



Afacan, E & Afacan, M. I. (2022). A psychosocial analysis on the relationship of education and other areas of life with sports. *International Online Journal of Education and Teaching (IOJET)*, 9(4). 1741-1751.

Received : 15.06.2022

Revised version received : 12.09.2022

Accepted : 18.08.2022

## A PSYCHOSOCIAL ANALYSIS ON THE RELATIONSHIP OF EDUCATION AND OTHER AREAS OF LIFE WITH SPORTS

*Review Article*

Ersin Afacan (Corresponding author)  <https://orcid.org/0000-0002-3382-4116>

Ministry of Education, Manisa, Turkey

[mentorsin@hotmail.com](mailto:mentorsin@hotmail.com)

Meltem Işık Afacan  <https://orcid.org/0000-0002-3590-1285>

Faculty of Sports Science, Adnan Menderes University, Aydın, Turkey

[isik.meltem@adu.edu.tr](mailto:isik.meltem@adu.edu.tr)

Biodata(s):

*Ersin Afacan is a Philosophy Group teacher. He has a master's degree from Süleyman Demirel University, Department of Sociology and a doctorate from Celal Bayar University, Department of Physical Education and Sports. He works as a mental trainer.*

*Meltem Işık Afacan teacher at the university. She graduated from Gazi University, Department of Physical Education and Sports. His area of expertise is volleyball and disabled athletes.*

**Copyright © 2014 by International Online Journal of Education and Teaching (IOJET). ISSN: 2148-225X.**

**Material published and so copyrighted may not be published elsewhere without written permission of IOJET.**

# A PSYCHOSOCIAL ANALYSIS ON THE RELATIONSHIP OF EDUCATION AND OTHER AREAS OF LIFE WITH SPORTS

Ersin Afacan & Meltem Işık Afacan

[mentorsin@hotmail.com](mailto:mentorsin@hotmail.com) , [isik.meltem@adu.edu.tr](mailto:isik.meltem@adu.edu.tr)

## Abstract

What is life? Life is the process between birth and death. This process, which is also accepted as the state of being alive, contains many parts. These parts are called life. Life encompasses one's experiences of the conditions that one encounters. These lives are interrelated. The longer and more harmonious these relationships are, the higher and more balanced the person's quality of life will be. For this, education and learning methods with scientific and philosophical foundations should be used. One of the parts of life in life is sports. Therefore, in this study, the subjects of morality, right, mistake, education, professionalism, health, mentality and economy in life will be associated with sports. Because sports is a human right that emerged from basic needs, it is associated with many areas of life. For this reason, some concepts that express our lives and the conditions we live in will be tried to be associated with sports. In this descriptive study, document analysis was carried out. The collected data were blended from sources in different fields such as education, sociology, psychology, education and philosophy. It is thought that this study, which is one of the rare studies on the subject, will be an example for similar studies to be done in the future.

*Keywords:* Learning, Life, Sport, Education, Mentality

## Introduction

It is not the shocks that he describes as trauma due to his experiences that put people in distress and chronic stress. Because people try to live in a way that will serve their purpose in life and thus oblige themselves to a certain destiny with the meaning they attribute to their experiences (Adler, 2018). For this reason, the reason for success and failure is not experiences, but meaning-attribution mechanisms. In order for these mechanisms to work properly, sports-related education and training models, theories, concepts, methods and techniques must be constantly in effect.

An activity that does not include life and his experiences cannot be sports. Because sports is one of the fields where respect and attitude towards life are embodied. Sport is a living event. For this reason, a situation contrary to living cannot be compatible with sports (Erdemli, 2006). Accordingly, conditions such as shelter, nutrition, rest, sleep and learning, which are absolutely necessary for a person to survive, are also necessary for sports living. As a result, studies in the literature report a linear relationship between physical activity and health status and draw attention to the protective effect of exercise in the prevention of diseases. It is possible to obtain health benefits by appropriately adapting physical activities to age (Egesoy at al., 2021).

