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Analyzing The Relationship Between Cyberbullying Sensibility And Cyber Victimization Levels Of High School Students

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ABSTRACT

The purpose of this research is to analyze the relationship between cyberbullying sensibility and cyber victimization levels of Anatolian high school students. The correlational research model was used in this study. The population of the study consists of 2013-2014 education year and 1917 Anatolian high school students in Hendek,Sakarya and 439 students were selected via random sampling method. In the study "The scale of sensibility related to Cyberbullying" which has there parts and developed by Tanrıkulu,Kınay and Arıcak (2001) and "The scale of Cyber Victimization" hich was developed by Arıcak, Tanrıkulu and Kınay (2012) were used to collect the data. The data of the research were analyzed by using SPSS for Windows 21.0 programme. For analyzing the data Kolmogororv Simirnov, mean, frequency, percentage, standard deviation, Mann-Whitney U, Kruskal-Wallis and Sperman Rho correlation tests were used. When the values were analyzed, it was determined that there is low and negative relation between cyberbullying sensibility and cyber victimization levels. And also it was obtained that there was statistically meaningful difference in variables of the study.

Keywords:
Cyberbullying sensibility, cyber victimization, high school student.

INTRODUCTION

Nowadays, it draws attention that although digital communication is intense and global, it has different effects on different societies. Furthermore, that internet which is an easy way of accessing information has different effects on various youth and child groups was studied in the light of sources with its positive and negative aspects (Tüzün, 2002). Computers and the internet which is a product of information and communication technologies provides plenty of freedom to the individual in sense of access to information and communication. (Odabaşı, Kabakçı ve Çoklar, 2007). Besides providing numerous advantges, information and communication technologies also cause experiencing some drawbacks. One of these drawbacks is that it adds a new dimension to the peer bullying which is defined as cyberbullying or electronic bullying that is already a problem at schools (Baker ve Kavşut, 2007). Although the internet offers the rich information and opportunities to the teens, there are potential risks and dangers (Mitchell, Ybarra ve Finkelhor, 2007).

Advantages that the internet provides in many areas like education in the first place are unquestionable. However, problems caused by the misuse of the technology emerges as it is experienced in any technological advancement. besides facilitating daily life, communication tools like the internet, cell phones, text messaging services becomes means of harming others in the hands of malicious people. Harmful actions performed with this tools were defined as cyberbullying (Arıcak, 2009; Özdemir ve Akar, 2011).

In the international literature, cyberbullying is defined as " deliberate and repeated actions that promotes hostile behaviour and include the use of information and communication technologies such as e-mail, cell phones, pagers, text messaging services, and web sites by an individual or a group of people in order to harm other people (Arıcak, 2009). They point out that bullying affects the character and further social life of the students who bully, who are exposed to bullying (victim), and who witness it negatively (Şahin vd. , 2010). Considering the effects of cyberbullying, besides seeing that cyberbullying causes very serious psychological effects, these adverse effects that emerge reveal the necessity to investigate all aspects

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of cyberbullying (Bavlı ve Pamuk, 2013). To avoid the serious psychological effects of cyberbullying and minimize the problems it causes the victims must be sensitive to cyberbullying. Cyber victims who are classified as sensitive try to be extremely vigilant against the threatening situations and stimulus. These individuals are in a constant state of observing their environment to recognize potential threat and stimuli and respond to them in order prevent these from harming them (Bayezid, 2000).

In elimination, or with a more optimistic view, reduction of cyberbullying to a minimum knowledge and awareness levels of various stakeholders in the school context gains a great importance. Similarly related studies in the literature draws attention to awareness of teachers and they must be sensitive in dealing with cyberbullying (Agatston, Kowalski ve Limber, 2007; Akbulut ve Erişti, 2011; Baker ve Kavşut, 2007; Özdemir ve Akar, 2011; Şahin vd. 2010 akt. Gezgin ve Çuhadar, 2012).

Aim of the Study

In this context, the aim of this study is to investigate the relationship between the sensitivity to cyberbullying and victimization levels. For this purpose, answers to the following questions were searched.

1. What are the sentivity to cyberbullying and cyber victimizatiın levels of the high school students?
2. Are there any differeces in the views of high school students according to the independent variables (gender, class, internet user time, websites visited, economic status, emotion levels)?
3. Is there a relationship between their views about sensitivity to cyberbullying and cyber victimization levels?

METHOD

The model of this research is the relational scanning model. Relational scanning models are research patterns which aim to determine the presence or degree of covariance between two or more variables. Although the relational scanning model does not present a true cause and effect relationship, it allows to estimate the situation in a variable when the other is known (Karas, 2006) and aims to collect data to identify the characteristics of a group (Büyüköztürk, 2009).

Material

486 (%86.7) of the 560 questionnaire distrubuted to all schools returned, 12 (%1.14) were unfilled, 76 (13.57) were filled incorrectly. Unfiled and incorrectly filled ones were eliminated and 439 (%78,39) were used.

The cyberbullying sensitivty scale which was developed by Tanrıkulu, Kınay ve Arıcak (2011) is a 14-item scale and it consists of one factor. The Cronbach's alpha coefficient of the scale in this study is α = .77. Questions is the scale were scored as “yes” option 3 points, “sometimes” option is 2 points, “no” option is 1 point. The maximum score that can be obtained from the scale is 42, the lowest score is 14(yes= 2.33 – 3.00, i’m hesitant= 1.67 – 2.32, no= 1.00 – 1.66).

Construct Validity of the “Cyber Victimization” scale developed by Arıcak, Tanrıkulu and Kınay (2012) was examined by exploratory factor analysis and it was seen that scale exhibited a one-factor structure. The Cronbach's alpha coefficient of the scale was measured in this study is α = .86. The scale consists of 24 items and answered on a binary scale (no,yes). “No” is calculated as 1 point and “yes” is calculated as 2 points. Thus, the lowest score that can be obtained from the scale is 24, and the highest score is 48. The rise of the points indicate the extent of the cyber victimization.

Data Analyses

Target population of this research is; 1917 students at Four High Schools in Adapazarı Hendek county in Sakarya Province in 2013-2014 Academic Year, as the sample is 439 students selected by random sampling method. The students in the sample were randomly selected and the study was limited to the Hendek Central District of Sakarya Province.

The research data was analysed using SPSS for Windows 21.0. According to the result of the Kolmogoroy Smirnoy Test which was applied in order to determine which tests will be applied to the obtained data, it was found that data did not show normal distribution ($p<.05$). Therefore, non-parametric test was applied to analyze the data. Frequency, percentage, standard deviation, Mann-Whitney and Kruskal-Wallis and Spearman Rho correlation test were used In the analysis of data.

FINDINGS

In this part of the study, teachers' answers to the "Sensitivity of High School Students to Cyberbullying" and "Cyber Victimization" scales were analysed and results were evaluated.

Table 1. Opinions of students regarding the relationship between sensitivity to cyberbullying and cyber victimization levels

Scale	N	$\bar{x}$	S.d.
Sensitivity to Cyberbullying Scale	439	2,3863	,42395
Cyber Victimization Scale	439	1,1377	,17234

Examining the Table I. it can be seen that the students perception regarding the sensitivity to cyber victimization scale is "yes" with x^{-}= 2.38 average, and their perception regarding the cyber victimization scale is "no" with $\bar{x}$=1, 13 average. When these findings were reviewed it was concluded that high school students perceive themselves as sensitive to cyberbullying and they are not susceptible to cyber victimization.

Table 2. Mann-Whitney U Test Results on Sensitivity to Cyberbullying and Cyber Victimization Levels of High School Students According to Gender

Scale	Gender	N	Mean Ranks	Rank Sum	U	p
Sensitivity to	Female	223	237,47	52955,00	20189.000	.003
Cyber	Male	216	201,97	43625,00		
Bullying	Total	439				
Cyber	Female	223	216,71	48326,00	23350.000	.574
Vicitimization	Male	216	223,40	48254,00		
	Total	439				

Examining the Table 2 it can be seen that gender variable reveals a significant difference in the students opinions regarding the sensitivity to cyberbullying ($p<0.05$). As the result of the conducted analysis comparing the scores mean rank it is understood that female students are more sensitive to cyberbullying than male students. This result may be due to the female students' social roles. Gender variable did not indicate a significant difference on the opinions of the students regarding the cyber victimization ($p>0.05$). Female and male students have similar views. Due to this result, it can be seen that gender variable is not an effective variable in students opinions regarding the cyber victimization. The reason why cyber victimization is not differeantiated by gender may be that cyber bullies do not dicriminate gender.

Table 3. Kuruskal Wallis Test Results on Sensitivtiy to Cyberbullying and Cyber Victimization Levels of High Schools Students According to The Grade Variable

Scale And Dimensions	Grade	N	Mean Ranks	df	χ2	p	Significance
Senstivity	9	112	244,01	3	7.943	.047	9-12
To Cyber	10	107	215,66				
Bullying	11	110	223,09				
	12	110	196,69				

Cyber Victimization	9	112	206,11	3	7.664	.053	_
	10	107	201,35				
	11	110	239,59				
	12	110	232,70				

Examining the Table 3, it can be seen that grade variable predicts a significant difference in sensitivity to cyberbullying scale. Results of the Mann-Whitney U test which was applied in pairs in order to reveal the source of the difference showed that the difference is (χ2(sd=3,n=439)= 7.943, p<.05) in 9-12 groups. According to this result, it can be concluded that 12th grade students are more sensitive to the cyberbullying than 9th grade students. The reason of this result may be that 9th grade students behave sensitively because they are in the process of adaptation to school and recognization to environment. Grade variable does not predict a significant difference in the cyber victimization scale. This finding maybe resulting from the fact that cyberbullying and victimization do not change due to grade level.

Table 4. Kurukal Wallis Test Results on Sensitivity to Cyberbullying and Cyber Victimization Levels of High School According to the Internet Usage Time Variable

Scale and Dimensions	**Grade**	**N**	**Mean Ranks**	**df**	**χ2**	**p**	**Significance**
Sensitivity to Cyber Bullying	I never use	4	164,13	4	2.993	.559	_
	rarely	95	209,18				
	1-3 a week	80	219,29				
	4-6 a week	59	240,30				
	everyday	201	220,55				
Cyber Victimization	I never use	4	247,13	4	15.342	.004	2-4
	rarely	95	180,17				2-5
	1-3 a week	80	211,63				
	4-6 a week	59	227,84				
	Everyday	201	239,31				

Examining the Table 4. it can be seen that internet usage variable does not predict a significant difference in sensitivity to cyberbullying scale, and internet usage predicts a significant differece in cyber victimization scale. Results of the Mann-Whitney U test which was applied in pairs in order to reveal the source of the difference showed that the difference is (χ2 (sd=3,n=439)= 15.342, p<.05) in 2-4 and 2-5 groups. According to this result, it can be concluded that students who use the internet rarely are less victimized than the ones who uses the internet 4-6 times and everyday. According to this result, it can be said that the level of cyber victimization decreases when the usage of internet decreases. Internet usage does nor predict a significant difference in sensitivity to cyberbullying scale.

