavior aimed at ending these sensations. However, these adaptive reactions may not be successful in attaining their goal and other behavior patterns may become manifest - this time of the maladaptive type - which can result in the opposite effect: a further increase of anxiety, which can trigger a pathological vicious circle.

Age is also an important aspect of sport anxiety. It is suggested that age does not matter in anxiety (Mellalieu, Neil, & Hanton, 2006). Mellalieu and Hanton suggest that anxiety is present in all ages and no less in the older or younger generations. Whereas Norton, Hope, and Weeks focus on children and the anxiety they deal with. This implies that anxiety starts young, and either continues or fades with age. Though these articles contradict each other, one saying age doesn’t matter and the other saying it begins with children, I believe they are connected through time. Even though anxiety may begin with children, it will stay with many as they grow and eventually, they will be adults dealing with that same sport anxiety. Therefore, young and old deal with anxiety similarly, however, it starts when a person is younger and merely continues with time.

Many people may be surprised to know that professional athletes deal with anxiety just as much, if not more, than everyone else. While many elite athletes struggle with anxiety, they are better equipped to handle the stress of it all. They are taught relaxation techniques and stress management tools (Mellalieu, Neil, & Hanton, 2006). One would also be led to believe that the anxiety elite athletes

face is centered around performance deficits, however, Norton, Hope, and Weeks are quoted saying "…general measures of social anxiety and trait competitive anxiety were not significantly related to perceived performance deficits."

What causes anxiety in athletes?

Many factors induce feelings of anxiety in athletes. Unfortunately, due to space restrictions, this section contains only a brief list of possible determinants of anxiety in sport performers.

Perceived importance of the competition

In general, the more importance is attached to a forthcoming competition by an athlete, the more anxiety s/he is likely to experience in it.

Predispositions: trait anxiety

Many sport psychologists (e.g., Anshel, 1995) believe that athletes' levels of trait anxiety are important determinants of the amount of state anxiety which they are likely to experience in a given situation. But, it is not valid to use a personality trait as an "explanation" for a mental state. After all, one cannot explain aggressive behavior by saying that a person has an "aggressive" personality. Clearly, we must be careful to avoid circular reasoning when seeking to explain why athletes become anxious in certain situations. Nevertheless, research suggests some reasons why athletes differ in their level of pre-competitive trait anxiety.

Attributions/expectations

A tendency to attribute successful outcomes to external and unstable factors (e.g., luck) and to attribute unsuccessful outcomes to internal and stable factors

(e.g., low levels of skill) is likely to induce anxiety in athletes. Perceptions of audience expectations are also important determinants of performance anxiety.

Perfectionism

Athletes who set impossibly high standards for their performances may feel anxious when things fail to go smoothly for them. Interestingly, Frost and Henderson (1991) discovered that athletes who displayed a significant concern for their mistakes (which is associated with perfectionism) tended to experience more anxiety than did less perfectionist colleagues.

Fear of failure

Many athletes are indoctrinated to adopt a "win at all costs" attitude, which ultimately makes them vulnerable to performance anxiety. If they believe that their self-esteem is tied inextricably to what they achieve, they are especially likely to become nervous at the prospect of defeat as it constitutes a threat to their self-worth.

Lack of confidence

Some sport psychologists have speculated that athletes who have little confidence in their own abilities are likely to experience high levels of anxiety in competitive situations. This hypothesis is supported by research (e.g., Martin and Gill, 1991) which shows that runners who scored highly in self-confidence reported experiencing little cognitive anxiety.

In summary, at least three conclusions have emerged from studying anxiety in athletes. First, even the world's best athletes get nervous before competition. Second, many athletes and coaches believe that competitive performance is determined significantly by the ability to control and channel one's nervous energy effectively. Finally, we have learned that anxiety tends to affect people at

different levels—via their thinking, feeling and behavior. In short, anxiety causes athletes to think pessimistically about the future and to feel tense and agitated.

Controlling Anxiety in Sport: Coping with pressure situations

Given the ubiquity of performance anxiety in sport, it is not surprising that psychologists have devised a variety of strategies in an effort to reduce athletes' pre-competitive anxiety levels. Before describing these techniques, however, we need to explain two key points. First, we must distinguish between pressure *situations* and pressure *reactions* in sport. This distinction is extremely important in applied sport psychology because athletes need to be trained to understand that they do not automatically have to experience "pressure" (i.e., an anxiety response) in pressure situations. Second, we need to understand what effective anxiety control or "coping" involves psychologically. In this regard, coping usually refers to any efforts which a person makes to master, reduce or otherwise tolerate pressure. These efforts fall into two main categories. On the one hand, some athletes like to confront the pressure situation directly. This strategy is known as "problem-focused" coping and involves such activities as obtaining as much information as possible about the pressure to be faced or forming a plan of action designed to reduce it. Alternatively, in "emotion-focused" coping, sports performers actively seek to change their interpretation of, and reaction to, the pressure situation in question. Therefore, they may use one of the many intervention strategies recommended by sport psychologists for anxiety reduction (see Gordin, 1998; Williams and Harris, 1998). Typically, problem focused coping techniques are advisable when preparing for controllable sources of pressure whereas emotion-focused strategies are usually more appropriate when the pressure situation is uncontrollable.

With these two ideas in mind—that pressure lies in the mind of the beholder and that different strategies are available to facilitate active coping—here is some of

the most popular techniques used by athletes to deal with unwanted anxiety in sport.

Understanding the experience of pressure

Becoming more aware of anxiety: interpreting arousal signals constructively

Using physical relaxation techniques: lowering shoulders, slowing down and breathing deeply

Giving oneself specific instructions

Adhering to pre-performance routines

Constructive thinking: Encouraging oneself

In summary, athletes can learn to cope with pressure situations by using at least four psychological strategies. First, they must be trained to believe that pressure lies in the eye of the beholder. Therefore, they must be taught to cognitively restructure competitive events so that they can be perceived as opportunities to display their talents (the challenge response) rather than as potential sources of failure (the fear response). Second, athletes must learn for themselves that systematic preparation tends to reduce pressure. One way of doing this is to use simulation training and mental rehearsal to injure themselves against anticipated difficulties. Third, anxious athletes can benefit from using self-talk techniques to guide themselves through pressure situations. Finally, athletes must be prepared to deepen their routines and to use physical relaxation procedures in accordance with the temporal demands of the sport that they are performing.

Anxiety & Performance Relationship

Research on the sport anxiety/performance relationship was initially based on the inverted-U hypothesis (Yerkes & Dodson, 1908). This hypothesis posited a curvilinear relationship between physiological arousal and performance (Gould & Krane, 1992; Jones, 1995; Krane, 1992; Yerkes & Dodson, 1908).

Martens et al. (1990a) made one such attempt to provide a multidimensional explanation of sport anxiety. Their multidimensional theory suggested that anxiety consisted of both cognitive and somatic subcomponents. Based on this theory, cognitive anxiety is defined as "the mental component of anxiety and is caused by negative expectations about success or by negative self-evaluation" (Martens et al., 1990a, p. 6).

The authors posited a negative linear relationship between cognitive anxiety and performance. Somatic anxiety, as defined by Martens et al. (1990a), "refers to the physiological and affective elements of the anxiety experience that develop directly from autonomic arousal" (p. 6). Martens et al. (1990b) have suggested that somatic anxiety should affect performance in a curvilinear fashion, with both lower and higher levels of somatic anxiety being detrimental to performance.

A third subcomponent discussed by Martens et al. (1990b) is the individual difference factor of self-confidence. This encompasses the athlete's global perceptions of confidence. Although not originally proposed as a subcomponent of anxiety. Martens et al. have since included self-confidence in their study of the anxiety/performance relationship. They have proposed a positive linear relationship between self-confidence and performance.