The main purpose of physical education and sports; making physical education and sports a valuable part of one's daily life. In this context, physical education and sports, besides contributing to the psychomotor development of the person, also aim to gain the habit of



making use of his spare time. Thus, it is aimed for the person to constantly improve himself physically and mentally (Kale & Erşen, 2003). For this reason, we can accept that when sports activities are carried out according to non-competitive and entertainment-based programs that will respond to people's wishes, a positive contribution will be made to the psychological and sociological (psychosocial) development of the person (Afacan, 2019). Therefore, evaluating the relationship between the living spaces of life and sports can positively affect people's perspectives on physical education and sports.

## **1. Education and Learning**

Education is the planned change and improvement of people's behavior for certain purposes. Education, which is a science that tries to develop techniques for this purpose, is an applied science. Since education is a social institution, sociology; psychology as it deals with the person and the person's behavior; Because it is an economic investment, it is related to the economy (Erden and Akman, 1995). In this context, education, which is intertwined with many branches of science, is important for the professional, technical, academic and intellectual development of sports people. It is necessary for the continuity of education that sports people evaluate their behaviors during their career, under the title of lifelong learning.

Since the issue of what to abandon and what to preserve in changing and improving behavior is seen as an important issue, education should be examined in terms of objectives. For example, how can values such as obedience to the law, morality and sportsmanship be given to children and young people in terms of persistent character themes? (Tozlu, 1997). The answers to such questions form the basis of sports education.

Thinkers have explained the purpose of education with different views. For example, according to Immanuel Kant, the aim of education is to equip people with excellence. According to James Mill, the purpose of education is to make man a means of happiness for himself and for others. According to Herbert Spencer, the aim of education is to provide people with the best living conditions (Bilgiseven, 1992). For example, the underage tennis player violates the value of honesty, which is one of the basic social values, and steals points (Afacan, 2019). Therefore, children and young athletes should be guided to good behavior and remarkable examples in order to feel the fun of sports and the awareness of the game. Athletes who do not receive such training are focused on scoring and winning.

At least two or three of every hundred students must be gifted. This ability can be math, music, painting, literature or sports ability. For this reason, a teacher who does not discover five or ten talented students throughout his career and does not help them develop should not consider himself successful (Kaplan, 1983). This also applies to coaches working with children and youth in sports. Because, as a trainer, infrastructure coaches are an effective factor in the development of athlete identities of children and young people. Being aware of this, the trainer discovers gifted athletes and helps their development.

Since sports is a human phenomenon, it can be used in education in terms of disseminating a positive human type in society. This practice is carried out in many societies (Erdemli, 2006). When sports are considered in this aspect, they should be evaluated in two ways. Education for sport and sport for education. The purpose of education for sport is sport. For this reason, education is used to perform sports at the highest level. In sports for education, sports is only one of the tools used to achieve the goals of education (Öztürk, 1998). Coaches and physical education teachers play an important role in determining this balance and selection of tools and goals.

Sport has been used for education in every age and every society. In ancient societies, benefiting from sports was mostly based on war reasons. For example, in the ancient Aegean civilizations, sport was a tool of war. In other words, sports became a tool in those societies (Erdemli, 2008). We can give mental training as an example to the understanding of education for sports. The main purpose of mental training is that, as with physical preparation, a few planned hours are required to acquire psychosocial strategies. For this, it may be appropriate to organize a study session once a week (Dosil, 2006). Therefore, thanks to mental training, a sports person who can use his mind adequately can achieve success more easily.

## 2. Morality

Moral rules are the rules that put people in order in the social order and use the pressure of condemnation when not obeyed. For this reason, moral rules reflect the characteristics of each society (Genç, 1998). For example, every sports club may have moral rules that reflect the characteristics of the sports culture it is in (Afacan, 2019). Sportive education based on these moral rules is important and necessary for raising sports people with strong character. Thus, moral actions are more common in sports environments.

Moral actions; actions such as being honest, behaving well, being respectful and helpful. Those who take such actions are called moral or virtuous people (Tunalı, 2010). According to this definition, sports people have good or bad morals according to their behavior. Therefore, the actions of people constitute moral actions.