Table 5. Kurukal Wallis Test Results on Sensitivity to Cyberbullying and Cyber Victimization Levels of High School According to the Visited Sites Variable

Scale	**Sites**	**N**	**Mean Ranks**	**df**	**χ2**	**p**	**Significance**
Sensitivity to Cyberbullying	Social Network	331	215,60	4	2.993	.559	_
	Education, Homework	78	221,95				
	Chat	5	256,00				
	Game	24	269,25				
	Forum	1	164,00				
Cyber Victimization	Social Network	331	224,41	4	7.960	.093	_
	Education, Homework	78	195,42				
	Chat	5	316,10				
	Game	24	225,35				

Forum	1	68,50	

Examining the Table 5. it can be seen that visited sites variable does not predict a significant difference neither in sensitivity to cyberbullying scale nor in cyber victimization scale

Table 6. Kurukal Wallis Test Results on Sensitivity to Cyberbullying and Cyber Victimization Levels of High School According to Economic Status Variable

Scale	Economis Status	N	Mean Ranks	df	χ2	p	Significance
Sensitivity to Cyberbullying	Low	23	200.43	2	.736	.692	_
	Medium	372	221.93				
	High	44	213.92				
Cyber Victimization	Low	23	236.65	2	7.174	.028	2-3
	Medium	372	213.63				
	High	44	265.16				

Examining the Table 6. it can be seen that economic status does not predict a significant difference in sensitivity to cyberbullying scale but does so in cyber victimization scale. Results of the Mann-Whitney U test which was applied in pairs in order to reveal the source of the difference showed that the difference is (χ2 (sd=2,n=439)= 7.174, p<.05) in 2-3. According to this result, it can be concluded that children who comes from high income families are exposed to cyberbullying more than the children who comes from medium income families.

Table 7. Kurukal Wallis Test Results on Sensitivity to Cyberbullying and Cyber Victimization Levels of High School According Emotion Variable

Scale	Emotion	N	Mean Ranks	df	χ2	p	Significance
Sensitivity to Cyberbullying	happiness	279	215.42	3	1.290	.731	_
	sorrow	87	232.91				
	anger	65	221.84				
	fear	8	224.25				
Cyber Victimization	happiness	279	200.48	3	18.920	.000	1-2
	sorrow	87	256.53				1-3
	anger	65	252.00				
	fear	8	243.31				

Examining the Table 6. it can be seen that economic emotion variable doesn't predict a significant difference in sensitivity to cyberbullying scale but does so in cyber victimization scale. Results of the Mann-Whitney U test which was applied in pairs in order to reveal the source of the difference showed that the difference is (χ2 (χ2 (sd=3,n=439)= 18.920, p<.05) in 2-3 groups. This means, students who feel sad and angry during the day are more exposed to cyber victimization than the ones who feel happy.

Table 8. Distiribution of Relationships Between High School Students' Opinions Regarding Sensitivity to Cyberbullying and Cyber Vicitmization

Scale		1	2
1. Sensitivity to Cyberbullying	r	1	
2. Cyber Victimization	r	-,079	1

p>.05

Examining the Table 8. it can be seen that there is a very weak negative relationship between "Sensitivty to Cyberbullying" and "Cyber Victimization" scales (r= -.079) but this relationship does not predict a significant difference. This means, high school students stated that the relationship between sensitivty to cyberbullying and cyber victimization is too weak to be significant. Evaluation of this results indicates that students' sensitivity to cyberbullying level does not predict their cyber victimization rates. It can be said that students cannot avoid cyber victimization no matter how sensitive they are to cyberbullying. Or may be the students at the school where this research was conducted did not think that they were cyber victims. Thus no relationship was found between sensitivty to cyberbullying and cyber victimiztion scales. This study may produce better results if conducted in schools where cyber victimization was experienced.

RESULT, DISCUSSION, AND SUGGESTIONS

In this context, the aim of this study is to investigate the relationship between the sensitivity to cyberbullying and victimization levels. Results obtained fort his purpose are : When the findings were evaluated it can be seen that students perception to the sensitivty to cyberbullying scale is at "yes" level with $\bar{x}$=2,38 average, and their perception to the cyber victimization scale is at "no" level with $\bar{x}$= 1. This result means that the high school students who participated in this research feels that they are sensitive to cyberbullying and they are not cyber victims. Gezgin ve Çuhadar (2012) points out that Computer Education and Instructional Technology students have a high level of sensitivity to cyberbullying in their study. As the opinions of high school students about individual variables it can be seen that gender variable predicts a significant difference in their views of sensitivity to cyberbullying. Analyse results point out that female students are more sensitive to cyberbullying than male students. This finding may result from the situation that female students have a belief that they must protect themselves more in social environments. Eroğlu and Peker (2011) stated that female students took precaution to protect themselves from negative behaviours since they knew cyberbullying is a result of communication and information technologies. Gender variable did not predict a significant difference in the students opinions regarding cyber victimization scale. Girls and boys have the similar views. According to this result it can be seen that gender is not a significant variable on students' opinions regarding cyber victimization. Erdur-Baker and Kavşut (2007) stated that male students are exposed to more cyberbullying. Ozdemir and Akar (2011) and Topçu (2008) also pointed pointed out that there is no relationship between cyber victimization and gender.

Grade level seems to predict a significant difference in sensitivity to cyberbullying scale. According to this result, 9th grade students can be said to be more sensitive to cyberbullying than 12th grade students. As this finding evaulated it can be stated that 9th grade students are experiencing a adaptation to school process and thus they show a protectionist attitude compared to 12th grade students. Grade variable does not predict a significant difference in cyber victimization scale. Ozdemir and Akar's (2011) research found that grade level does not have any differentiating effects on cyber victimization.

Internet usage variable does not predict a significant difference in sensitivity to cyberbullying but does so in cyber victimization scale. According to these results high school students who use the internet rarely can be said to be less exposed to cyberbullying that the ones who uses the internet 4-6 times a week and everyday. Reviewing this finding it can be stated that the more the students use the internet the more they are exposed to cyberbullying. In the sensitivity to cyberbullying scale internet usage variable does not predict a significant difference. On the contrary, in their research Ozdemir and Akar (2011) pointed out that there is no relationship between the time they spent on the internet and exposure to cyberbullying.

Visited sites variable does not predict neither in sensitivity to bullying scale nor in cyber victimization scale. As the visited sites variable in this research reviewed it is found that %75.3 of the students use social networking sites. In another research, when the students' frequency of using social networking sites was reviewed and it is found that %57.3 visits special networking sites everyday once or more (Otrar ve Ökte, 2014).

Economic status variable does not predict a significant difference in sensitivity to cyberbullying scale but it predicts a significant difference in cyber victimization scale. According to this result it can be stated that children coming from families with high income are exposed to cyberbullying more than the children

with families with average income. The result of this finding maybe that the children from higher economical levels have better access to the internet.

Finally, it can be seen that emotion variable does not predict a significant difference in sensitivity to cyberbullying scale but predicts a significant difference in cyber victimization scale. This means students who feel sad and angry during the day are more vulnerable to cyberbullying. Or it can be said that students who are exposed to cyberbullying feels more sorrow and anger than the students who are not. Research from the field supports this result. When students are exposed to cyberbullying their anger, sorrow and vengeance increases (Yaman ve Peker, 2012). Sahin et al., (2010) stated that students feel anger, sorrow, hatred and vengeance when they are exposed to cyberbullying.

When the relations between the scales were reviewed it can be seen that there is a very weak negative relationship (r= -.079) between "Sensitivity to Cyberbullying" and "Cyber Victimization" scales but this relationship does not predict a significant difference. This means high school students expressed that the relationship between sensitivity cyberbullying scale and cyber victimization scale is too weak to be be significant.

A system which does not ignore the pshychological states of the students is necessary for succeeding the targeted educational attainments. To achieve a good student physcologic state their level of exposure to cyberbullying must be minimized. Supplying the students information about cyberbullying we can promote a sensitivity to cyberbullying.

Although this research found a very weak relationshio between sensitivity to cyberbullying and cyber victimization, it can give better results if conducted in a school where more cyber victimization was experienced.

The following suggestions were developed in the light of the findings of the study:

Considering that there is a positive relationship between the rates of internet usage and cyber victimization, students' sensitivity to cyberbullying can be promoted by means of providing training on information technology. Because the students who are exposed to cyberbullying feel more sorrow and anger during the day counselors at school can consider their situation and help them. No relationships were found between sensitivity to cyberbullying scale and cyber victimization scales. This may be because the students at the schools where this research was conducted did not think they were cyber victims. If this study is conducted at a school were cyber victimization was conducted, it can provide better results.

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Determining the Differences Between Academic Success and Perception Levels of Conservatory Students

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ABSTRACT

This research was studied about professionals in the field of music education students, with musical perception levels and some variable to reveal the differences that occur in this dimension. 50 students from Mimar Sinan University State Conservatory, 39 students from İstanbul University State Conservatory and 38 students from Karadeniz Technique University State Conservatory (N=127). Conservatory students, who are the students of the 2nd, 3 rd and 4th class in 2014-2015 academic year, have been participated which is a field research done by survey method.In this survey, two basic data collection tools were used. First data collection tool is "Student Information Form" which is aimed to obtain individual knowledge, second data collection tool is "Musical Perception Inventory" developed by G.Otacıoğlu and Aslan in 2007 to measure musical perception skills of students. Statistical analysis techniques were used to demonstrate the differences between the variables in the study. As a result of the study, there were statistically significant differences between demographic variables and the scores of musical perception

Keywords:
Perception, musical perception, professional music education

INTRODUCTION

Music brings movement to the emotional and intellectual life of human as being an individual. Music education is one of the most important effective instruments for developing creative personality which especially important to consist a well-qualified society (Bilen, 1995:8).

When considering music individually, it is known that music is a necessary element for healthy individual development. Music education plays an important role for personality development which could keep up the faster change of world due to including dynamics inside (Şeker, 2011: 1).

Reading musical note and playing an instrument of a musician is process which requires many years. Additionally these acts are body-psychomotor skills which include too complicated processes in brain. It is required to use essential elements of music, fast and effective perception and transforming these perceptions to visual-motor system during playing music (Çuhadar, 2008).