IMAGERY IN SPORT

Imagery may be defined as using all the senses (or at least all senses that are appropriate) to create or re-create an experience in the mind. (Wraga & Kosslyn, 2002). The more vivid the image, the more likely the brain will interpret these

images as identical to the actual stimulus situation (Marks, 1983). In essence, a goal keeper might see the ball being released from the shooter (visual), feel his muscles in his upper arm as he gets ready to save (kinesthetic), and then hear the "voice of the spectators" (auditory) when he makes contact with the ball. What this means is that players can practice physical skills without actually performing them in practice or competition. So now, take a look at other evidences regarding imagery effectiveness in enhancing performance.

The weight of all this evidence most certainly would point to the fact that imagery can positively influence performance. This is especially the case when one considers that all the different sources noted above consistently point to the effectiveness of imagery. These include the wide array of evidence ranging from athletes simply attesting to the effectiveness of imagery, to laboratory studies, to imagery use by successful athletes to imagery as part of a mental training program.

Factors Affecting Effectiveness of Imagery

Like many other summary of results, findings are often mediated by different factors and individual differences. In essence, results can vary based on the specific factor involved and some of these important variables will now be briefly reviewed.

Imagery Perspective

Since Mahoney and Avener's (1977) classic study, researchers and practitioners have been interested in the effects of internal and external imagery. Internal imagery requires an approximation of the real-life phenomenology such that the person actually imagines being inside his or her body and experiences those sensations which might be expected in the actual situation. In external imagery, a person views himself or herself from the perspective of an external observer (much like in home movies). In essence, internal imagery takes a first person perspective, whereas external imagery takes a third person perspective. Hardy (1997) argues that imagery is beneficial to the extent that it adds useful

information to the movement experience. Because internal and external imagery probably provide different information about a movement experience, practitioners are advised to combine perspectives.

Skill Level

It has long been debated regarding the impact of ability level of the effectiveness of imagery. A summary of the early empirical evidence regarding this issue came from the meta-analysis conducted by Feltz and Landers (1983). Specifically, they concluded that imagery could be effective for both beginners and highly skilled performers, although there was a lot of variability found across studies.

Type of Task

A question that has always intrigued researchers was whether some tasks were more affected by imagery than others? The original meta-analysis by Feltz and Landers (1983) reported that imagery effects were greater for cognitive-oriented tasks than tasks focusing more on the motoric aspects of the skill. More recent meta-analyses (e.g., Driskell, Cooper & Moran, 1994; Hinshaw, 1991) have supported this conclusion although it should be noted that imagery is effective for all types of tasks, albeit more for tasks with a great deal of cognitive components.

Positive versus Negative Imagery

Research has clearly found that positive images lead to enhanced performance whereas negative images lead to performance decrements. For example, researchers (e.g., Taylor & Shaw, 2002; Woolfolk et al., 1985) found that the positive images enhanced performance as well as the execution of a golf-putting task, whereas negative imagery produced a decrease in performance and execution. In addition, Beilock, Afremow, Rabe, and Carr (2001) found that suppressive imagery (where the performer was told to image “don’t miss”) also produced decreases in performance. This research supports the notion that when a person is asked “not” to do something, the mind often cannot forget the “not” and simply sees the miss or other bad performance.

Time of Imagery

The amount of time a performer should image for maximum effectiveness has interested both researchers and practitioners. The two key patterns discussed in the context of practice speed are slow-motion and real-time imagery, Originally, it was felt that slow motion imagery would be more effective because it should allow athletes time to isolate weak elements of their performance and eventually correct faulty components. This, then, should result in improved performance.

Furthermore, they argue that matching movement tempo and consistency of relative timing for both mental and physical practice conditions should eventually lead to improved preparation and execution of both imagery and the equivalent motor performance.

There is a general agreement that to make imagery most effective, performers should include as many senses as possible. Doing so is especially the case for kinesthetic imagery, as it is theorized to be particularly important to performers of movement skills. For example, Suinn (1983) suggested that imagery is a "total retrieval of experience that is holistic and fully dimensional in sensations" (p. 512). Moran and MacIntyre (1998) reported that 75% of athletes in their sample incorporated the kinesthetic sense into their imagery.

ATTENTION & CONCENTRATION in SPORTS

According to William James (1895) attention is the taking possession in the mind, in clear and vivid form, of one out of several simultaneous possible objects or trains of thought. In another explanation Attention is an ability to focus on a task, ability to concentrate, refers to the allocation of processing resources (Anderson, 1995).

James's definition about attention implies a number of features:

- attention is **limited** - we can only attend to one thing at a time

- attention is **selective** - we can direct our attention to one thing or to something else
- attention is linked to **consciousness** - what we are aware of at any given time

It is difficult to attend to more that thing at the same time. Within this understanding we should know that trying to attend to one task over another requires selective attention.

Attention appears to be a fundamental prerequisite for optimal performance in any sporting endeavor. It also plays a key role in the learning of skills. The learner's motivation to attend to the task and exert effort to improve performance has been identified as a key ingredient in the development of expertise in variety domains (Ericsson, Krampe & Tesch-Romer, 1993).

Attention is accepted as more broadly version of concentration. A useful definition of concentration in sport and exercise settings has four important parts; i) focusing on the relevant cues in the environment (selective attention), ii) maintaining that attentional focus over time, iii) having awareness of the situation and iv) shifting attentional focus when necessary.

Some scientists investigated the components of exceptional performance and found eight physical and mental capacities that elite athletes associate with peak performance. Three of these eight are associated with high levels of concentration. Specifically; athletes describe themselves as i) being absorbed in the present and having no thoughts about the past or future, ii) being mentally relax and having a high degree of concentration and control, iii) being in a state of extraordinary awareness of both their own bodies and external environment.

Moreover researchers comparing successful and less successful athletes have consistently found that attentional control is an important discriminating factor.

M. RELAXATION RESPONSE TECHNIQUE

In this technique we will perform six different steps with you.

In first step, please sit quietly in a comfortable position.

In second step; close your eyes please,

In third step; deeply relax your all muscles, beginning at your feet and progressing up to your face. Keep them relaxed.

In fourth step; please breathe through your nose. Concentrate on your breathing. As you breathe out, say the word calm, warm or some nonsense sound silently to yourself. For example; breathe IN …. OUT, “calm”, breathe IN …. OUT, “calm”; and so forth. Breathe easily and naturally.

In fifth step; continue for 10 minutes. When you finish, sit quietly for more several minutes, at first with your eyes closed and later with your eyes open. Do not stand up for a few minutes.

In last step; please do not worry about whether you are successful in achieving a deep level of relaxation. Try to remain passive by just letting the relaxation happen. Practice the technique once or twice daily, but not within one hour after any meal, since the digestive processes seem to interfere with the elicitation of the relaxation response.

N. AUTOGENIC TRAINING

The Breathing Warm-up

Begin a process of deep breathing, exhaling to a mental count that is twice as long as you inhale. With each breath cycle, increase the duration. For instance, inhale counting, “One,” exhale counting, “One, Two.” Inhale counting, “One, Two;” exhale counting, “One, Two, Three, Four.” Go up the scale to six counts in, twelve counts out. Then reverse: six counts in, twelve counts out; five counts in, ten counts out; and so on, down to one count in, two counts out.