One of the basic questions about morality is “Why be moral?” is the question. To this question, "No one would behave morally unless it was compulsory." some may answer. Therefore, morality is the collection of rules created to make people obey. Because the powerful want to get what they want if they don't feel guilty. As such, there is only one thing that worries them: Not getting caught (Horner & Westacott, 2000). Guilt is a negative social emotion that takes its source from childhood experiences (Leary, Koch & Hechenbleikner, 2007). Therefore, morality is a social order, the rules of which are predetermined to instill a sense of guilt in people.

Thanks to professional ethics, which is one of the moral fields, people are sensitive to do their jobs with quality. Attitudes that do not comply with professional ethics are punished. In this regard, institutions and organizations, especially the state, take responsibility (Genç, 1998). Among them are sports clubs. For example, an athlete who exhibits attitudes such as gambling, swearing, lying, and doping that do not comply with the sportsmanship profession will be punished by his club (Afacan, 2019). Punishments are considered necessary to prevent illegal behavior.

Whether the sports person obeys the rules or not is about the normative aspect of sports ethics. However, the phenomenon that is more important in sporting illegality and includes normative sports ethics is the violation of social values (Şahin, 1998). Because when people move away from social values, they cannot find a moral reference point outside of themselves. If so, moral decisions and participations become a matter of choice and arbitrariness. As a result, the understanding of “If it is good for me is good” emerges (Sayar, 2012). Such an understanding increases selfishness in sports culture, and it has always been a problem to enter illegal ways in sports. For example, the anxiety and fear of winning money and prizes in the fierce competitive environment of industrial sports, the effect of the social environment, and especially the high performance expectations of managers and coaches



from athletes are the main reasons for the irregular behaviors encountered in sports (Tükenmez, 2009).

According to sports ethics, irregularities based on cheating and deception negatively affect the game character of the match and competition. Because the essence of the game is based on obeying the rules (Huizinga, 1955). Therefore, if the sports person behaves in accordance with the rules, he will display an example of good morality in terms of sports. For this reason, sports people do not force themselves to obey the rules. Thus, following the rules becomes a habit of behavior and a disciplinary ethic is developed. Discipline is necessary for the sports community to live in order and harmony.

“Why do we need rules in sports?” and “What are the qualities required to be a good sports person?” One of the answers to questions such as (Afacan, 2019) is that people accept the rules in order to play games. Because the purpose of participating in a sportive game is to do it according to the established rules. Thus, the person only wants to do the sports activity within the limits determined by the rules (Suits, 1978). Rules guide people's behaviors, emotions and thoughts while doing sports.

Rules that contain all the conditions necessary for the game to be played are called constitutive rules. Other rules are treated according to the constituent rules. These rules are called skill rules. For example; Known obligations such as goalkeeping an eye on the ball, avoiding playing trump to the opponent's ace in a card game are the rules of skill. Breaking one of these rules degrades the quality of the game. But breaking a founding rule means that the game is never played (Suits, 1978). Therefore, if irregularities such as doping, cheating and match-fixing occur, that game is deemed not played.

There is a generally accepted basic idea about what it means to be a good person. This basic idea is the motivation for the person who is aware of being a member of a group to carry moral concern (Sayar, 2012). For example, the moral quality of a sports person is directly proportional to how he or she reacts to doping. So the morally concerned person who wants sporting competition to be fair won't admire Ben Johnson simply for running 100 meters faster than anyone else before him. This is why every person with moral concerns blames the cheating Ben Johnson (Tännsjö, 2000). In this context, regular, balanced and disciplined work, obeying the rules, self-confidence, tolerance, justice, sportsmanship, patience are the desired moral values in sports environments (Kirschenbaum, 1995). For this reason, sports people should make readings and researches involving psycho-social areas in sports in order to improve their understanding of sports ethics. Thus, the concepts to be learned and new ways of thinking will bring new perspectives to sports people.

### **3. Right**

Benefits that are provided and protected by law, the benefit of which depends on the will of the person or his representative and is limited to the benefit of society is called right (Ertaş and Petek, 2005). According to this definition, it is a right for a person to do sports and watch sports events. The concept of right brings with it authority. In sports environments, the power to get others to work or the right to ask others to do a job is called authority. For example, fans have the right to demand adequate performance from team players, and this is a matter of authority.