It is aimed to train professional artists who will service for chamber music playing with voice education, soloist and instrument and sound educational fields in State Conservatory which services for one of main music education type: Occupational education institution. In Turkey State conservatories are organizations which aim to train artists and music trainers in accordance with the necessities of State Symphony Orchestra, state Opera and Ballets by providing the classical western music. According to "Higher Education Catalogue 2010" electronic catalogue, there are 26 pcs State Conservatories which provides western music education, 4 pcs Foundation University music department or performing arts faculty in our country. In conservatories which are divided into Performing arts department, music department and musicology departments, performing arts; opera, Ballet and theater art majors; music department provides wind instruments, percussion instruments, strings, piano, composition and conductorship, jazz educations. Accordingly conservatories aim to train artists for State Opera and ballet and State Symphony orchestra by providing to educate music, opera and ballet artists which our country requires (Eskioğlu, 2010).

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While the education is provided with block lessons, instrument and singing lessons are provided individually in these organizations which have been founded in order to train artists. It could be avowable to say that individual lessons are the most important lessons which affect the education quality of conservatory. Qualify of trainer is more important comparing to other education fields for individual educations due to these lessons are provided privately such as one trainer and one student. Role of trainer could be liken to a life coach and relationship of trainer and student could be liken to master- apprentice relationship in conservatory education.How the students who are educated as the above mentioned music system perceive themselves in musical aspects has been come to the fore (YOK, 15/10/2008).

Describing music perception as a physic-psychological phenomenon which consists of a range of audio system will not be sufficient. In order to explain this phenomenon emotions and thoughts which were loaded in to the music sounds and convenience of performance of these music sounds with music art should be revealed. A music piece is a musical message which was created by composer. Composer is the person who transmits the emotions received from the natural and social environment oriented from intellectual structure and psychological structure where they have been perceived by his/her personal abilities to his/her environment by loading them into the melodies. Commentator is the person who carries musical message of composer to the environment and listeners. There should be association with composer's esthetical artistic life and commentator's artistic life in order to carry the perceptions of composer which belongs to composer by holism (G. Otacıoğlu, 2008).

As long as this association grows the perception of composer and transmission ratio of commentator increases. For that reason there should be a common artistic – esthetical life fields which could associate composer and commentator in order to perceive the music message perception. In this situation in order to symmetric coincidence there should be a large ratio of composer, commentator and listener esthetical life field coincidence for the perceptions which listener received from melody. In order to transmit the musical messages sourced from composer to the individual and gradually to the society individuals should have a good musical education. So each individual who get trained should be as equipped as to interpret the composers and each type of musical pieces also they should teach these information and abilities to the others (Otacıoğlu and Aslan, 2007).

It is significantly important how individuals who have been received music education alongside music ability perceive themselves in terms of music for their occupational development. An individual who considers himself/herself competent in this field could waver against the occupational difficulties after the music education. Realizing the deficiencies of individual depends how to know himself/herself and perception. So he/she could be a good musician and trainer by the time.

Modern education methods should be utilized in order to train an instrument or voice teacher in addition this education should be systematic, conscious and planned activity. In order to reach the success of teaching, activity should be tested and education programs in teaching faculties should be enhanced by research feedbacks. Measuring the musical perception ability which is one of the variables of success of teacher candidates and occupational education effectiveness consist the essential purposes of this research.

Answers were sought for below research questions in consideration of above mentioned information: Conservatory students who get professional instrument education: Is there a meaningful relationship between music perception and academic success? And is there a meaningful relationship between the variables of university and individual instruments?

METHOD

1.1. Research Model

This research has been carried out by survey method. General scanning model is a research approach which describes a previous or current situation as it exists.

1.2. Universe and sample

Universe of research consist of the professional music education receiver license students who are educated different conservatories of Turkey. Sample of research consist of 127 students who were chosen randomly from the above mentioned universe. Demographical characteristics of music teacher candidate sample have been provided below (Table 1). Mimar Sinan University State conservatory (n=50), İstanbul University State conservatory (n=39) and Karadeniz Technical University State conservatory (n=38). Post graduate 3rd and 4th class 127 student educated in 2014-2015 education – term.

Table 1. Frequencyand percentage distributionsforthedemographic characteristics ofstudents

Variable	Group	f	%
University	Mimar Sinan	50	11,6
	İstanbul	39	8,2
	Karadeniz T.U.	38	10,2
Gender	Girl	82	61,2
	Boy	45	38,8
Age	19-22	69	70,2
	23-26	32	23,8
	27-30	26	6,0
Class	3rd class	65	50,6
	4th class	62	49,4
Instrument	Strings	52	54,1
	Guitar	34	16,0
	Woodwind	22	14,9
	Voice	13	6,0

2.3.Data collection ınstruments

A duplex survey aimed at determining the relationship of students between demographical variables and musical perception levels was used. These sections are; personal information form in order to research the demographical characteristics of students, Musical perception scale.

2.3.1.Personal Information Form

This form includes 10 questions in order to collect the information of music education teacher candidates' demographical situation also university of students, gender, age, class, individual instrument,

situation how individual consider himself/herself with regards to successful. Questions considered necessary were used in the research.

2.3.2.Musical Perception Scale

Three sub segment scale of Otacıoğlu & Aslan (2005) which was developed in order to determine the musical perception level of student has been used after receiving his permission accordingly the purpose of research in the second chapter of survey. After the confidentiality analyses of 97 questions of scale which was developed by Otacıoğlu&Aslan, Cronbach Apha coefficient related the sub-dimension of "General Music information and culture" was found 0,914; confidence coefficient sub-dimension of "technical and theoretic information" was found 0,960; confidence coefficient sub-dimension of "interest towards the music and attitude" was found 0,880. A fivefold option (Likert type) which determines the expression level of student for the related subject between "completely sufficient"(1) and "completely insufficient" (5) across the expressions of sub-dimensions. Validity and confidentiality of sub dimensions of scale has been tested by material analyze which was carried out accordingly purpose of research.

Alpha model and harmony values depending between the materials were calculated for confidentiality analyses of used scale and sub dimension materials. Depending on Alpha (α) coefficient scale and confidentiality of sub dimensions has been evaluated below. As seen on the table coefficient of sub dimension of musical perception scale was found between α=0,934 and α=0,969. That shows us musical perception sub dimensions and materials of sub dimensions have a strong relationship and their confidentiality is higher (internal consistency). As a result validity and confidentiality of scale has been considered higher and it could be used as is.

2.4. Analyze for Data

All the data collected from the participating students by survey (Personal Information Form, Musical Perception Scale) have been subjected to statistical analyze. Accordingly the purpose of research respectively frequency (*f*) and percentage (%) have been calculated; musical perception sub dimension level of students and average points ($\overline{X}$) of perception levels included in sub dimensions and standard deviations (*ss*) values have been calculated, depending on the demographical characteristics of students, accordingly the normality distribution of Musical Perception Scale Sub dimensions points, independent group t-test which used for comparing the double groups or Mann-Whitney Test (when normality assumption was not provided) and one way analyze of variance (Anova) or Kruskal-Wallis test (when normality assumption was not provided) which is used to compare three or more group comparison was applied. Post-Hoc LSD test was carried out when meaningful difference was found in one way analyze of variance in order to research where the difference exists between the groups.

FINDINGS

General findings related the musical perception level of students was placed in this subdivision of research. Students considered related option and points while assessing three dimensional musical perception scale materials such as "General Music Information", "Technical And theoretical information" and "ınterest and Attitude towards the music". General average points of participated student's related Musical Perception Scale sub dimensions have been calculated, have been given below table 2.

Table 2: The averagescoresforthestudentsMusical PerceptionScalesubscales

Factor	$\overline{X}$	ss
General/Music Informationand Culture	3,24	0,58
Technical&theoretical knowledge	3,40	0,64
Interest and attitudes	3,60	0,73

As seen over the table dimension where students find themselves as most sufficient is interest and attitude towards the music ($\overline{X}$ interest and attitude towards the music =3,60). Students assessed their interest and attitude towards the music as "quite sufficient" level. In respect to other two dimensions, students assessed themselves as "slightly sufficient". The lowest average point was found for general musical information and culture dimension ($\overline{X}$ Genral music information and culture =3,24). Average points of students in respect to information related technical and theoretical was "slightly sufficient" and it is a little bit higher than General Music information and culture ($\overline{X}$ Technical and theoretical information=3,40).

Assessing the perception levels of students related musical perception scare according to demographical features. In this chapter whether students who participated the research have meaningful differentiation in perception levels related musical perception scale dimensions accordingly demographical features or not has been assessed. Comparing which was carried out according to university, gender, age, class, individual instrument of students was given in Table 3.

Tablo 3: Students Musical Perception Scale subscales of perception levels for showing that differentiation based on the university they studied variables Anova test

Factor	University	Descriptive Statistics			Anova	
		N	$\overline{X}$	ss	F	p
GeneralMusic Informationand Culture	Mimar Sinan	50	3,10	0,58	5,65	0,041
	İstanbul	39	3,26	0,61		
	Karadeniz Teknik	38	3,26	0,52		
Technical and theoretical knowledge	İstanbul	39	3,25	0,65	6,87	0,028
	Karadeniz Teknik	38	3,30	0,64		
	Mimar Sinan	50	3,49	0,56		
Interest and attitudes	Karadeniz Teknik	38	3,40	0,85	9,29	0,012
	Mimar Sinan	50	3,46	0,70		
	İstanbul	39	3,84	0,59		

Whether Musical perception scale sub dimensions perception levels of students significantly differ depending their university or not was assessed by Anova test and university variable cause significant differentiation in respect to three sub dimension was founded. General music information and culture perception level of students was found significantly different depending their university (F=5,65 and p<0,05). According to post-hoc LSD test results which were carried out to determine sub dimension was perceived different for which university students:

- Mimar Sinan University students and İstanbul and Karadeniz Technical University students' general music information and culture levels are different and this difference is against Mimar Sinan University students.
- Istanbul university students and Karadeniz Technical University and Mimar Sinan University student's technical and theoretical information levels are different and this difference is against İstanbul university students.

Finally it has been founded that interest and attitude towards the music of students has been found significantly different depending on their universities. According to the results of post-hoc LSD test which was carried out after Anova Test, interest and attitude towards the music of Karadeniz University students and Mimar Sinan University students are different and this difference is against the students of Karadeniz University.

Whether Musical perception scale sub dimensions perception levels of students significantly differ depending their individual instruments or not was assessed by Anova test and individual interest variable did not because significant differentiation in respect to any sub dimension was founded in Table 4.