Phase 1: Heaviness

After the Breathing Warm-up, begin this Phase 1 practice with your right arm. (But if you are left-handed, begin, in this as in all other exercises, on your left side.) Breathe deeply, one count in, one count out, and silently repeat the following formula—the first half of each phrase (the part before the “/”) as you inhale, the second half (the part after the “/”) as you exhale:

My right arm is getting / limp and heavy	6–8 times
My right arm is getting / heavier and heavier	6–8 times
My right arm / is completely heavy	6–8 times
I feel / supremely calm	1 time

Phase 2: Warmth

Begin with the Warm-up breathing exercise. Do the final Heaviness Formula with all the repetitions. (Heaviness—and the muscular relaxation it represents—is critical to the rest of the training. So you need to master it well right from the start.) At the end of the Heaviness Formula add this exercise for warmth:

My right arm is getting / limp and warm	6–8 times
My right arm is getting / warmer and warmer	6–8 times
My right arm / is completely warm	6–8 times
I feel / supremely calm	1 time

Phase 3: A Calm Heart

Do the Warm-up. Then begin the following routine which incorporates your previous work (the Heavy/Warm Formula) and adds the calm heart exercise:

My arms and legs are getting / limp and heavy and warm	1–2 times
My arms and legs are getting / heavier and warmer	1–2 times
My arms and legs are / completely heavy and warm	1–2 times
I feel / supremely calm	1–2 times
My chest feels / warm and pleasant *	6–8 times
My heartbeat is / calm and steady	6–8 times
I feel / supremely calm	6–8 times

Phase 4: Breathing

Do the Warm-up. Then begin the following routine which incorporates all your previous work and adds command of your breathing as well:

My arms and legs are getting / limp and heavy and warm	1–2 times
My arms and legs are getting / heavier and warmer	1–2 times
My arms and legs are / completely heavy and warm	1–2 times
My heartbeat is / calm and steady	1–2 times
I feel / supremely calm	1–2 times
My breathing is / supremely calm	6–8 times
I feel / supremely calm	1 time

Phase 5: Stomach

Do the Warm-up. Then begin the following routine which helps you add a radiant feeling of central warmth and peace to your body:

My arms and legs are getting / limp and heavy and warm	1–2 times
My arms and legs are getting / heavier and warmer	1–2 times
My arms and legs are / completely heavy and warm	1–2 times
My heartbeat is / calm and steady	1–2 times
I feel / supremely calm	1–2 times
My breathing is / supremely calm	1–2 times

I feel / supremely calm	1–2 times
My stomach is getting / soft and warm	6–8 times
I feel / supremely calm	1 time

Phase 6: Cool Forehead

Do the Warm-up. Then begin the following routine which helps you add a calm, stabilizing sensation of coolness to your forehead:

My arms and legs are getting / limp and heavy and warm	1–2 times
My arms and legs are getting / heavier and warmer	1–2 times
My arms and legs are / completely heavy and warm	1–2 times
My heartbeat is / calm and steady	1–2 times
I feel / supremely calm	1–2 times
My breathing is / supremely calm	1–2 times
I feel / supremely calm	1–2 times
My stomach is getting / soft and warm	1–2 times
I feel / supremely calm	1–2 times
My forehead is / cool	6–8 times
I feel / supremely calm	1 time

Completion

By this time you should have mastered all the six phases of the basic training. Your final condensed autogenic formula will now be as follows:

Warm-up (as in previous sessions)

My arms and legs are / heavy and warm	1–2 times
My heartbeat and breathing are / calm and steady	1–2 times
My stomach is / soft and warm	1–2 times
My forehead is / cool	1–2 times
I feel / supremely calm	1–2 times

O. IMAGERY SCRIPT

1. Close your eyes and take a deep breath.

2. Slowly exhale and relax. Let all the tension flow from the body (Pause for 30 seconds).

3. Visualize walking into the stadium (saloon). Visualize the fitting room, massage table, and the layout of the staff that you will use on pitch. Consider all the sounds, people, and activities (Pause for 60 seconds).

4. Take a deep breath and say to yourself that you will be successful (Pause for 10 seconds).

5. Visualize getting prepared for the competition. Feel your confidence grow while you remain calm, yet also excited for the competition to begin (Pause for 30 seconds).

6. Take a deep breath and relax.

7. Visualize yourself taking your approach to the pitch. Your timing, balance, and release all are perfect. You are extremely confident (Pause for 60 seconds).

8. Visualize the game proceeding, from the first half to the end of the game (Pause for 30 seconds).

9. Take several moments to visualize as you perform. You are remaining positive, confident, and relaxed (Pause for 30 seconds).

10. Visualize the support you are receiving from your friends and teammates. Visualize how your opponents watch in amazement as you deliver each shot or pass or cross (Pause for 30 seconds).

11. Visualize the end of competition and being completely satisfied with your performance (Pause for 30 seconds).

12. Focus again on your breathing. Take a deep breath and slowly exhale.

13. Slowly open your eyes, stretch, and feel confident of your upcoming performance.

P. PROGRESSIVE MUSCLE RELAXATION TECHNIQUE

Seat yourself in a comfortable place. Uncross your arms and legs, close your eyes.

1. To begin, take three deep abdominal breaths, exhaling slowly each time. As you exhale, imagine that tension throughout your body begins to flow away.
2. Clench your fists. Hold for 7-10 seconds and then release for 15-20 seconds. *Use these same time intervals for all other muscle groups.*
3. Tighten your biceps by drawing your forearms up toward your shoulders and "making a muscle" with both arms. Hold... and then relax.
4. Tighten your *triceps--the* muscles on the undersides of your upper arms--by extending your arms out straight and locking your elbows. Hold ... and then relax.
5. Tense the muscles in your forehead by raising your eyebrows as far as you can. Hold ... and then relax. Imagine your forehead muscles becoming smooth and limp as they relax.
6. Tense the muscles around your eyes by clenching your eyelids tightly shut. Hold... and then relax. Imagine sensations of deep relaxation spreading all around them.
7. Tighten your jaws by opening your mouth so widely that you stretch the muscles around the hinges of your jaw. Hold ... and then relax. Let your lips part and allow your jaw to hang loose.
8. Tighten the muscles in the back of your neck by pulling your head way back, as if you were going to touch your head to your back (be gentle with this muscle group to avoid injury). Focus only on tensing the muscles in your neck. Hold ... and then relax. Since this area is often especially tight, it's good to do the tense-relax cycle twice.
9. Take a few deep breaths and tune in to the weight of your head sinking into whatever surface it is resting on.

10. Tighten your shoulders by raising them up as ff you were going to touch your ears. Hold ... and then relax.
11. Tighten the muscles around your shoulder blades by pushing your shoulder blades back as if you were going to touch them together. Hold the tension in your shoulder blades ... and then relax. Since this area is often especially tense, you might repeat the tense-relax sequence twice.
12. Tighten the muscles of your chest by taking in a deep breath. Hold for up to 10 seconds ... and then release slowly. Imagine any excess tension in your chest flowing away with the exhalation.
13. Tighten your stomach muscles by sucking your stomach in. Hold ... and then release. Imagine a wave of relaxation spreading through your abdomen.
14. Tighten your lower back by arching it up. (You should omit this exercise if you have lower back pain.) Hold ... and then relax.
15. Tighten your buttocks by pulling them together. Hold... and then relax. Imagine the muscles in your hips going loose and limp.
16. Squeeze the muscles in your thighs all the way down to your knees. You will probably have to tighten your hips along with your thighs, since the thigh muscles attach at the pelvis. Hold ... and then relax. Feel your thigh muscles smoothing out and relaxing completely.
17. Tighten your calf muscles by-pulling your toes toward you (flex carefully to avoid cramps). Hold ... and then relax.
18. Tighten your feet by curling your toes downward. Hold ... and then relax.
19. Mentally scan your body for any residual tension. ff a particular area remains tense, repeat one or two tense-relax cycles for that group of muscles.
20. Now imagine a wave of relaxation slowly spreading throughout your body, starting at your head and gradually penetrating every muscle group all the way down to your toes.

Q. ATTENTIONAL FOCUS TRAINING

Today we will try to practice Attentional focus training with you. The aim of this training is maximizing the sportive performance by develop highly refined and developed ability to focus and refocus. This training has three parts include; thought stopping, centering and refocusing.

In this point I need to remind you the types of attention which we mentioned in education part of our training.

Small examples related with types of attention (narrow – broad / internal - external)

Now I have a request from you. Please remember one negative sportive practice from your sportive life and try to sort out negative thoughts that you lived within it.

You have two minutes about it…

OK welcome again…

Now please follow the steps with me and replace your experiences in it…

1. Displace negative thoughts that come into your mind with a positive thought.

For instance; you are on a standing at the foul line and about to shoot a game-winning or losing. Negative thought goes through in your mind " I am going to miss, We will not win the game, It is too much responsibility for me."

We should eliminate negative thoughts with a positive thoughts as " No, I am an excellent shooter. I will make it and we will achieve, I am the best person on the team to be shooting in this situation."