Sport is meaningful and valuable because it is a way of life. But sport is not the whole of life. Life continues even when a person is without sports, but that life becomes an incomplete life

(Kılıçgil, 1998). From this point of view, the existence of compulsory areas with rights in social life emerges. For example, traveling and traveling are a right. However, it does not have the same value as rights such as health, nutrition, education and sports. Because a person can give up traveling. But other rights are indispensable rights. Because education, health, nutrition and sports are indispensable rights. Such rights are called fundamental rights (Erdemli, 2006). Fundamental rights are guaranteed by the Universal Declaration of Human Rights and by the constitutions.

According to the 17th and 42nd articles of the Constitution of the Republic of Turkey, sports is a fundamental constitutional right. “Everyone has the right to live, to protect and develop their material and spiritual existence” in Article 17 of the Constitution. The fundamental right to protect the material and spiritual existence of the person under the jurisdiction includes the right to do sports (Ertaş and Petek, 2005). Therefore, since sports is a human right that emerged from basic needs, citizens should be able to make their choices about sports without any interference or coercion. Otherwise, sports will become a privilege and people's right to do sports will be usurped (Afacan, 2019). However, all human beings are born equal in rights.

There is also the education and training aspect of sports. For example, the expression “No one can be deprived of education and training rights” in Article 42 of the Constitution of the Republic of Turkey should be interpreted as “No one can be deprived of the right to learn a sport and teach it to others”. Thus, the right to learn and teach sports finds its constitutional guarantee (Ertaş and Petek, 2005). Thanks to this guarantee, Physical Education and Sports Education is spreading throughout the country.

#### 4. Mistake

The more people there are, the more opinions there are about the meaning of life. Each of these is more or less wrong. Because no one's meaning of life is complete and correct. The margin of error is low in some and high in others (Adler, 2018). In this context, what sports is, is on the agenda of everyone who is interested in sports. In such cases, either a certain explanation is made or the most appropriate explanation is supported (Erdemli, 2006). For example, it is possible to encounter people who say that sports is a game of mistakes. Because sports include mistakes made in technical and tactical movements.

It is possible to adapt the following statement of the philosopher Epictetus about error to sports; “It is impossible for me not to commit a mistake. But it is possible that I am constantly on the alert so as not to commit a mistake. It's also great that this relentless attention reduces the number of mistakes I can make and eliminates some of them.” (Epictete, 1937). We can divide the mistakes in sports into two as major and minor mistakes. Accordingly, it is not possible for a sports person not to make small mistakes. It depends on his physical and mental adequacy and skill level in order not to make big mistakes.

The wise man differs from the unwise man in not making mistakes, or at least succeeding in avoiding major and irreparable mistakes. Maybe that's why many people know the wisdom; taking precautionary measures as being thoughtful and avoiding haste (Oizerman, 1973). Wisdom requires a person to know himself and thus to be conscious of his mistakes.

It is necessary to discuss the mistakes made in order to increase efficiency and success in sports environments. Thus, the sportsperson can take a scientific or philosophical explanation of the error as his guide. “I have the right to make mistakes. But I have no right to make big mistakes. Even if I make a big mistake, I have no right to be crushed under it.” A sports



person with such an attitude is consistent and critical. If his opinion on any subject is wrong, he changes it. This facilitates the consensus and exchange of ideas among sports people.

## **5. Professionalism**

The distinction between amateur and professional, which is a social status, is one of the most discussed issues in sports. Because the developments in amateur sports branches, the increase in the number of athletes and the widespread enjoyment of watching in these branches have increased the competitive conditions of sports, which is a social phenomenon (Erkal, 1981). Competition in sports is the struggle of sports people to achieve the same goal. The quality of this competition is related to the fact that sports people know themselves and their competitors.

It is obligatory for the athlete to be interested only in the sport he/she is doing in order to reach the high level of performance revealed by the increasing technical and tactical level in every branch of the sport (Öztürk, 1998). For this reason, making the desired behavior in sports should be the main goal. The desired behavior is the goal, that is, to achieve the performance goal.