Table 4: Students Musical Perception Scale subscales of perception levels for showing that differentiation based on the individual instrument variables Anova test

Factors	Instruments	Descriptive statistics			Anova	
		N	$\overline{X}$	ss	F	p
GeneralMusic Informationand Culture	strings	52	3,20	0,60	0,94	0,441
	Guitar	34	3,23	0,50		
	wind	22	3,27	0,57		
	voice	13	3,41	0,52		
	Piano	6	3,26	0,47		
Technical and theoretical knowledge	strings	52	3,41	0,64	0,48	0,750
	guitar	34	3,36	0,64		
	wind	22	3,38	0,69		
	voice	13	3,43	0,56		
	piano	6	3,33	0,48		
Interest and Attitudes	strings	52	3,62	0,75	0,30	0,876
	guitar	34	3,56	0,67		
	wind	22	3,57	0,80		
	voice	13	3,61	0,57		
	Piano	6	3,55	0,65		

When assessing average points related sub dimensions of having different individual instrument students, it is seen that there are small differences.

Coefficients belonging to Pearson moments multiplying correlation which was carried out in order to assess the relationship between musical perception levels and individual instrument success levels of students who have participate the research were submitted in Table 5.

Table 5: Results for Relationships between Perception Levels with Academic Success of Students

Pearson results carried out for relation between "Musical perception and "Academic success" grades.

Measurement	n	$\overline{X}$	sd	r	P
M. Perception	127	58.44	14.65	.655	.003*
Academic Success	127	67.27	21.55		

**p<.01*

It was determined that there was negative relation between "musical perception" and "academic success levels" in Table 5. When specifications of inventories we have considered, while grades received from musical perception was positive. "Higher" Grades received from academic success level was positive.

Conclusion and Discussion

A number of researchers have been interested in the degree to which music aptitude or music experiences are related to academic achievement. The literature is nearly evenly divided between those studies in which a high degree of relationship was reported and those in which a low or negligent relationship was found. Using data from first and fourth graders, Lamar (1989) found a significant, positive relationship between music aptitude and reading and one that approached significance for math. Music aptitude was also highly related with academic achievement in eight to 12-year-old students (Johnson, 2000). Palos-Tuley (2003) found positive significant effects for academic achievement and the degree of involvement in the fine arts of Hispanic students in grades three, four, and five, involved in either: an intensive fine arts academy, a rotational fine arts program, or a minimal fine arts program.

Austin and Vispoel (2014) made a research called "How American Adolescents Interpret Success and Failure in Classroom Music: Relationships among Attributional Beliefs, Self-Concept and Achievement" Research involving early adolescents highlights systematic declines in motiva- tion for learning as students progress from elementary school to secondary school. Students' attributions or explanations for past achievement outcomes often are important determinants of future activity choice, investment and persistence. In this article, we critique prior music attribution research and report findings from our empirical study of American 7th-graders' attributional beliefs about success and failure in classroom music. Our results demonstrated that secondary students do not attribute success and failure to the same factors, and that many of the most salient reasons for music-related outcomes (family-, teacher- and peer-influence) are not addressed in traditional attribution research. Attributional beliefs, particularly those concerning music ability, were strongly linked to students' music self-concept and achievement test scores, and the magnitude of those linkages was typically greater when students reflected upon past failures. Based on these findings, we recommend that music practitioners increase their awareness of students' attributional beliefs (particularly the tendency to attribute failure to lack of ability and/or negative family influence), encourage students to consider the r6le that less stable and more controllable factors (effort, persistence, strategy use, metacognition) play in determining achievement outcomes, and employ instructional or evaluative strategies that promote more expansive and developmental views of music ability among all students.

Giomi (2004), in his study of the effects of three years of piano instruction is based on a sample of 117 fourth-grade children attending public schools in Montreal. The children had never participated in formal music instruction, did not have a piano at home, and their annual family income was below. Children in the experimental group (n= 63) received individual piano lessons weekly for three years and were given an acoustic piano at no cost to their families. Participants were administered tests of self-esteem, academic achievement, cognitive abilities, musical abilities, and motor proficiency at the beginning of the project and throughout the three years of piano instruction. The results indicated that piano instruction had a positive effect on children's self-esteem, perception and school music marks. It shows the importance of the relations between academic success and perception as this research.

Corrigal and friends (2013), although most studies that examined associations between music training and cognitive abilities had correlational designs, the prevailing bias is that music training causes improvements in cognition. It is also possible, however, that high-functioning children are more likely than other children to take music lessons, and that they also differ in personality. We asked whether individual differences in cognition and personality predict who takes music lessons and for how long. The participants were 118 adults (Study 1) and 167 10- to 12-year-old children (Study 2). We collected demographic information and measured cognitive ability and the Big Five personality dimensions. As in previous research, cognitive ability was associated with musical involvement even when demographic variables were controlled statistically. Novel findings indicated that personality was associated with musical involvement when demographics and cognitive ability were held constant, and that openness-to-experience was the personality dimension with the best predictive power. These findings reveal that: (1) individual differences influence who takes music lessons and for how long, (2) personality variables are at least as good as cognitive variables at predicting music training, and (3) future correlational studies of links between music training and non-musical ability should account for individual differences in personality.

Harrison and friends(1994) found that, a latent-trait model describing the influence of musical aptitude, academic ability, music experience, and motivation for music on the development of aural skills by 142 music theory students was evaluated. The model accounted for 73% of the total aural skills variance, with the ear-training and sight-singing components variance being accounted for by the model at 79% and 44%, respectively. Musical aptitude had the largest effect on performance in the aural skills components of the theory course, and the effects of academic ability and music experience were also statistically significant. Motivation for music did not affect aural skills performance, and it did not correlate significantly with any of the other latent variables like musical perception. It also shows parallel findings like this research.

As we see, in all areas of music, musical perception effects all areas of academic achievement, abilities, self-esteem in music education and individual motivation. In future research's like this can be made by large amount of students in different schools and ages.

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Parental Academic Support in Education

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ABSTRACT

The purpose of this study is to analyze the validity and reliability of the Turkish version of Parental Academic Support Scale (PASS), (Thompson & Mazer, 2012) and to review the research evidences related to consensus the relationship between parental involvement and children's school performance. Also, the research will increase teachers' understanding of the relationship between family participation and school succsess. Participants of this study were 200 family from Düzce and Sakarya. 16 items survey was given to parents of the students. The results of confirmatory factor analysis described that the 16 items loaded five factors and the five-dimensional model was well fit (x^2=252.98, df=95, RMSEA=.91, NFI=.95, NNFI=.96,CFI=.97,IFI=.97). Overall findings demonstrated that this scale is a valid and reliable instrument for measuring parental academic support in education. The outcome of this study support the idea that parents and educators believe parental involvement plays a significant role in children's education life.

Keywords:
Parental involvement, Academic Support, Adaptation, Validity, Reliability.

INTRODUCTION

Many researches and articles published recent in the past 50 years ensure proof of the significant function that family support and control play in the lives of students (Bean, Barber & Crane 2006; e.g. Lamborn & Felbab, 2003; Peterson & Rollins, 1987). Each student can be successful and obtain achievement in school and in life (Catsambis & Garland, 1997). The USA Government's strategy for family participation in their child's education was initially clarified in the 1997 on White Paper 'Excellence in Schools', that knew students require their family support to reach their exact potential (Williams & Ullman, 2002.)

Nowadays people; children and adults are faced with a lot more duties and responsibilities than past (Martin, 2003) more over there are a lot of signs that the task of rearing competent children is becoming increasingly difficult.

The role of families in managing children's educational experiences at home and at school has long been considered critical for children's success in school. Teachers and other service professionals have long recognized the need to ensure families with child-rearing knowledge and support (Powell, 1990).

It has been thought by many people that family members are a child's first teachers or educators in his or her life (Fan & Chen 2001). Parents are not only first teachers' of their children, but also partners of the educators (Kaysılı, 2008). "Participating of parents, in almost any form, produces measurable in comes in student achievement" (Dixon, 1992, p. 16 JeriLaBahn). Family, is recognized as one of the most basic and most important institution of the communities to survive and to grow individuals to needed social consciousness (Marsh, 2000; Levin & Trost 1992; Aslan & Cansever 2007).

Parents' supports or parental involvement which aims to increase the academic success of children, contains a wide range of skills from the families' learning the relevant skills to the development of convenient relationships within the family (Kaysılı , 2008). The parents who observe their children, supervise homework times, talk to their children about daily events, take their children to different or enjoyable places (like cinema, museum and zoos etc.), put in order a routine bedtime, and determine the tv. and game hours (Fletke, 1997).

Research points out that children's school performance can be extremely influenced by their parent's participation. Students' success and adjustment are influenced by a numerous various factors, like people, environment, out of school, processes and institutions. In a research; The estimates of intensive parental or

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family-oriented early childhood programs serving low-income populations have found positive short-term effects on child competence and maternal behaviors and long-term effects on such family characteristics as the level of education, family size, and financial self-support (Powell, 1989). It is widely seen that if students are to enhance their capacity form schooling, they will need to have their families' full support. This support can be seen as helping with children's homework, developing positive attitudes and behaviors towards school. Regular meetings and collaboration with school and teachers can be seen as an example to this. Thus that support increases the pupils' courages positively. Seeing the influences and effects of family member's involvement and different forms of involvement as students move through school remains an understudied process (Sanders, 2001). Many researches show that parental involvement in children's education has got a significant impact on pupils' achievement and adjustment (Desforges & Abouchaar, 2003).

The purpose of this study is to analyze the validity and reliability of the Turkish version of Parental Academic Support Scale (PASS). School parent communication is an important form of parental support, a significant attention given the links between academic success and supports of families (Thompson, 2008b). Briefly, parents can take active roles into the connection between their children with learnings at school and outdoor opportunities (Kaysılı, 2008).

METHOD

Participants

The participants of this research included 200 parents from different public schools located in Sakarya and Düzce, Turkey**.** 78 participants were male which constituted 55.3 % of the sample and 122 participants were female which constituted 44.7 % of the sample. The participants were informed by the researcher then they opted to complete survey.

Procedure

In the begining of the research, the authors of the development study of PASS were contacted for the permission of adapting the PASS into Turkish via e-mail. After his approval, the present study was conducted.

Five English teachers examined on the Parental Academic Support Scale and they translated it into Turkish. Needed arrangements were done.

Next, the English teachers translated the Turkish language back into English, then compared to the original version in terms of consistency and then final Turkish version was attained by negotiating upon all Turkish versions. By carrying out the parental academic support scale in education (PASS), adaptation of the original scale into Turkish culture was confirmed after assessing the scale in terms of validity and reliability. Besides of these assessments, the scale was analysed in terms of item-total correlations and internal consistency reliability. LISREL 8.54 and SPSS 22.0 package programs were used during the data analysis process.

RESULTS

Item-Total Correlations for the Turkish Version of Parental Academic Support Scale are displayed Table 1.