Now you have two minutes to adapt your experience within this way…

2. Welcome again. Second step is centering our attention internally while making minor adjustments in arousal.

If you let me to follow my example (foul shot), I want to center my attention internally by taking a long breath and exhaling slowly.

Now you have two minutes to adapt your experience within this way…

3. In this step you narrowly will focus your attention externally on a task relevant cue associated with proper form.

In this step I will turn my attention to basketball hoop and focus upon a task oriented suggestions such as “follow through, and put a little backspin on the ball”

Now you have two minutes to adapt your experience within this way…

4. Perform the sport skill as soon as you have achieved a feeling of attentional control again by again…

Do not forget it the thought stopping and centering procedure takes practice. You should try to practice in your daily life when you find free time. As you see it is not so long or tough situation.

Here is another important point; you should understand that negative thoughts can be displaced and that through the process of centering, the thoughts capture attention can be controlled.

R. TÜRKÇE ÖZET

6 HAFTALIK PSİKOLOJİK BECERİ ANTRENMANI UYGULAMASININ TAKIM BÜTÜNLÜĞÜ, KENDİNE GÜVEN ve KAYGI DÜZEYLERİ ÜZERİNE ETKİSİ: GENÇ BASKETBOL OYUNCULARI ÖRNEĞİ

Giriş

Üst düzeyde performansa ulaşmada önemli rol oynayan psikolojik hazırlanma spor psikolojisinin en ilgi çekici alanlarından biridir.

Araştırmacılar sporda psikolojik hazırlanmanın önemini uygulamak için, üst düzeyde performansı belirleyen psikolojik özellikler üzerinde durmuşlardır. Örneğin; Williams ve Krane (1993) üst düzeydeki performansı tanımlayan psikolojik özellikleri şöyle sıralamışlardır:

- Canlılık düzeyinin kontrol edilmesi (enerjik, rahat fakat korkusuz)
- Yüksek kendine güven
- İyi konsantrasyon olma
- Kontrollü davranış
- Zihinsel canlandırma ve olumlu düşünme
- Belirleyicilik ve kararlılık

Ravizza (2001), üst düzey performansa sahip sporcunun, yapacağı işi tamamen sindirdiğini, hem fiziksel, hemde zihinsel olarak hazırlandığını, duygusal açıdan, mutlu, kaygıdan uzak bir birey olarak tanımlamaktadır. Brewer ve arkadaşları yaptıkları araştırma sonucunda üst düzey performansın belirleyicilerinin dikkatte odaklaşma ve kendine güven olduğunu vurgulamışlardır. Smith ve Christensen (1995)' de psikoljik becerilerin beyzbol performansını belirlemede önemli bir etken olduğunu yaptıkları araştırma ile ortaya koymuşlardır. Crocker, Alderman, ve Smith (1988), Murphy ve Jowdy (1992) stress yönetimi, dikkat kontrolü, ve zihinsel hazırlanma gibi psikolojik becerilerin sportif performansla ilişkili olduğunu vurgulamışlardır.

Yukarıda da ortaya konulmaya çalışıldığı gibi psikolojik özellikler sportif performansı önemli belirleyicileridir. Psikolojik özelliklerin sportif performans açısından önemi spor psikolojisi alanında çalışan araştırmacıları başarı için gerekli becerileri belirlemeye ve spor psikologlarına, antrenörlere, sporculara bu psikolojik becerilerin nasıl öğretileceği, öğrenileceği ve uygulanacağı ile ilgili bilgilendirmeye yöneltmiştir. Bu bağlamda, sporda üst düzeyde performansı için gerekli olan becerilerin sporculara antrenörlere aktarılmasını içeren süreç "Psikolojik Beceri Antrenmanı" (PBA) olarak adlandırılır.

"Psikolojik Beceri Antrenman"ın amacı bireylerin sporda üst düzey performans için gerekli olan psikolojik becerilerini geliştirmelerine ve bu becerileri etkili şekilde kullanmalarına yardım etmektir (Gardner, 1995)

"Psikolojik beceri antrenmanı programı kas gevşemesi; dikkat, görselleştirme, zihinde canlandıma, hedef belirleme ve bilişsel kontrol metodlarının sistematik olarak öğretilmesini içermektedir (Gardner, 1995).

Weinberg ve Gould (2007) "PBA"' ları ile sporcuların konsantrasyon, güven, motivasyon veya zihinsel hazırlanma becerilerinin geliştirileceğini vurgulamışlardır. Weinberg ve Williams (1993) psikolojik becerilerin geliştirilmesini içeren zihinsel antrenman programının kaygı kontrolü, canlandırma konsantrasyon, kendi kendine konuşma, düşünceleri durdurma, güven gibi becerileri ve teknikleri içerdiğini belirtmiştir.

Martens (1987) "PBA" temelde eğitim amacını içerdiğini, sporda yarışmanın stresinden dolayı sorunla karşılaşan sporcular için olduğunu, yaşam stresinden dolayı ortaya çıkan sorunları olan anormal bireyler için uygun olmadığını belirtmiştir. Martens (1987)'e göre "PBA" psikoterapi amaçlı kullanılmamalıdır ve "PBA"ları eğitici spor psikoloğu tarafından sporcuya becerilerini ve üst düzey

performansını sergilemesine yardımcı olacak üstün psikolojik becerileri kazandırma amacı ile kullanılmalıdır. Danish ve arkadaşları (1983) 'de spor psikolojisinde tedavi amaçlı kullanılan tekniklerin yanısıra gelişimsel egitici yaklaşımlarınında bulunduğunu ve psikolojik becerilerin öğretilmesini bu model içerisinde yer aldığı belirtmiştir. Psikolojik beceri antrenmanlarını bu yaklaşım içinde ele alındığında bireyin sürekli gelişmesi ve değişimi üzerinde yoğunlaşmaktadır. Bu çerçevede kullanılan psikolojik beceri antrenmanları kısa süreli hedefleri değil, bireyin yaşam boyunca gelişimini ve üst düzey sportif performansa ulaşmasını içermektedir. Temel amaç, sporcuya belli becerileri öğreterek yaşantısı üzerinde kontrol sağlamasına yardım etmektir. Bu da sporcunun kendisini rahat ve güvenli hissetmesini sağlamaktadır.

PSİKOLOJİK BECERİ ANTRENMANLARININ ÖNEMİ

Weinberg ve Willams (1993); Weinberg ve Gould (1995) psikolojik beceri antrenmanları programlarının üst düzey performansdaki etkinliğini anlamak için yarışma ortamında iyi planlanarak, sonuca dayalı yardım teknikleri kullanılarak yapılan çalışmalara ihtiyaç duyulduğunu belirtmişlerdir.

Spor psikolojisi alanında bu tür çalışmalar zaman ve para sorunlarından, sporcuların ve antrenörlerin isteksiz olmalarından zorlukla yapılmalarına rağmen birçok araştırmacı psikolojik beceri antrenmanları programlarının performansı arttırmadaki etkinliğini ortaya koymak için araştırmalar yapmışlardır. Örneğin; Greenspan ve Feltz psikolojik beceri antrenmanları etkinliğini araştıran 20 basılı çalışmayı incelemişler ve bu çalışmalarda yarışma ortamında kullanılan 23 değişik psikolojik yardım tekniğinin (canlandırma, stres aşılama, gevşeme, pekiştireç, sistematik disensetizasyon) etkinliği araştırmışlardır. 20 basılı çalışma sonucunda araştırmacılar genelde eğitici nitelik taşıyan psikolojik yardım tekniklerinin yarışma ortamında sporcuların performanslarını arttırmada etkili olduğunu bulmuşlardır (Akt. Weinberg ve Willams, 1993).

Bunun yanısıra, Vealey (1994) sporda kullanılan psikolojik yardım tekniklerinin performansa etkisini yapılan toplam 12 çalışmadan 9'unun desteklediğini belirtmiştir. Vealey (1994) performansı arttırmada etkin olan tekniklerin genelde bilişsel veya bilişsel-davranışsal teknikler olduğunu da ifade etmiştir.