According to the philosopher Epictetus, unless a person gives himself fully to the work he does to achieve his purpose, he becomes a hollow, insincere, shallow and superficial person. In this way, he can never develop his innate and innate abilities (Epictetus, 2017). For example, a person who knows how to use his feet can be a first-class football player in the world, as well as find beauty and treasures that no one has seen in mountains, forests and caves (Kaplan, 1983). Therefore, where and how a person's talents and skills are used is important. For this, it is necessary to have a professional consciousness. findings obtained in the research area; The research differs according to the professional behavior of the athletes, education level, marital status, professionalism period and the league played. Afacan et al. (2014) in their studies; As a result; findings obtained in the research area; The research differs according to the professional behavior of the athletes, education level, marital status, professionalism period and the league played. As the education level of the football player, the league he plays in, the longer the professional playing time and the marital status of the married, the requirements of professionalism become better appear to have fulfilled.

From the point of view of professionalism, sports has a structure that has brought fame to the athlete since the moment it started to be organized as a profession, keeping it on the agenda with outstanding achievements and immortalizing its name (Şahin, 1998). Already today, people are evaluated not by their characters or the quality of their works, but by the salary they receive or their total income. Numbers occupy an unprecedented place in the modern value dictionary (Nef, 1958). However, a professional who does not want his colleagues to be successful and avoids cooperating with them cannot always be happy and peaceful. For this reason, character development is as important as success in sports.

In the modern world, success has a function that legitimizes everything. If a person has climbed the ladder of success, it is hardly questioned what methods he used to get there. It is accepted that success gives the individual the right to consider himself superior to other people (Sayar, 2012). Therefore, it is possible to say that professional sports have a great impact on this situation and that money precedes character and success. For example, the ambition to earn more money may lead to the spread of on-field and off-field behaviors that disregard the rules and their opponents and only try to score points.

Therefore, it is sufficient for everyone to do their own job for professionalism in sports and in every field. A person who sets an example as an honest, wise, humble and reliable citizen in

his country serves his country (Epictete, 1937). For example, a professional athlete should lead a professional life and set an example to his teammates, sports circle and youth.

## 6. Health

The versatile positive contributions of sports to human health have been proven by clinical events. For example, it is known that those who do sports are more resistant to diseases than those who do not (Erdemli, 2006). In addition, sports have negative effects on human health. For example, the immune systems of athletes who try to achieve success by using doping substances are impaired. However, the immune system, which is divided into two as natural and acquired, acts as a protector against harmful microbes that enter the body of the person who does sports.

The effect of sports activities on bone development has been the subject of many studies. Inactivity causes detrimental effects on bone growth, while excessive and severe stress causes fractures. Exercise increases bone width and strength, but inactivity decreases it (Muratlı, 1997). The athlete, whose bone width and strength increases, gets tired less and later. This directly affects the performance quality.

In addition, an appropriate training program and a well-arranged diet, prepared in cooperation with a nutritionist and trainer, make significant contributions to increasing performance (Ersoy, 1995). If the nutrients are not taken into the body at a sufficient level, malnutrition occurs. Eating more than necessary is a state of malnutrition. When proper food selection is not made or wrong cooking methods are applied, unbalanced nutrition occurs (Gündüz, 1997). All these cause an increase in adipose tissue, which can result in obesity.

For example, Nazlı Yar (1923-....), a Turkish rowing athlete of a period, said in an interview; "Sports and fresh air are beneficial to the continuation of the youth of every person. It helps him to have a strong spirit and energetic body, to stay fit all the time, and helps him to raise children who will love sports and win championships like himself." (Soley, 1963). Therefore, the individual can establish many social relations in urban life. But these relations are formal relations that have no binding character and are almost devoid of sentimentality. At this point, sports provide the love and trust that people need in urban life and come into play, especially for the mental health of the person. The development and well-being of mental health also positively affects the mentality structure.