Table 1: Item-Total Correlation for the Turkish Version of Parental Academic Support Scale

Items	Item total correlations (r_{jx})
Çocuğumun sınıftaki ders notları hakkında görüştüm	.52
Çocuğumun niçin eksik ödevleri olduğu hakkında	.69
Çocuğumun notlarını nasıl yükseltebileceği hakkında,	.64
Çocuğumun aldığı notu niçin aldığı hakkında	.62
Çocuğumun neden ödevlerini tamamlayamadığı hakkında	.72
Ev ödevleri görevlerinde daha fazla öğrenmeleri hakkında,	.69
Ödevi ile ilgili bir soru hakkında,	.72
Çocuğumun sınıf içi davranışlarının çözümü için bir adres hakkında,	.69
Öğretmeni ile münakaşalara girmesi (cevap yetiştirmesi) hakkında,	.67
Çocuğumun sınıf düzenini bozması hakkında,	.64
Çocuğumun arkadaş edinme ve devam ettirebilmesi hakkında,	.65
Sınıfa materyalleri nasıl getirmediği hakkında	.62
Çocuğuma sınıf arkadaşlarının sataşması hakkında,	.69
Sınıftaki büyük bir davranışsal olay hakkında, (kavga, ırkçılık vs.)	.67
Çocuğumun geçici sağlık sorunları hakkında,	.66
Çocuğumun yaşadığı önemli fiziksel sağlık sorunu hakkında,	.71

Construct Validity

Parental Academic Support Scale in Education (PASS) is widely recommendable for the researchers focusing on clear hypotheses about a scale such as the number of factors or dimensions underlying its items, connection between certain items and certain factors, and the link between factors. By applying PASS, researchers assess "measurement hypotheses" relating to internal structure of a scale. PASS allows researchers to assess the degree of consistency between their hypotheses and the actual data of the scale (B. Thompsonand J.P. Mazer, 2012). The conclusion of confirmatory factor analysis indicated that the five-dimensional model was well fit **(**x^2=252.98, df=95, RMSEA=.91, NFI=.95, NNFI=.96,CFI=.97,IFI=.97**).**Factor loadings and path diagram for Turkish version of PASS are displayed in Figure 1.

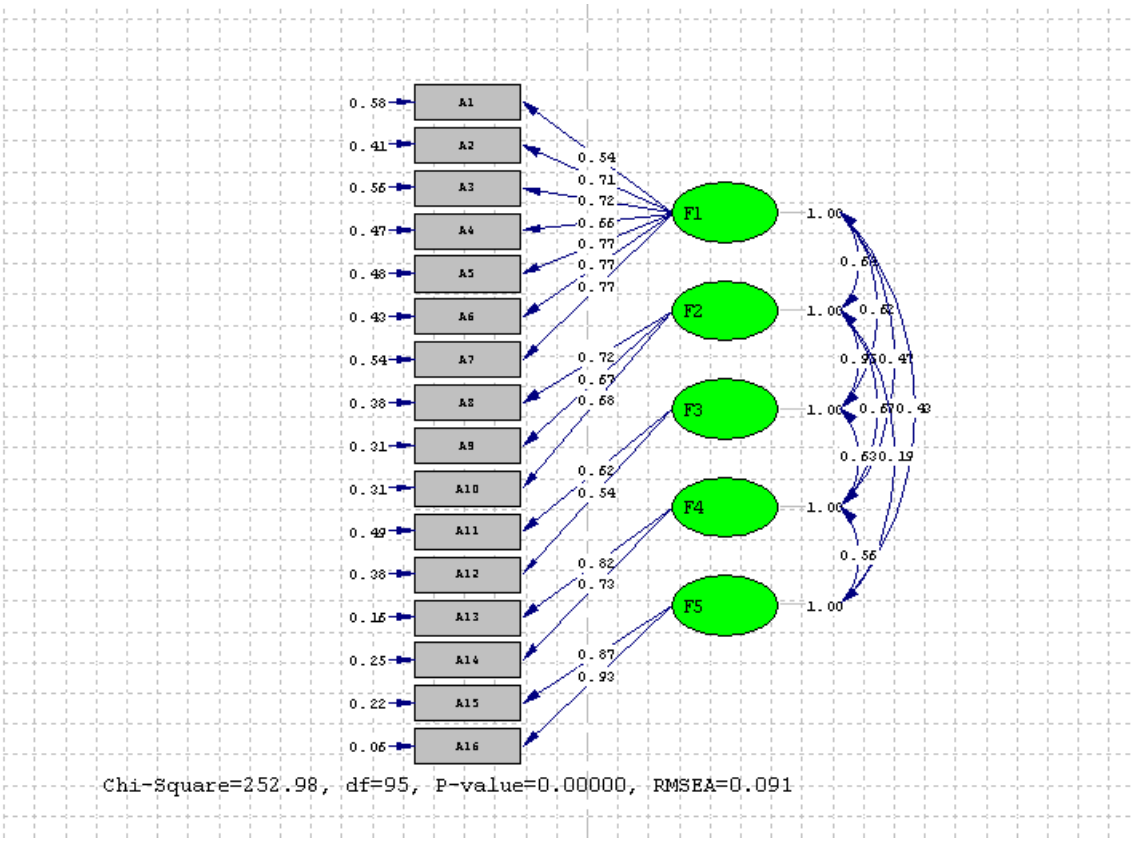

Figure 1: Factor Loadings and Path Diagram for the PASS

Reliability

The Cronbach's Alpha internal consistency reliability coefficients of the scale were calculated as .93 for whole scale.

DISCUSSION

The main purpose of this study was to adapt Parental Academic Support Scale into Turkish and evaluate its psychometric values. Thompson and Mazer point out that developing instruments designed for specific populations and settings is a significant attempt for PASS researches, the study serves as an answer to this call. In the light of the need for a valid measure for evaluating the PASS in Turkish-speaking students, we adapted the Parental Academic Support Scale into Turkish. Overall findings of the PASS Turkish version showed reliability and validity with adaptive features. Thus, the study confirmed that the Turkish version of the Academic Support Scale was a valid and reliable measure. Construct validity and item-total correlations

promoted the strength of the Turkish version of the Academic Support Scale and adaptation to the original English version. The results of confirmatory factor analysis described that the 16 items loaded five factors and the five dimensionals model was well fit. (x^2=252.98, df=95, RMSEA=.91, NFI=.95, NNFI=.96,CFI=.97,IFI=.97). The internal consistency co efficient was. 93 for the overall scale. The item-total correlations of PASS ranged from .29 to .69. Thus, this study shows that the adapted PASS is a valid and reliable instrument for measuring PASS in different types of school (primary, secondary and high school) children in Turkey.

In general, many educational researches have shown proof of useful effects of family participation on education. (Christenson, Rounds, and Gorney, 1992; Epstein, 1991; Singh et al., 1995, Fan, X., & Chen, M. 2001) Cummins (1986, 2003) reached that families' involvement in their children's education has an important effect on their academical achievement (Borba, 2009). Another study is showed us that parental involvement of their children's autonomy estimates self-esteem, talent and success at school (Grolnick, 2003; Ratelle, 2005). Children's school relation, self-esteem and motivations are all connection with family involvement (Goodwin, 2015). The more families support their children's training, the more useful are the success and their effects with a permanent impact. (Karim, D. 2010) Many educators have widely described parent participation as the basic instrument by which to increase school success from each level (Hara 1998; Jeynes , 2007) Also, A lot of researches indicate that parent support can raise pupils' school performance (Desforges & Abouchaar, 2003; Lall, Campbell, Gillborn, 2004). The outcomes of this research sign that parents participation on education has a positive influence on child's school success (Jeynes, 2007). The partnership of school and parents will guide a successful school life in terms of trained students achievements and outcomes and developed institutional duty, that used to be the fundemental principle of an educational institute (Karim, 2010).

However, the present paper has a few limitations worth considering. The sample size of the current study is one of the limitations. It consists of 200 family from Düzce and Sakarya which limits the validity of the findings. Generalizability of these findings cannot be guaranteed with all populations in Turkey. In order to generalize the outcomes of this study, it is suggested that further researches should be conducted with various populations. In addition, future research should aim to investigate adult learners family, as well as a wider age range, to attempt to confirm the factor structure of the scale.

It is believed that the PASS suggests specific benefits over many other debates of the role and functions of parents in their children's academic lives. Firstly, it definites parental supports or parent involvement as a process that occurs over time, next it offers that all the compenents of these supports and contributions taken together build the involvement process. Consequently, it offers distinct views of entry into the process of parent support and childen outcomes for both study and attempt for those who wish to understand more pleasantly the useful of explicit factors at explicit points in the process, and for whom wish to progress levels of parent support, the performance of family participation, or the additions of schools to family participation levels and options.

The study shows that family participation in education has a positive impact on child's academic achievement. Also PASS can offer research specialists and practitioners chances to better understand that communication actions in the educational area, and increase the other benefical functions.

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Performance Anxiety and Academic Success Level Examination of Students in Turkey

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ABSTRACT

Within this scope, "performance anxiety" grades of students being educated in music education branches, conservatories and fine arts were assessed in respect to different variables (n=306). Research was carried out in order to reveal how relations of performance anxiety and academic success levels of students receiving professional music education in different universities could differ among variables. "Kenny Music Performance anxiety" inventory developed by Kenny (2004) and adopted to Turkish in order to measure "music performance anxiety level" were used in study. Research data, frequency percentage (%) of variables (f) and (ss) values given for M.P.A inventory, "one-way analysis of variance", independent (unrelated) group t-test, M.W.U and Kruskal-Wallis tests were used. At the end of the research it was determined that there was negative relation between "musical performance anxiety" and "academic success" levels.

Keywords:
Music education, Anxiety, Performance anxiety, Academic success.

INTRODUCTION

"Music education" phrase has different definitions and associations in different disciplines and countries. In this point, discussions about applicability of specific theoretical idea universally continue. However music education has several different variations comparing to other education programs. Hargreaves (2001) mentioned that England and USA about the scope of music education and accepted applications universally more than locally. Famous philosophers, authors and trainers emphasized the point of music in the life of human and reorganized that music should be used as education tool (Bilen, 1995).

Ordinary rules are not valid for music education and training. Because commonrules can't be implemented in music field. Learning process which is received since childhood in music is mainly gathered in three titles. They are known as gaining music information and experience, bearing in mind and developing music ability. Accordingly, as we have a memory which requires information and experience, we have nearly automatic memory which is shown all music abilities (Clarke, 2001).

One of the main key elements of development age requirements is self-esteem. Experiences including psychological successes constitute the base of individual about abilities of person. According to Schmuck and Schmuck (2001) academic self-esteem of students is affected from feedbacks received from class mates and teachers. This contagion actualizes as increase or decrease of academic self-esteem (Schmuck and Schmuck,2001).