Son yıllarda özellikle birçok spor psikolojisi üzerine yayın yapan dergilerde yayınlanan makalelerde değişik psikolojik yardım tekniklerinden oluşan psikolojik beceri antrenmanlarının performans üzerindeki etkinliği ortaya konulmaya çalışılmaktadır.

PSİKOLOJİK BECERİ ANTRENMANLARININ KAPSAMI VE BASAMAKLARI

Yukarıda psikolojik beceri antrenmanlarının kendine güven, kaygı kontrolü, konsantrasyon, zihinde canlandırma, motivasyon hedef belirleme gibi önemli psikolojik becerilerini içerdiğinden bahsedilmişti. Temelde bu psikolojik beceriler ele alınarak değişik araştırmacılar tarafından farklı içeriklerde, psikolojik beceri antrenman programları geliştirilmiştir.

Bu psikolojik beceri antrenmanları programları benzer psikolojik becerileri içermekle birlikte hangi becerinin önce öğretileceği bakımından yani izlenen sıra açısından farklılık göstermektedir. Örneğin Suinn (1986) sporculara 7 basamakdan oluşan zihinsel antrenman programı hazırlamıştır. Suinn (1986) tarafından hazırlanan programın ilk basamağı gevşeme antrenmanları ile başlamaktadır. Derinleşen kas gevşemesi tekniğinin öğretilmesini, bu tekniğin farklı ortamlarda yarışma dahil kullanılması takip etmektedir. Suinn (1986)'in programındaki 2. Basamak sporcuya stresin semptomlarının farkına varmasını sağlamak ve sporcuya yüksek düzeydeki stresi odaklaşma tekniği kullanarak nasıl kontrol edileceğinin öğretilmesidir. 3. Basamak değişik düşünce kontrol tekniklerinin-olumsuz düşüncelerinin olumluya dönüştürülmesi, düşünceyi durdurma, yeniden yapılandırma-öğretilmesi ve uygulanmasını içermektedir. Kendini kontrol becerilerinin geliştirilmesi için en iyi kişisel performansın

geliştirilmesi zihinsel antrenman programının 4. Basamağıdır. 5. Basamakta sporcunun yarışma ortamını ve hedeflere ulaştığının zihinsel olarak canlandırılması sağlanır. 6. Basamak daha öğretilen gevşeme ve zihinsel canlandırma tekniklerinin yarışmada konsantrasyonun kontrol edilmesi ve odaklaştırılması ve tekrar dikkatde yoğunlaştırılmasını kapsamaktadır. Son olarak; ise Suinn sporculara kendi enerjilerinin farkına varmasını ve bu enerjilerini maksimal düzeyde kullanması konusunda eğitim vermektedir.

Nideffer (1985) tarafından ortaya konulan PBA programı ise şu basamakları içermektedir:

- Optimal uyarılma düzeyinin belirlenmesi;
- Stres yaratıcı kaynakların belirlenmesi;
- Olumlu imgeleme;
- Solunumun düzenlenmesinin öğrenilmesi;
- Olumsuz davranışı değiştirme
- Zihinsel antrenman

Suinn (1986), Nideffer (1985)'in yanısıra Martens (1987) 2. Seviyedeki antrenörlerin kullanması için bir psikolojik beceri antrenmanları programı ortaya koymuştur. Martens (1987) tarafından ortaya konulan psikolojik beceri antrenmanları 5 temel psikolojik beceriyi içermektedir.

Bu psikolojik beceriler

- Canlandırma becerileri
- Fiziki enerjinin kontrol edilmesi
- Stres Kontrolü
- Dikkat Becerileri
- Hedef Belirleme Becerileri

Martens (1987) göre bu beceriler birbirleri ile ilişkilidir ve bir becerideki gelişim diğer becerilerin gelişmesine yardımcı olur.

Martens (1987)' ın yanısıra; Rushall, Hardy ve Fazey, Winter ve Martin'de değişik "PBA" programları ortaya koymuşlardır. Rushall tarafından ortaya konulan "PBA" programı sportif deneyime olumlu yaklaşım, hedef belirleme kararlılığın geliştirilmesi, canlandırmanın geliştirilmesi, gevşeme becerileri, yarışma öncesi zihinsel beceriler, yarışma için zihinsel beceriler, takım oluşturma alanları ile ilgili uygulamaları içermektedir. Hardy ve Fazey tarafından Ulusal Antrenör Federasyonu için hazırlanan psikolojik beceri antrenmanları hedef belirleme, kaygı kontrolü, zihinde canlandırma ve konsantrasyon antrenmanlarını kapsayan 4 kaset ve ilgili broşürleri içermektedir. Hardy ve Fazey tarafından hazırlanan bu psikolojik beceri antrenmanları programında hedef belirleme her biri 30 dak süren 6; gevşeme antrenmanları 18, zihinsel canlandırma 7 ve konsantrasyon antrenmanı 6 seansdan oluşmaktadır.

Winter ve Martin ise Güney Avustralya Spor Kurumu için 5 ve 10 hafta süren toplam 7 modülden oluşan bir PBA programı hazırlamışlardır. Winter ve Martin'in PBA'nı oluşturan 7 modül aşağıda sıralanmıştır.

Modül 1: Hedef Belirleme
Modül 2: Performans ve canlılık düzeyi arasındaki ilişkinin tartışılması ve gevşeme antrenmanları
Modül 3: Dikkat ve konsantrasyonun önemi ve bunlarla ilgili beceriler
Modül 4: Kendine güvenin oluşturulması
Modül 5: Zihinsel canlandırma
Modül 6: Hedef belirleme ve zihinsel canlandırmanın motivasyon antrenmanlarında kullanılması

Modül 7: Gevşeme, zihinde canlandırma ve planlamanın yarışmada optimal performansı sağlayacak zihinsel olarak hazırlanma için birleştirilmesi
(Summer ve Moris, 1995).
Yukarıda değişik araştırmacılar tarafından sunulan psikolojik beceri antrenmanlarından da görüldüğü üzere psikolojik beceri antrenmanları aynı fiziksel becerilerin öğrenilmesi ve öğretilmesi gibi belli bir sırayı izlemektedir.

Verilen bilgiler doğrultusunda bu çalışmanın amacı, zihinsel-davranışçı yaklaşıma dayanan bir çerçeve doğrultusunda 6 haftalık psikolojik beceri antrenmanın daha önceden bu yönde herhangi bir eğitim almamış olan bir basketbol takımı sporcularında ki takım bütünlüğü, kendine güven ve kaygı düzeylerine olan etkisini incelemektir.

Materyal ve Metod

Çalışmanın örneklemini Ankara ilinde düzenlenen Yıldız Erkekler Basketbol müsabakaları A kategorisinde mücadele eden iki ayrı takımda yaşları 16-17 arasında bulunan 36 erkek sporcu oluşturmaktadır. Takımlardan biri deney grubu (19 sporcu) diğeri ise kontrol grubu (17 sporcu) olarak belirlenmiştir.

Toplamdaki 36 katılımcının, deney grubunda olan 19 kişilik grubun spor deneyimlerinin ortalaması 5.79 yıl ve 17 sporcudan oluşan kontrol grubunun spor deneyimlerinin ortalaması 6.00 yıl olarak belirlenmiştir.

Çalışmanın deseni yarı deneysel araştırma desenidir. Araştırma deseninin özelliklerine göre önceden araştırmacı tarafından düzenlenmemiş olan gruplar amaca yönelik olarak deney ve kontrol grubu olarak ayrıştırıldı. Her iki gruba da uygulanmak istenen nicel ölçekler uygulandı ve bu sürece ön test süreci adı verildi. Daha sonrasında deney grubuna önceden belirlenmiş olan antrenman

programı uygulandı. Antrenman programı uygulama sürecinde kontrol grubuna herhangi bir uygulama yaptırılmadı. Antrenman programı bitiminden kısa bir süre sonrada son test adı verilen ölçümler her iki gruptanda alındı. Son test sürecindeön testte kullanılan ölçeklerin aynısı kullanıldı. Psikolojik beceri antrenmanı programının bitiminden sonraki üç farklı tarihte de kalıcılık testleri uygulandı. Kalıcılık testlerinin uygulama amacı eğitim temelli zihinsel davranışçı yaklaşıma göre düzenlenen psikolojik beceri antremanı programının uzun süreli etkilerinin olup olmadığını ortaya koymaktır. Uygulanan ilk kalıcılık testleri her bir becerinin uygulama süresi olan iki hafta sonra; ikinci kalıcılık testi tüm psikolojik beceri antrenmanının toplam süresi olan altı hafta sonra ve son kalıcılık testi önceden yapılmış olan birkaç çalışmada ve de konunun uzmanı bilim adamları tarafından uygun bir tarih olarak nitelendirilen programın bitiminden altı ay sonraki süreçte uygulanmıştır.