## 7. Mentality

Mentality is the intrinsic motive of social behavior (Ülgener, 1983). For this reason, one should use his logic to solve his problems in accordance with the truth. However, sometimes lifestyle can get in the way of logic (Adler, 2018). At such times, the way of life is questioned. The phase of questioning beliefs and attitudes is the first phase of mentality change and this is called dissolution. At this stage, the value system is questioned (Turgut, 1994). For example, playing football, tennis or golf against others is not about beating them. It's about improving your own game. Because the real opponent of the athlete is always himself. This mentality brings incomparable benefits to the athlete with the trophies he has won (Marinoff, 2009). Therefore, the sportive mentality expresses the sum of the values and beliefs in the attitudes and behaviors of the sports person.

We can give examples of mentality in sports, the sexual symbolism used in games such as football, wrestling and basketball. The fact that a goal that meets the nets takes the place of sexual activity, the identity of the goal scorer and the audience, the abundance of sexual swearing and the phrase "Come on, push" are examples in this regard (Tezcan, 1997).



Accordingly, mentality is a complex structure that determines and affects the perspectives, attitudes and values of the society and individuals towards events, facts and objects.

## **8. Economy**

Staying away from economic life means staying away from wealth and happiness. Increasing wealth depends on work. A community that hates to work lives miserably in poverty and poverty (Hilmi, 1997). In this context, sports is an economic activity that produces material wealth by processing and changing sports-related raw materials (Erdemli, 2006). Because the human being in economic activity is under the influence of many motives. These include traditions, group rules, prejudices, moral values and religious issues (Eröz, 1982). For example, economic models are embedded in sports, from sad supporters of bankrupt sports clubs to propagandists trying to attract the next big sporting event to their city (Szymanski, 2014). Accordingly, today, people are employed in the economy sector to collect statistics, classify them and make them understandable (Nef, 1958). This is also the case in sports clubs. Many well-established clubs that cannot adapt to this innovation go bankrupt or their professional branches fall into the amateur league. Therefore, any sport-related activity, such as professional leagues and public sports projects, requires economic analysis. Already in today's world, rapid developments in science and technology have given sports people more information and communication opportunities. Thus, with the development of communication about sports and economy and the decrease of distances between countries, the unity of sports and society has increased. This situation has increased the interest in making money with the acceleration of sportive commercialization and professionalization.

The economic order of the clubs with a strong social structure is stronger than the clubs with a weak social structure. Because clubs with a strong social structure give priority and importance to people, who are the basic raw material for sports. This emphasis is on the recognition and recognition of human values. Such an interest makes sports clubs a well-established and developed society.

## **9. Conclusion and Discussion**

People with a predisposition to sports should be directed to sports from childhood. Thus, the child who enters the sports life, which is a part of life, begins to learn the love of sports from an early age. This learning work takes place with the use of modern training methods and techniques by the trainers. Thus, people who are involved in sports can be given healthy knowledge and manners about the basic issues of life such as morality, rights, mistakes, education, professionalism, health, mentality and economy.

Recognizing and respecting individual differences should be the main feature when establishing the relationship between life and sports. Thus, the ability to tolerate differences and love people as they are can be developed more quickly among people.

Social changes happen with mentality change. Mental change in sports societies also helps to change sports culture. Those who will make such changes are the sports people who are in the sports culture. If these people become people who are curious, research, question, learn and teach everything about sports, they will continue to be one of the important elements of sports life.