Anxiety is one of the most important factor that deeply effects musical self-esteem level. It is known, individuals associating with art and displaying performance on stage have high anxiety levels (Tokinan, 2013).

Anxiety is insistent, aimless pathologic fear reaction. Anxiety is an observable reaction which was occurred due to stress conditions, sadness, distemper (Akt. Özgüven, 1998). Mathison (1977) defined anxiety as the situation which emotions are not certainly explained (Cheung, 2006). Two specifications of anxiety are directionlessness over repetitive ideas and tendency of thinking the deterioration of works (Tallis, 2003).

Musical performance in music psychology field is explained with psychology of artist, rendering and how audience were effected musically and emotionally. Shortly it is defined as; stage an artwork for audience.For that reason, esthetical life fields should combine within composer-artist and audience. Good and right transferred musical messages which will be shown by artist have great importance to deliver for societies. Consequently, artist who gets rid of fears and anxieties on stage plays an important role on transferring this musical share (Otacıoğlu, 2008).

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The study is about the anxiety felt on stage, 16,5 % of musicians notified their musical performance was damaged due to the anxiety they had, 16,1 % notified their career was effected due to performance anxiety they had and 21 % notified they had severe pressure during performance (Wesner et.al. 1990).

There are several organizations which provide professional music and instrument education affiliated to State Universities in Turkey (State Conservatories, Fine Arts Faculties and Music teaching departments of Education faculties). Candidate teachers training music teaching are expected to be successful and dominate to teaching. On the other hand, trainers educated in music departments of fine arts are expected to graduate with good grade. For that reason, self-esteem of individuals receiving music education and overcoming with anxiety is important for their development (Otacıoğlu, 2008).

Psychometric approaches concerning music information has been accelerated for twenty years. Especially, USA is the leader in this point. While test types diversify about music field, it is easy to determine test criteria during testing (Otacıoğlu, 2008). According to Kemp (2002), while validity of music test doesn't constitute a problem, it could constitute typical criteria, instrument performance concerning literate or aural abilities. For the measurements in music field while behavioral analyzes and practical works included, "music therapy" and "music education" are especially discoursed.

In the light of the information above mentioned, purpose of research is to examine whether there is a relation between "Performance anxiety and Academic success" grades of student in organizations which provide music education. In this direction, it was aimed to research relation between "performance anxiety and academic success" grades besides the relation of gender, age, organization, instruments of performance anxiety and academic success" grade averages of students who attended research.

METHOD

In this research, it was aimed to perform anxiety and academic success levels of students who are professionally educated

Universe and sample

Sample of research is constituted by total 306 license level students receiving professional music education in different organizations of Turkey. Mimar Sinan University State conservatory (n=17), Istanbul University State conservatory (n=28), Doğu Akdeniz University Education Faculty (n=34), Marmara University Fine Arts Faculty (n=14), Kocaeli University Fine Arts Faculty (n=16), Marmara University Education Faculty (n=51), Karadeniz Technic University State Conservatory (n=17), Dokuz Eylül University Education faculty (n=37), On Sekiz Mart University Education Faculty (n=39), Uludağ University Education Faculty (n=53). Total 306 students are involved in the study. f and % calculations were given in table 1 concerning the education organization.

Table 1."f and % calculations concerning "Education Organization" (n=306)

Organization	f	%
Mimar Sinan U. Fine arts Conservatory	17	5,6
İstanbul U. State Conservatory	28	9,2
Doğu Akdeniz Ü. Music Teaching (KKTC)	34	11,1
Marmara U. Fine arts Conservatory	14	4,6
Kocaeli U. Fine arts Conservatory	16	5,2
Marmara U. Music Teaching	51	16,7
Karadeniz Technic U. Conservatory	17	5,6
Dokuz Eylül U. Music Teaching	37	12,1
Çanakkale Onsekiz Mart U. Music Teaching	39	12,7
Uludağ U. Music Teaching	53	17,3
Total	306	100,0

55,2 % of students selected by random sampling attended research in 2014-2015 education period.Most of the students are included between 21-24 age group with 56,2 % and 1st class (43,8 %) and 2nd class (28,8 %) students constitutes most of the sampling. When individual instruments of students in school were evaluated, it is seen that 42,2 % of instruments were bowed instruments, 20,3 % were stringed, 19,9 % were wind, 11,1 % were opera, 6,2 % were piano and 0,3 % were percussion. Demographical specifications of students were given in Table 2.

Table 2."f and % calculations concerning "Education Organization" (n=306)

Variable	Group	f	%
Gender	Male	169	55,2
	Female	137	44,8
Age	18-21	83	27,1
	21-24	172	56,2
	24-27	32	10,5
	27 and over	19	6,2
Class	1.	134	43.8
	2.	88	28.8
	3.	46	15.0
	4.	38	12.4
Individual instrument in School	Bowed	129	42,2
	Wind	61	19,9
	Percussion	1	0,3
	Stringed	62	20,3
	Opera	34	11,1
	Piano	19	6,2

Data Collection Tools

Data in this research were collected by the use of Kenny Music Performance Anxiety Inventory (K-MPKE) which was developed in order to determine anxiety levels by Kenny in 2004 and in addition 10 questionnaire was prepared by researcher in order to collect personal data.

Music performance anxiety inventory: Kenny music performance anxiety inventory was developed by Kenny in 2004 (K-MPKE), was developed in order to measure experiences before performance, psychological fencelessness underlying, assist artists damaged from performance anxiety and focus on more comprehensive treatments and more available treatments (Kenny,2006). Items which correspond to each theoretical compounds of Barlow, evoke anxiety expressions in (such as directionlessness, unpredictability, negative emotions, and situational indicators); distraction (such as duty and self-evaluation focus, negative evaluation fear), physiological stimulation and expressions for memory prejudice are included (Kenny

&Osborne, 2006). In Likert Type scale, agree rates are determined by marking with the numbers between "I never disagree" and "I agree".

In the analysis of inventory implemented 696 students (18-23 old) training first, second, third and fourth classes of music education department in several universities of Turkey and Turkish language adaptation was carried out by the help of Tokinan (2013), 25 ıtems Cronbach Alfa Coefficient was founded.895.

In consequence of analyzes performed by researcher, it was seen that Kenny Music Performance anxiety inventory Turkish adaptation was valid and reliable measuring tool. Expression in septet Likert Type manner inventory were graded as "I never disagree" (0) and "I agree" (6) and total points could vary 0 and 150. While 105 points and over indicates higher musical performance anxiety, 45 points and lower shows reduced musical performance anxiety.

Process

Research data were collected in several stages. Firstly descriptive distribution specifications of students who constitute research group were relational solutions which were determined accordingly to the purposes of research actualized. This statistical analysis was made with the data obtained by research. Non-parametric Kruskal-Wallis, Mann Whitney U (post hoc LSD for after) single direction variance analysis (Anova) test were implemented.

In addition simple regression analysis was implemented in order to show whether academic success values are affected from performance anxiety scale values or not and for showing in what extent it is affected.

Significance level in all statistical calculations were accepted as .05. When meaningfulness value were founded lower than .05 ($p<.05$), variations and relations among independent variable groups (categories) were accepted "significant" and results were assessed accordingly.

FINDINGS

In this section of research, numeric data obtained from statistical analyzes implemented in research were tabulated and interpreted.

General descriptive values belonging to "Musical Performance anxiety" scales were given in Table 3.

Table 3. Descriptive statistics related musical performance anxiety level of students (N=306)

Scale	(min. and max. grades to be got)	Min. and max. grades taken	$\overline{X}$	ss
Music performance anxiety inventory	(0-150)	8-144	68,38	28,26

Descriptive statistics concerning scale which was used in order to measure in what extend students feel anxiety before musical performance or during performance were given in Table 3 above. Accordingly, anxiety average of students attended research was calculated as 68,38±28,26. That shows musical anxiety level of students was "medium". It was calculated 21,6 % of students' (66 persons) music performance anxiety level "lower" (between 0 and 45), 66,7 % (204 persons) musical performance anxiety level "medium" (46-104) and 11,8 % (36 persons) musical performance grade "higher". It is understood that most of the students' music performance anxiety was "medium".

Table 4.ANOVA test which was performed to determine difference of "Music performance anxiety" levels with "age variable" (N=306)

Measurement.	Age	Descriptive statistics			ANOVA		Difference
		n	$\overline{X}$	ss	F	p	
Music Performance anxiety	18-21 (1)	83	74,08	25,85	4,10	0,017*	1 and 2, 3
	21-24 (2)	172	63,34	27,91			
	24 and over (3)	51	60,57	32,33			

* *p<.05*

Depending on ages of students, it was foundedthat music performance anxiety levels were found to differentiate significantly [$F_{(2; 303)}$=4,10 and p<0,05]. According to post-hoc LSD test which was carried out to determine which age groups have significance difference after Anova test; anxiety levels of students between 18-21 age group is higher than other students ($\overline{X}_{18\text{-}21}$=74,08; $\overline{X}_{21\text{-}24}$=63,34 ve $\overline{X}_{24 \text{ and}}$ over=60,57).

Table 5.ANOVA test (N=306) which was carried out to determine differences of "musical performance anxiety" levels with "class" variable

Measurement	Class	Descriptive statistics			ANOVA		Difference
		n	$\overline{X}$	ss	F	p	
Music performance anxiety	1.	134	68,54	28,75	0,56	0,640	-
	2.	88	65,02	27,75			
	3.	46	68,40	27,73			
	4.	38	72,68	28,21			

* *p<.05*

Depending on class variable of students, according to Anova test which was carried out whether grades concerning music performance anxiety levels were differentiate or not, in which classes the students are, musical performance anxiety grades don't cause significantdifference (p>.05).

Table 6. Kruskal-Wallis Test (N=306) which was carried out to reveal differences for "musical performance anxiety" levels of "individual instrument" variable

Measurement	individual instrument	Descriptive statistics		Kruskal-Wallis			Difference
		n	order average	X^2	sd	p	
Music performance anxiety	Stringed (1)	129	158,09	9,89	4	0,042*	5 with 1, 2, 3 ,4
	Wind (2)	61	165,48				
	Wired (3)	62	149,40				
	Opera (4)	34	150,03				
	Piano (5)	19	95,42				

**p<.05*

Depending on individual instruments of students it was found that music performance anxiety levels were founded to significant difference (X^2=9,89 and p<0,05). According to post-hoc Mann-Whitney Test which was carried out to find which instrument groups have difference; anxiety levels of students whose individual instrument was piano (Group 5) is lower than other groups (order $average_{stinged}$=158,09; order $average_{wind}$=165,48; order $average_{wired}$=149,40; order $average_{opera}$=150,03 and order $average_{piano}$=95,42).