Uygulanmış olan psikolojik beceri antrenmanının içeriği deney grubunu oluşturan takımın hocasının görüşleri ve sporcularla yapılan görüşmeler sonucunda belirlenmiştir. Psikolojik beceri antrenmanı içeriği ve programı sporcular için şekillendirilmiş ve uygulanacak program içerisinde takım bütünlüğü, kendine güven ve kaygı becerilerinin olmasına karar verilmiştir. Buna göre de program içerisinde ki becerilere yönelik olarak; takım yapılandırma, hedef belirleme, imgeleme, kendi kendine konuşma, motive edici konuşma, düşüncenin yönünün değiştirilmesi, otojenik antrenman ve kademeli rahatlama teknikleri kullanılmıştır.

Çalışma iki boyut üzerinde değerlendirilmiştir. Bunlar nicel ve nitel boyutlardır. Çalışma nicel bölümü içerisinde sporcuların görüşlerini elde etmek üzere; Takım bütünlüğünü (grup sargınlığı) ölçmek için orjinali 1985 yılında Carron ve arkadaşları tarafından oluşturulan ve Türk populasyonuna 2002 yılında Öcel tarafından uyarlanan Grup Çevresi anketi kullanılmıştır. Bu ölçek dört farklı alt

boyuttan oluşmaktadır. Bunlar; Grubun görevde bütünleşmesi (5 madde), Grubun sosyal bütünleşmesi (4 madde), Grubun sosyal açıdan çekici olma düzeyi (5 madde) ve Grubun yaptığı görevi çekici bulma düzeyi (4 madde) alt boyutlarıdır. Toplamda 18 maddeden oluşmaktadır. Maddeler 1'den 9'a kadar oluşturulan likert ölçek tipi ile numaralandırılmıştır.

Sporcuların kendilerine güven düzeylerini ölçemk için orjinali Vealey tarafından 1986 yılında oluşturulan ve Türk popülasyonuna uyarlaması 2006 yılında Engür ve arkadaşları tarafından yapılan Sporcularda Sürekli Kendine güven envanteri kullanılmıştır. Bu ölçek 13 sorudan oluşmakta ve kişinin genel olarak kendine güven konusundaki hissedişlerini değerlendirmektedir. Maddeler 1'den 9'a kadar oluşturulan likert ölçek tipi ile numaralandırılmıştır.

Son olarak ta sporcuların kaygı düzeylerini ölçmek için Spielberger tarafından 1970 yılında oluşturulan Sürekli – Durumluk Kaygı anketinin sürekli kaygı bölümü kullanılmıştır. Anketin Türk populasyonuna uyarlama çalışması 1985 yılında Öner ve Le Compte tarafından yapılmıştır. Bu anket içerisinde 20 adet madde bulunmakta ve bu maddeler 1'den 4'e kadar numaralandırılmıştır.

Kullanılan anketlerin hepsi aynı sıra ve tarihlerde deney ve kontrol gruplarına uygulanmıştır.

Yukarıda da belirtildiği üzere psikolojik beceri antrenmanları üç safhadan oluşmaktadır. Bunlar; eğitim, kazanım ve uygulama aşamasıdır. Eğitim aşamasının amacı sporcunun uygulanacak olan beceri ile ilgili hazır bulunuşluk düzeyini belirlemek ve elde edilen bilgiler doğrultusunda kişiyi yeni bilgiler ile şekillendirmektir. Eğitim aşamasında genellikle becerinin tanımı, spor ortamında ki yeri ve performans kavramı ile olan ilişkisi irdelenmektedir. Kazanım aşamasında ise seçilen beceri ile ilgili spor psikolojisi literatüründe yapılmış ve

katkısı tanımlanmış olan psikolojik stratejilerin uygulaması yapılmaktadır. Uygulama safhası içerisinde ise sporcuların edindikleri bilgiler doğrultusunda ve öğrendikleri beceri ile ilgili psikolojik stratejileri uygulamaları istenir. Düzenli ve sürekli yapılan uygulamaların sporcuların gerek antrenman gerekse de yarışma dönemlerinde kendi kişisel gelişimlerine ve performanslarına pozitif etkileri olduğu belirlenmiştir.

Altı haftalık çalışma programı içerisinde her beceri için iki haftalık uygulama süresi belirlenmiştir. Haftanın ilk iki günleri (Pazartesi - Salı) uygulanacak olan beceri ile ilgili teorik altyapının verilmesi için kullanılmıştır. Eğitim uygulamaları 20 – 30 dakika arasında sınırlandırılmıştır. Hafta ortalarında sporcuların izinli olmaları sebebiyle herhangi bir uygulama yapılamamıştır. Perşembe ve Cuma günleri içerisinde ise beceriler ile ilgili yapılandırılmış egzersiz uygulamaları gerçekleştirilmiştir.

Tüm yapılan testler sonucunda elde edilen veriler uygun istatistiksel teknikler kullanılarak yorumlanmıştır. Takım bütünlüğü ile ilgili olarak alt boyutları olması sebebiyle istatistiksel analiz olarak Karışık Dizayn Çok Yönlü Varyans analizi tekniği kullanılmıştır. Uygulama öncesinde bu tekniği kullanabilmek için gereken tüm ön şartlar incelenmiştir. Sporcularda kendine güven ve kaygı anketlerinin tek boyutlu olmaları sebebiyle de istatistiksel analiz olarak tek yönlü varyans analizi kullanılmıştır.

Çalışmanın nitel bölümü içerisinde ise deney grubu içerisinden altı sporcu ile görüşme gerçekleştirildi. Görüşme gerçekleştirilecek sporcuların seçimi süresinde ilk olarak kendi gönüllü olan, görüşlerini aktarmak isteyen tercihen takımda deneyimli ve etkili sporcular belirlendi. Daha sonrasında ise görüşme yapılan sporcuların önerileri doğrultusunda diğer sporcular belirlendi. Bu sporculara ve takımın koçuna önceden belirlenen beş soruluk taslak uygulandı. Sporculara ve

takımın koçuna sorulan sorular konu ile ilgili alanda uzman bir akademisyen ile belirlenmiştir. Belirlenen soruların içeriğinin sporcular içinde takımın koçu içinde benzer temeller taşımasına özen gösterildi. Çalışmanın nitel bölümü nicel bölümün geçerliğini desteklemek amacıyla gerçekleştirilmiştir.

Sonuçlar

Nicel bölüm ile amaçlar doğrultusunda uygulanan karışık dizayn çok yönlü varyans analizi sonuçları, takım bütünlüğü (grup sargınlığı) için tüm uygulamalar sürecinden sonra anlamlı farklılıklar oluştuğunu göstermiştir (F $[_{16,\ 19}]$ = 3.25, p < .05). Karışık dizayn tek yönlü varyans analizi sonuçları incelendiğinde ise sürekli sportif güven için anlamlı farklılıklara ulaşıldığını (F $[_{4,\ 31}]$ = 12.05, p < .05) fakat sürekli kaygı envanteri için sonuçlarda herhangi anlamlı bir farklılığa ulaşılmamıştır (F $[_{4,\ 31}]$ = .58, p > .05). Bunlarla birlikte deney ve kontrol gruplarını karşılaştıran analizler incelendiğinde, gruplar arasında anlamlı farklıklar oluştuğu saptanmıştır.