## References

- Adler, A. (2018). *Wozu leben wir?*. S. Fischer Verlag: Berlin.
- Afacan, E. (2019). *Sports Philosophy*, Academician Bookstore: Ankara.
- Afacan, E. , Bal, H. , Gümüşdağ, H. & Çobanoğlu, G. (2015). Football and Professionalism in Sociological Perspective . *Hitit University Journal of Social Sciences Institute*, 7 (2) , 525-542 . DOI: 10.17218/husbed.93816
- Bilgiseven, A. K. (1992). *Educational Sociology*. Filiz Bookstore: Istanbul.
- Dosil, J. (2006). *The Sport Psychologist's Handbook*, John Wiley&Sons Ltd.: Chichester.
- Egesoy, H., Gümüşdağ, H., Ünver, F. & Çelik. E. (2021). Physical Activity and Wellness. *J Int Anatolia Sport Sci* . 6(1): 1-8
- Epictete (1937). *Pensées et Entretiens d' Épictète*. Publiée par Constantin Castéra. Paris.
- Epictetus (2017). *Manual for Living*. Harper. San Francisco.
- Erdemli, A. (2006). *Philosophy of Sport with Its Basic Problems*. E Publications: Istanbul.
- Erdemli, A. (2008). *A Person Who Plays Sports*. E Publications: Istanbul.
- Erden, M., & Akman, Y. (1995). *Education Psychology*. Friend Publications: Ankara.
- Erkal, M.E. (1981). *Sports in Sociological Perspective*. Filiz Bookstore: Istanbul.
- Ersoy, G. (1995). *Healthy Life, Sports and Nutrition*: Ankara.
- Ertaş, Ş., & Petek, H. (2005). *Sports Law*. Yetkin Publications: Ankara
- Eröz, M. (1982). *Introduction to Sociology of Economics*. Filiz Bookstore: Istanbul.
- Genç, D.A. (1998). *Sports Law*. Alfa Publications: Istanbul.
- Gündüz, N. (1997). *Training Info*. Saray Medical Bookstores: Izmir.
- Hilmi, T. İ. (1997). *Europeanizing*. By: Osman Kafadar-Faruk Öztürk, Gündoğan Publications: Ankara.
- Horner, C., & Westacott, E. (2000). *Thinking through Philosophy: An Introduction*. Cambridge University Press: Cambridge.
- Huizinga, J. (1955). *Homo Ludens A Study of The Play Element in Culture*. Beacon Press: Boston.
- Kale, R., & Erşen, E. (2003). *Introduction to Physical Education and Sport Sciences*. Nobel Publications: Istanbul.
- Kaplan, M. (1983). *Culture and Language*. Dergah Publications: Istanbul.
- Kirschenbaum, H. (1995). *100 ways to enhance values and morality in schools and youth settings*. Allyn & Bacon Company: Massachusetts.
- Leary, M. R., Koch, E. J., & Hechenbleikner, N. R. (2007). Emotional responses to interpersonal rejection. In M. R. Leary (Ed.), *Interpersonal rejection* (pp. 145-166). New York: Oxford University Press.
- Marinoff, L. (2009). *The big questions: How Philosophy Can Change Your Life?* A&C Black: London.
- Morpa (2005). *Sports Encyclopedia-5*: İstanbul.

- Muratlı, S. (1997). *Children and Sports*. Bağırğan Publishing House: Ankara.
- Nef, J.U. (1958). *The Journal of Economic History*. Cambridge University Press: Cambridge.
- Sayar, K. (2012). *A Cultural Criticism of Therapy*. Timaş Publications: Istanbul.
- Soley, Ş. (1963). *Sports Yearbook Memories and Thoughts*: Istanbul.
- Szymanski, S. (2014). "Economics and Sport", *Social Sciences in Sport*, Ed. Joseph Maguire, *Human Kinetics*: Champaign.
- Şahin, M. (1998). *Sports Ethics and Problems*. Universal Publications: Istanbul.
- Suits, B. (1978). *The Grasshopper Games, Life and Utopia*. University of Toronto Press: Toronto.
- Oizerman, T.I. (1973). *Problems of the History of Philosophy*. Progress Publishers: Moscow.
- Öztürk, F. (1998). *Sports with its Social Dimensions*. Bağırğan Publishing House: Ankara.
- Tännsjö, T. (2000). *Values in Sport*, E&FN Spon: London.
- Tezcan, M. (1997). *Turkish Personality and Culture-Personality Relations*. Republic of Turkey Ministry of Culture Publications: Ankara.
- Tozlu, N. (1997). *Educational Philosophy*. M.E.B. Publications: Istanbul.
- Tunalı, İ. (2010). *Introduction to Philosophy*. Altın Kitaplar Publishing: İstanbul.
- Turgut, İ. (1994). *Analysis of a Mindset*. Anatolian Printing House: Izmir.
- Tükenmez, M. (2009). *Sociology and Sports*, Kaynak Publications: İstanbul.
- Ülgener, S.F. (1983). *Mentality, Intellectuals and Isms*. Mayaş Publishing: Ankara.