Table 7. Kruskal-Wallis Test (N=306) which was carried out to determine "musical performance anxiety" levels of with educated organization "variable differences.

Dimension	Educated organization	Descriptive statistics		Kruskal-Wallis			Difference
		n	average	x^2	sd	p	
Music performance anxiety	Mimar Sinan GSK (1)	17	175,82	14,63	9	0,020*	1, 4, 6 with 3, 5, 7, 9
	İstanbul Ü. K. (2)	28	157,96				
	Doğu Akdeniz Ü. Music Fac. (3)	34	125,78				
	Marmara Ü. G.S.F. (4)	14	175,11				
	Kocaeli Ü. G.S.F. (5)	16	128,88				
	Marmara Ü. Music Ö. (6)	51	173,15				
	Karadeniz Technic Ü. Cons. (7)	17	124,64				
	Dokuz Eylül Ü. Music Ö. (8)	37	152,17				
	Çanakkale Onsekiz Mart Ü. Music Fac.. (9)	39	122,94				
	Uludağ Ü. Music Fac.. (10)	53	151,26				

* *p<.05*

Organization of students who have attended research causes significant differentiation on music performance anxiety levels (X^2=14,63 and p<.05). According to Post-hoc Mann-Whitney test result; music performance anxiety levels of students (Group 1,4 and 6) educating at Mimar Sinan GSK, Marmara Ü. GSF and Marmara Ü. Music teaching is higher than students educating at Doğu Akdeniz U. Music Fac., Kocaeli U. Fine arts faculty, Karadeniz Technic U.. Conservatory and Çanakkale Onsekiz Mart U. Music teaching departments (group 2, 3,5,7 and 9). (order average Mimar Sinan GSK=175,82; order average Doğu Akdeniz U. Music teaching.=125,78; order average Marmara U. GSF=175,11; order average Kocaeli U. Fine arts faculty.=128,88; order average Marmara U. Music Ö.=173,15; order average Karadeniz Technic U. conservatory.=124,64 and order average Çanakkale Onsekiz Mart U. music teaching Ö.=122,94).

Table 8. Pearson results carried out for relation between "Music performance anxiety" and "Academic success" grades.

Measurement	n	$\overline{X}$	ss	r	p
Academic Success	306	58.44	14.65	.655	.003*
M.P.K	306	67.27	21.55		

**p<.01*

It was determined that there was negative relation between "musical performance anxiety and academic success levels" in Table 8. When specifications of inventories we have considered, while grades received from academic success was positive. "Higher" Grades received from Musical performance anxiety level was positive.

DISCUSSION

In this research, it was aimed the relation between "performance anxiety and academic success" grade averages of students who attended research.

According to the research that was made about this area, for example Leodari and Syngollitou (1998) revealed that male students have higher motivation and self-esteem for academic success and motivation. According to Larkin and Abel (1998) male musicians feel less performance anxiety than female musicians. According to Iusca and Dafinoiu (2011), LeBlanc et.al. (1997), female musicians perceive existence of audience as menacing. Another similar data was found in data of Şentürk and Çırakoğlu' (2013) research. Here again, permanent anxieties and performance anxiety levels of male musicians were determined lower than females and females were determined higher as significantly.

Depending on individual instruments of students in school, it was found music performance anxiety levels were significantly different.According to test results carried out which instrument groups have significant difference, anxiety levels of students who have piano as individual instrument is lower than other students. Reason for that piano which is considered principle instrument in music education is an instrument accepted either solo or accompanying. For that reason, whether stringed or wind sound performance, other instruments are difficult to appear without accompanying. That could cause lower anxiety levels of pianists depending on more experiment of pianists.

In consequence of research there is negative relation between "academic success" and "musical performance anxiety" grades of students and this situation is not an expected result. Because, when considered generally it is expected that, a musician who feels academically successful, should be less anxious during performance.

There are some implications that musicians were affected of "musical performance anxiety" exceedingly and become as not to perform occupation. For Çakıroğlu (2013), when researches which were carried out abroad were guided, it was seen behavioral technics and cognitive therapy is affected in this matter and efficient comparing to other techniques. Therapy approach which especially started to be known with "BDT" abridgment of Beck in 1979; have been the most used therapy technique among the other techniques which were implemented before musical performance anxiety therapy.

Kendrick et.al. (1982) compared behavioral therapy results which they carried out on fifty three virtuosos (pianist) who feel musical performance anxiety problems with virtuosos who did not appear and receive therapy in control group. When they checked the results, they noticed there was no difference between two working groups. On the other hand, in five weeks of monitoring program implemented to the same group, ones in cognitive behavioral therapy group decreased comparing to control group significantly.

Examination of these kind of data which one could accord to social and working environment techniques will be correct. For Revesz (2001) problem in the center of music psychology is acceptance of music as a definition of musical creativity. On the other hand, this problem is considered as a stimulant which stimulates musical emotion and expression. Consequently, psychology of music places around "performance" starting from each fields of music and develops.

In the direction of findings obtained from research and concerning literature, when lack of self-esteem on professional music education receiver students and teacher candidates is a psychometric disease idea, in order to remove this situation which pushes student's occupational and personal lack of self-esteemed condition, it could be recommendedpsychological counseling and guidance departments in education faculties can organize scientific meetings and seminars about the matter.

In addition in order to remove anxiety factor which affects stage performance negatively or decrease it other methods of MPK, Bioffedback, meditation and yoga, alexander technique, hypnotherapy and music therapy methods could be used (Çırakoğlu, 2013).

At the end of the research it can be seen that a student or a musician who fells academically successful, could be less anxious during performance. So it can be advised that, every musician who deals music professionally, should be trained about getting rid of his/her anxiety.

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The Development Process Of Hemsball According To The Views Of Hemsball Coaches

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ABSTRACT

Hemsball has been supported by Sports for All Federation (HİS) since 2012 and was also approved as the sports branch by the Ministry of Youth and Sports of Turkish Republic in 2013. In the current study, one of the qualitative research methods, semi-structural interview method was used. The final form of the study was given according to the views of specialists. The study group of this study consist of 20 hemsball coaches, who are working in various cities in Turkey. The data obtained from the interviews was analysed with the descriptive analysis method. In the present study, 5 open-ended questions were asked regarding the dissemination process of hemsball sport, things to be done in order to reach more students, effects of the implementation of the sport at schools, how to incorporate with the families and the expected physiological, psychological and sociological changes that the players can face. According to the results obtained from the study, the dissemination process of hemsball sport is as it should be, more hemsball courses should be opened, this sport can help the children's physical, psychomotor and psychological development, to increase the inclusion of families to the process, firstly works should be done with the families whose children are doing hemsball sport, it should also help the development of the musculoskeletal system.

Keywords:
Hemsball, Hemsball Coaches, New Generation Sports, Dissemination of Sports

INTRODUCTION

Sporting activities provide people a healthy life, increase self-confidence and courage, teach success, defeat, hope and sharing. It also develops the ability to make immediate decisions ,to support attention and coordination (Hergüner, 1991).Fast and continuous changes in every field reveal regular updates and innovations related to the field. Recently, with the increased interest in high quality and healthy life, sporting events has begun to gain importance. Firstly, the governments should take into consideration to this issue and should take a role on the development of perception and dissemination of doing sports. For this reason, the governments should organize, develop and disseminate sporting events in countries. In a society, the applicability and dissemination of the different activities that have various rules and styles in practice is quite important (Sunay and Saracaloğlu,1997). Sport, one of the main parts of the modern people, has the ability to bring together the elements that make up the society. Starting at an early age, it contributes to the healthy development. Sport allows children to recognize their environment, to increase their confidence, to find a place within the society, to concentrate on a certain topic and to supply motivation to succeed (Sevim,2002).

People who do sports regularly and continuously lead to a healthy life. When the related researches are examined, it is seen that muscles, cardio-vascular and respiratory systems are affected positively thanks to regular exercises (Demir and Filiz, 2004). Studies have also revealed that hemsball can also be used for the physical activities of the disabled (Todorova and et. al, 2014). Participation of the mentally disabled children in sporting activities provides them to strengthen muscles and to develop coordination, stability and flexibility (Biçer and et al, 2004). Concentration on the appropriate stimuli and the ability to proceed the attention seem an important factor for success in sports. In this scope, attention and concentration abilities of athletes must be developed(Çağlar and Koruç, 2006).

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Sporting events help people gain some characteristics; for instance, the people doing team sports learn to work in cooperation and the people doing individual sports learn to comply with the community rules (Kuru and Baştuğ, 2008).Children find ways to evaluate their own emotional, physical and mental capacities with the help of games and sports. If they are passive, they can lead an active role and control others thanks to games and sports. Games and sports let children express themselves actively (Tiryaki, 2008).

It is a well-known fact that people who do sports regularly are more active, healthy and conscious. Therefore, the dissemination of sports by summer sporting schools will affect the general public health and the number of healthy people in a society (Aydın, 2008). Families who support their children with sports help them gain good habits. Starting sports at an early age has a significant role on children's development. They can establish good relations within the society (Kotan, Hergüner and Yaman, 2009). Sport has an important effect on gaining positive personality characteristics, increasing self confidence, having social personality, making accurate decisions by practical thinking and being mentally, physically and spiritually healthy (İlhan and Gencer,2009). Students who are healthy and physically more active are academically more successful and their motivation is higher than the sedentary students. According to the research, it can be claimed that sporting habits of students affects their social and emotional development positively (Sözen and Doğan, 2010). Sporting events that are indispensable part of our social and cultural life have a significant role on people's adaption to society, taking responsibility and coping with stress. Positive reinforcement of families towards participation of their children in sporting facilities is of significant importance in gaining the habit of doing sports regularly (Öncü and Güven, 2011).

Recently, new sports have a growing tendency for social change in the society. It is seen as an efficient vehicle for the expected social changes within the society(Lyras and Peachey, 2011). Related studies show that physical activities during the childhood affect children's physical development positively. Regular and continuous exercises are of significant importance in terms of cognitive, emotional and physical development (Çelik and Şahin, 2013). When the related studies are examined, it is seen that regular physical activity during childhood ensures higher level of physical activity consciousness (Dalkıran and Aslan, 2015). This study is important regarding the dissemination process of hemsball sport. It aims to provide the opinions of hemsball coaches during the dissemination process of the sport.