Çalışmanın nicel bölümünde takım bütünlüğü ile ilgili elde edilen değerler detaylı olarak incelendiğinde spor psikolojisi literatürüne uygun olarak çoğunlukla beklenen sonuçlara ulaşıldığını görmekteyiz. Beklenen sonuçların hangi mekanizmalar vasıtasıyla oluştuğu irdelendiğinde ise psikolojik beceri antrenmanı programı içerisinde kullanılan hedef belirleme ve etkili iletişim tekniklerinin sporcuların birbirlerini daha iyi tanımaları, bireysel hedeflerden uzaklaşıp takım hedeflerine yönelmeleri, elde ettikleri iyi sonuçların da onların birbirlerine kenetlenmelerini tetiklediği şeklinde ifade edilebilir. Takım bütünlüğü ölçeği içerisinde ki grubun sosyal çekicilik düzeyinin artmama sebebi olarak ta uygulanan psikolojik beceri programının temelinde göreve yönelik süreçlerin varlığının bulunması ve sporcuların spor ortamları dışında önceden var olan sosyal yaşam şartlarına bağlılıkları ifade edilebilir.

Sporda kendine güven ile ilgili sonuçlar detaylı olarak incelendiğinde, takım bütünlüğünde olduğu gibi spor psikolojisi literatüründe var olan çalışmaların sonuçlarına göre beklenilen sonuca ulaşılmıştır. Bu sonucun elde edilmesi ile ilgili olarak ta sporcuların önceki dönemlerinde yaşadıklarının aksine artık hata yapsalar bile bunu bir sorun olarak değil de sorundan kurtulmaları için onları etkileyen bir neden olarak görmelerini sağlama çabası, sporcuların önceden vakıf olmadıkları fakat spor psikolojisi literatüründe önemli bir yeri olan kendi kendine konuşma ve negatif duyguları pozitif duygulara çevirme amacı güdülerek yapılan çalışmalara gösterdikleri ilgi ve sporcuların dikkatlerini yaptıklarından çok yapacaklarına yönlendirmeleri gerektiğine yönlendiren ve dikkat etmemeleri gereken noktaları uzaklaştırma konusunda etkili olan yarı yapılandırılmış egzersizlerin etkililiğine bağlanabilir.

Çalışma içerisinde spor literatürüne göre beklenmedik bir sonuca ulaşılan tek beceri kaygı olmuştur. Çalışmanın tanımlayıcı istatistikleri ve sporcuların nitel bölümde kaygı ile ilgili bildirdikleri görüşlerinde kaygı düzeyinin azaldığı görülmektedir. Fakat istatistiksel olarak uygulanan psikolojik beceri antrenmanlarının anlamlı bir değişiklik yaratmadığı görülmüştür. Temel anlamda bu sorunun sebepleri olarak Cox (1998) yılında yaptığı bir çalışmada belirttiği üzere sürekli kaygı olgusunun değişmesi için yaklaşık üç aylık bir sürenin yarı yapılandırılmış egzersizlerle düzenli olarak uygulanması gerekir. Bu çalışma içerisinde uygulanan 2 haftalık egzersizlerin ve yarı yapılandırılmış egzersiz sayısının gereğinden fazla olabileceği düşünülmektedir. Diğer bir bakış açısıyla, çalışmaya katılan sporcuların içinde bulundukları yaş grubu dönemi olan özelleşme dönemi içerisinde iken yaptıkları spor branşı ve kendi gelecekleri ile ilgili yüksek kaygı düzeyine sahip oldukları saptanmıştır (McCarthy, 2010). Bu olgunun da kaygı ile ilgili istenilen değişikliğe ulaşılamama sebebi olarak ifade edilebilir.

Çalışma bazı sınırlılıklar içermektedir. Psikolojik beceri antrenmanı uygulamaları ile ilgili bilimsel çalışmalar ve uygulamalarda programın uygulanması ve etkilerinin görülebilmesi için ortalaması 3 aydan 12 aya kadar olan antrenman programlarının tasarlanması önerilmektedir. Bu çalışma içerisinde, uygulanan psikolojik beceri antrenmanı program sadece 6 haftalık bir süreyi kapsamakta idi. Bunun yanısıra bu program yaş grubu olarak küçük bir marjini temsil eden 16-17 yaş grubuna uygulanmıştır. Ayrıca, psikolojik beceri antrenmanı programı spor psikolojisi literatüründe çalışmalara sahip olan fakat bu dönemde uygulanılması pek uygun görülmeyen sezon ortası dönemde uygulandı.

Gelecekte spor psikolojisi içerisinde her geçen sene daha da önemli bir yere sahip olmaya başlayan psikolojik beceri antreanmanları çalışmaları ile ilgili bazı öneriler belirlenmiştir. Bunlar, sporcuların ve koçun görüşleri göz önünde bulundurulan değişik spor branşlarında, farklı cinsiyet ve farklı yaş gruplarında uygulanabilecek bilimsel ve sistematik psikolojik beceri antrenmanlarının planlanması ve uygulanmasıdır.

Sonuç olarak, basketbol takımına uygulanan psikolojik beceri antrenmanının sporcuların takım bütünlüğü ve sportif güven becerileri üzerine beklenen şekilde olumlu katkıları olduğunu fakat sporcuların kaygı düzeyleri üzerinde herhangi anlamlı bir etkisi olmadığı belirlenmiştir.

S- CURRICULUM VITAE

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II – Formal Education

Doctoral Dgr	METU, Education Fac., Phy. Edu & Sport	2007-ongoing
Post Gra (II.)	Abant İ.B. U., Social Sci. Inst., Phy. Edu & Sp	2005-2007
Post Gra (I.)	Muğla U., Social Sci. Inst., Phy. Edu & Sp	2001-2004
Bachelor	Mustafa K. U., Phy. Edu & Sport High Sch.	1996-2000

III – Research Interests

Sport Psychology / Exercise Psychology
Psychological Skill Training Programs
Sport Philosophy / Sport Sociology
Measurement and Evaluation in Physical Education & Sports
Sport Tourism & Recreation Management
Soccer
Canoe - Rafting

IV – Professional Experiences (Scientific)

Visiting Scholar...(Pennsylvania State University).....2010 - 2011
Research Assistant ……. METU 2007- ongoing
Research Assistant Abant İzzet Baysal Uni……2005-2007
Research Assistant Muğla University……2000-2004

V – Professional Experiences (Private)

Muğla Region Amateur Soccer Trainer	2002-2004
Sakaryaspor Prof. Soccer Team; Sport Psychology Counselor	2006-2007
Türk Telekom Prof. Soccer Team; Sport Psychology Counselor	2007-2008
Kardemir Demirçelik Prof. Soccer Team; Sport Psy. Counselor	2011-2012

VI – Scientific Studies

a. Papers Published in Refereed International Journals

Zorba.E, ***Miçooğulları, B. O.,*** Zorba E.**,** TEKİN.A, (2004) "Sport Tourism in Turkey" *Journal of Sport Tourism,* Vol. 9.N 4, pp.325-329.

Zorba.E, ***Miçooğulları, B. O.,***Zorba E., (2004) " To Determine a Sport Tourists Profile For Turkey " *Journal of Sport Tourism*, Vol. 9.N 4, pp.323-324.

Miçooğulları, B. O., *Kirazcı, S., Altunsöz, Ö, S. (2012)* Effects of Internal, External and Preference of Attentional Focus Feedback Instructions on Learning Soccer "Head Kick", *Montenegro Journal of Sports Science & Medicine*, 1:1, p:15-24.

Zorba, E., Agbuga, B., Konukman, F., ***Miçooğulları, B. O.,*** Zorba, E., Agilonu, A., & Yilmaz, I. (2012). The Effects of Lateralization on Table Tennis Skills, Under the publication.

b. Papers Published in Refereed National Journals

Miçooğulları, B. O., Cengiz, C., Aşçı, F. H., Kirazcı, S. (2010) Examinations of Young Adults' Exercise Self-Efficacy and Decisional Balance with Regard to Gender and Exercise Stage of Change, *Hacettepe Journal of Sport Science, Vol:* 21 (2), p: 49-59.

Miçooğulları, B. O., Kirazcı, S. (2010) **"**Adaptation Study of Source of Sport Confidence
Questionnaire for Turkish Population" *Hacettepe Journal of Sport Science, vol: 21* (4), p: 154-163.

Miçooğulları, B. O., Kirazcı, S., Özdemir. R. A. (2009) Determination of Imagery Usage Level and Effective Factors of Soccer Players, *Journal of Sport Medicine,* vol: 44, p: 1-8.

c. Book & Chapter in Books

Book;
Zorba, E., İkizler, H. C. Tekin, A., ***Miçooğulları, B. O.,*** Zorba E. (2005). *Herkes İçin Spor (Sports for All),* Morpa Culture Publishments, İstanbul.

Chapter;
Miçooğulları, B. O., Editors : Atilla Yüksel, Murat Hançer, (2004) *Turizm İlkeler ve Yöntem (Tourism Principles and Management),* Spor Turizmi (Sport Tourism) (Chapter 5), Turhan Bookstore, Ankara.

d. International Congress and Presentations

Afyon, Y.A., & **Miçoogulari, B.O.** (2003). Effectiveness of Ramadan Fast on some Physiologic and Motor Parameters in Soccer players. 5th World Congress on Science and Football, 11–15 April, Lisbon, Portugal.

Zorba E., Kömür Ş., **Miçoogulari, B.O.** (2003), **"**Comparison and Analysis of Sportive Recreation / Animation Programmes Between Holiday Villages and 4-5 Stars Hotels", International Conference on Higher Education Innovation,Kiev.

Zorba E., Kartal R., **Miçooğulları B. O.,** Ağılönü A., (2003) "4- 5 Yıldızlı Oteller ve Tatil Köyleri Sportif Rekreasyon ve Animasyon Programlarının Analizi ve Karşılaştırılması", *Gazi Üniversitesi 1. Gençlik Boş Zaman Ve Doğa Sporları Sempozyumu,* Ankara.

Miçooğulları, B. O., Mirzeoğlu N., Eskicioğlu Y., (2005), "The Investigation of Different Departments of Physical Education and Sport College's Licenced Athletes Understanding Levels on Sport Ethics" The Symposium of Sport Education and Sport Philosophy, April, Manisa, Turkey.

Miçooğulları, B. O., Mirzeoğlu N., Eskicioğlu Y., (2006) "Investigation Of Different Level Basketball Coaches' Understanding Levels On Sport Ethics" World Congress

of AIESEP, The International Association of Physical Education in Higher Education, Jyväskylä, Finland.

Miçooğulları, B. O., Zorba E., Zorba E.**,** (2005). "The Analyse of The Point of View of Turkish People to Olympics and The Expectations of Turkish People from Olympics"**,***"46. International Council on Health, Physical Education and Recreation (Ichper·Sd) World Congress"*, İstanbul.

Miçooğulları, B. O., Zorba E., Zorba E.**,** (2005) "Sport Tourism Strategy Determination and Development for Turkey",*" 46. International Council on Health, Physical Education and Recreation (Ichper·Sd) World Congress"*, İstanbul.

Miçooğulları, B. O., Zorba E., Zorba E.**,** (2005) "Determine of Sport Tourists Profile For Turkey (Marmaris Example)"**,** *46. International Council on Health, Physical Education and Recreation (Ichper·Sd) World Congress"*, İstanbul.

Miçooğulları, B. O., Tavlacı, A., Çoknaz, H. (2006) "Artistik Cimnastikçilerde Yarışma Öncesi Kaygı Düzeyinin Belirlenmesi", I. Öğrenci Sempozyumu, Akdeniz Üniversitesi, ANTALYA.

Miçooğulları, B. O., Mirzeoğlu D., (2007). "The Comparision of The Trait Anger – Anger Expression Styles of The Teacher Candidates Who Study University By Special Ability / University Passing Exam", 5. National Physical Education & Sports Teaching Congress, Adana.

Miçooğulları, B. O., Kirazcı S., Akpınar S. (2008) "Determination of Imagery Usage Level and Effective Factors of Collegiate Players" 10. International Sport Sciences Congress, Bolu.

Cengiz, C., **Miçooğulları, B. O.,** Aşçı, H. Kirazcı S.,(2008) " Adaptation Study of Inventory of Decisional Balance for Exercise for Turkish University Students" 10. International Sport Sciences Congress, Bolu

Mirzeoğlu N., ***Miçooğulları, B. O.,*** Eskicioğlu Y.,(2008) **"**The Investigation of Different Level Basketball Coaches' Understanding Levels On Sport Ethics" 10. International Sport Sciences Congress, Bolu

Miçoogullari, B. O., Kirazci, S., Altunsoz, S.O. (2010) Source of Attentional Focus and Learning a Novel Task of 12 – 15 Years Old Girls, European College of Sport Science, Antalya.

Erkmen, G., **Miçoogullari, B. O,** Semiz, K., Asci, H. (2010) "The Collective Efficacy Questionnaire: Its Psychometric Properties for Turkish Athletes" European College of Sport Science, Antalya.

Miçoogullari, B. O., Kirazci S., (2010) Perceptions of Team Cohesion and Athlete Sport Imagery Use, European College of Sport Science, Antalya.

Elavsky, S., **Micoogullari, B. O.,** (2011). Psychological Responses to Acute Exercise in Middle-Aged Women: Contrasting the Effects of Vigorous and Moderate Intensity, North American Menopause Society, September, Washington, DC.

e. Research Projects

Miçooğulları, B. O., Kirazcı S., (2010) "Effects of Internal, External and Preference of Attentional Focus Feedback Instructions on Learning Soccer "Head Kick" Middle East Technical University, Scientific Research Department.

Miçooğulları, B. O., Kirazcı S., (2011) "The Physical Activity Barrier Self- Efficacy: It's Psychometric properties for Turkish Population" Middle East Technical University, Scientific Research Department.

Miçooğulları, B. O., Kirazcı S., (2012). "Adaptation Study of Test of Performance Strategies Inventory for Turkish Population", Middle East Technical University, Scientific Research Department.

Miçooğulları, B. O., Kirazcı S., (2012) "Implementation of 6 weeks Psychological Skills Training Program on Athletes" Middle East Technical University, Scientific Research Department.

f. Seminars and Educational Activities

2006 – Karadeniz Ereğli; Step - Aerobic Federation Trainer Course; Motor Skills Lecture

2007 – Karabük; Basketball Federation D Class Category Course; Sport Psychology Lecture

2008 – Hatay; Turkish Football Federation TFF B Category Education Seminar; Sport Psychology Lecture

2010 – United States of America; Applied Sport Psychology Association; Psychological Skill Training Course

2012 – Antalya; Turkish Football Federation UEFA A Class Education Seminar; Sport Psychologist.

g. Teaching Experience:

Undergraduate Courses

2001 – 2002	Sport Physiology
2002 – 2003	Sport Physiology – Soccer
2003 - 2004	Sport Physiology – Soccer – Recreation Mng
2004 – 2005	Sport Physiology – Soccer – Recreation Mng
2005 – 2006	Mea & Eva in Phy Edu & Sports – Sport Psy
2006 – 2007	Sport Psy – Sport Phi - Soc
2007 – 2008	Step _ Aerobic – Soccer – Sport Psy
2011 – 2012	Soccer

T – TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	
Sosyal Bilimler Enstitüsü	X
Uygulamalı Matematik Enstitüsü	
Enformatik Enstitüsü	
Deniz Bilimleri Enstitüsü	

YAZARIN

Soyadı : MİÇOOĞULLARI
Adı : BÜLENT OKAN
Bölümü : BEDEN EĞİTİMİ ve SPOR

TEZİN ADI (İngilizce) : Effects of 6 Weeks Psychological Skill Training on Team Cohesion, Self-Confidence & Anxiety: A Case of Youth Basketball Players

TEZİN TÜRÜ : Yüksek Lisans [ ] Doktora [X]

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.	X
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.	
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.	

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: 17- 07 - 2013