METHODOLOGY

In this research, one of the qualitative research methods, the semi-structural interview method was used. The final form of the study was given according to the views of specialists. 5 open-ended questions were asked to the hemsball coaches regarding the dissemination process of hemsball sport . The hemsball coaches answered the questions sincerely about the things to be done in order to reach more students, the effects of the implementation of the sport at schools, how to incorporate with the families and the expected physiological, psychological and sociological changes that the players can face. . The study group of this research consist of 20 hemsball coaches, who are working in various cities in Turkey. This study group consists of 5 females and 15 males. The average age is 33,15. The data obtained from the interviews was analysed with the descriptive analysis method. While analyzing the data, a thematic view was established. All the information obtained from the data was classified into themes by the researchers and coded seperately. After this process, the common themes were determined and the hemsball coaches who were interviewed were coded like H1, H2, H3… .

FINDINGS

The hemsball coaches' comments about the dissemination process of hemsball sport are shown in tables below. The views of hemsball coaches about the dissemination of hemsball sport are stated in Table-1 :

Table 1. The views of hemsball coaches about the dissemination of hemsball sport

Theme (Category)	Codes	n	%
Dissemination process	It proceeds as it should be. (H1, H5, H6, H9, H12, H13, H15, H17, H19)	9	45
	It proceeds with a great pace thanks to the coaching courses and promotions. (H2, H4, H8, H10, H11, H14, H16, H20)	8	40
	Sports for All Federation (HİS) contributes more to disseminate the hemsball sport.(H8, H10, H17, H19)	4	20
	We should benefit more from the visual and written press. (H4, H7, H16, H18)	4	20
	The process is inefficient. (H2, H3, H18)	3	15

When we analyze Table 1, % 45 of the hemsball coaches have stated that the process proceeds as it should be. And the others in order, %40 it proceeds with a great pace thanks to the coaching courses and promotions, %20 Sports for All Federation (HİS) contributes more to disseminate the hemsball sport, %20 we should benefit more from the visual and written press, and %15 the process is inefficient.
The quotations taken one-to-one from the hemsball coaches' comments are:

"What is done for the dissemination of hemsball proceeds what it should be." (H1)
"In spite of being a new sport, it proceeds in a great pace." (H8)
"The process goes forward systematically. With the support of Sports for All Federation, it has reached more people." (H17)
"I think, it is growing fast thanks to the coaching courses taking place consecutively and the promotion that have been held by the hemsball coaches." (H4)
"In my opinion, the promotions haven't been done systematically." (H18)

The views of hemsball coaches about what should be done to reach more students are stated in Table-2 :

Table 2. The views of hemsball coaches about what should be done to reach more students

Theme (Category)	Codes	n	%
Things to be done to reach more students	More hemsball courses should be opened. (H1, H4, H6, H7, H8, H10, H17, H18)	8	40
	The Ministry of Youth and Sports should cooperate with the Ministry of Education. (H2, H8, H9, H14, H16, H18)	6	30
	Entertaining activities, such as tournaments should be held. (H3, H11, H13, H15, H17)	5	25
	It should be included in school sports. (H3, H12, H13, H17, H19)	5	25
	Social media, television and internet should be used in accordance with the purpose. (H5, H18, H20)	3	15

When we analyze Table 2, the%40 of the coaches have stated that more hemsball courses should be opened.The other comments are, %30 of the coaches stated that The Ministry of Youth and Sports should cooperate with the Ministry of Education, %25 of the coaches stated that entertaining activities, such as tournaments should be held, %25 of the coaches stated that it should be included in school sports, and %15

of the coaches stated that social media, television and internet should be used in accordance with the purpose.
The quotations taken one-to-one from the hemsball coaches' comments are:

" The Ministry of Youth and Sports should make an agreement with the Ministry of Education." (H2)
"To reach more students at schools, award-winning tournaments should be held." (H3)
"More promotions should be done to all levels at schools, and it has a great importance that more courses should be opened." (H4)
"If we want to disseminate our official sport, the Ministry of Youth and Sports and the Ministry of Education should work together." (H18)
"Since it isn't included in school sports, physical education teachers don't give enough interest to this sport. If it is included in school sports, more students will benefit from this." (H12)

The views of hemsball coaches about the effects of the implementation of Hemsball sport at schools are stated in Table-3:

Table 3. The effects of the implementation of hemsball sport at schools

Theme (Category)	Codes	n	%
Effects of the implementation	It should help children's physical, psychological and psychomotor development. (H4, H7, H9, H10, H11, H14, H15, H17, H18, H20)	10	50
	It should play a significant role on increasing the attention and concentration of children. (H4, H10, H11, H12, H14, H15, H16, H19, H20)	9	45
	It should help children adapt to society. (H1, H3, H5, H10, H12, H17, H19)	7	35
	It should be helpful to reach more people. (H2, H8, H12, H13)	4	20
	It should help children stay away from bad habits. (H1, H10, H17, H18)	4	20
	It should help children think versatile and practical. (H1, H11, H16)	3	15
	The implementations at schools won't be effective. (H6)	1	5

When we analyze Table 3, the%50 of the coaches have stated that the implementation of the Hemsball sport at schools should help children's physical, psychological and psychomotor development. And the others in order; %45 of them have stated that it should play a significant role on increasing the attention and concentration of children, %35 of them have stated that it should help children adapt to society, %20 of them have stated that it should help children stay away from bad habits, %15 of them have stated it should help children think versatile and practical and %5 of them have stated that the implementations at schools won't be effective.
The quotations taken one-to-one from the hemsball coaches' comments are:

"In my opinion, it will help children's stability, coordination, movement, psychomotor and also their psychological development. "(H4)
"During my training period, I have noticed that it has become effective on children's lack of attention and discipline problems. On the other hand, if it is implemented at schools, it will reach to more parents." (H12)
"It will increase children's physical capacity. It will lead children to acquire skills and coordination." (H7)
"Perhaps it will be useful for children's free time activities, but I don't think it will be very helpful in general." (H6)

The views of hemsball coaches about the inclusion of families during the dissemination process of Hemsball sport are stated in Table-4 :

Table 4. The inclusion of families during the dissemination process of hemsball sport

Theme(Category)	Codes	N	%
Inclusion of the families to the process	At first, more activities should be done with the families, whose children have already been playing hemsball. (H1, H2, H6, H7, H8, H10, H12, H13, H14, H15, H16, H17, H20)	13	60
	Projects should be developed. (H3, H4, H5, H8, H11, H16, H17)	7	35
	Parents should be given information about this sport at the meetings. (H7, H8, H9, H15, H18, H19)	6	30
	Promotions should be made through television, newspapers and social media. (H13, H14)	2	10

When we analyze the table 4, %60 of the coaches have mentioned that at first, more activities should be done with the families, whose children have already been playing hemsball. And the others in order; %35 of them have mentioned that projects should be developed, %30 of them have mentioned that parents should be given information about this sport at the meetings, %10 of them have mentioned that promotions should be made through television, newspapers and social media.

The quotations taken one-to-one from the hemsball coaches' comments are:

"I have opened a course for the families whose children are playing hemsball. At first, I allow these families to be aware of this sport." (H20)

"Families adapt any kind of thing easily which their children are involved in any activities. For this reason, Families will be more aware of the sport that their children are playing." (H2)

"Families should be included in the process by developing projects like 'I am doing sports with my children'." (H16)

"At the meetings held in schools, parents should be given information about this sport." (H8)

"The more children we reach, the more families will be involved in the process. Television, newspapers and social media should be used for promotions." (H18)

"With adult education centers, families should be given courses on this subject." (H14)

The views of hemsball coaches about the expected physiological, psychological and sociological changes that the players can face are stated in Table-5 :

Table 5. Expected physiological, psychological and sociological changes that hemsball players can face

Theme (Category)	Codes	n	%
Physiological, psychological and sociological changes	It should help the development of the musculoskeletal system. (H2, H3, H7, H8, H9, H10, H11, H12, H13, H14, H15, H17, H18, H19)	14	70
	It should increase the stability, focusing, attention and concentration skills. (H1, H3, H4, H6, H7, H11, H13, H14, H15, H17, H18, H20)	12	60
	It should be effective in children's adaptation to society and socializing. (H2, H3, H4, H5, H7, H8, H9, H14, H15, H16, H18, H19)	12	60
	It should play an important role in increasing self confidence.	4	20

(H1, H2, H16, H17)		
It should be helpful in the development of hand-eye coordination. (H10, H15, H17)	3	15
It should be effective in reducing behaviour disorders by providing motion control. (H1, H4, H19)	3	15

When we analyze the table 5, %70 of the coaches have expressed that it should help the development of the musculoskeletal system. And the others in order; %60 of them have expressed that it should increase the stability, focusing, attention and concentration skills, %60 of them have expressed it should be effective in children's adaptation to society and socializing, %60 of them expressed it should play an important role in increasing self confidence, %15 of them have expressed that it should be helpful in the development of hand-eye coordination and %15 of them have stated that it should be effective in reducing behaviour disorders by providing motion control.
The quotations taken one-to-one from the hemsball coaches' comments are:

"Stability, attention, focusing and concentration are the main benefits of this sport." (H13)
"Firstly, it will help children stand in balance, focus on, and do the right movement. So, children feel successful and psychologically feel great. It can strengthen the muscles of the waist, back, leg and arm." (H18)
"Physiologically, motor skills; psychologically, mental health; sociologically, solidarity and sharing will be directly affected." (H9)
"Benefits of sport in general can also be seen with the hemsball sport. It will help people be physically healthy and fit, psychologically more social and extrovert, sociologically conformist and moral.

CONCLUSION AND DISCUSSION

In this research, the views of hemsball coaches about the dissemination process of hemsball, one of the sports under development have been stated and the situation what has been done until now and the necessity of what should be done have been examined.

When the gathered information has studied carefully, Hemsball coaches have emphasized that the dissemination period proceeds as it should be. And this shows that what has been done until now has affected the process positively.

From the information obtained from the coaches' views, The existing courses can be widened in order to accelerate the process . It has also been identified that more promotions and entertaining activities should be held in order to provide the participation to the courses.

Hemsball coaches have also emphasized that social media, television and internet should be used in accordance with the purpose. The fact that hemsball isn't included in school sports now has been thought as a negative side of the dissemination process. For hemsball coaches it is an important factor for not reaching more students.

Since hemsball can be played easily at any place, it is easy to implement at schools. It isn't necessary to have special sports fields so as to play hemsball. Due to the ease implementation, it has seen as a positive development.

While hemsball is played, players throw the ball into the hemsball hoop and make it go to the other side and prevent the other player from achieving the same goal. So, the right movements must be done by focusing on the target point by the players .For this reason, players who play regulary should develop high concentration, stability, hand-eye coordination, motion control, attention and focusing. With the implementation of hemsball sport at schools, it has been emphasized that children's physical, psychological and psychomotor development will be positively affected (www.hemsball.com). This has also seen as the another positive side of the sports by hemsball coaches.

To reach more people during the dissemination period of hemsball, the necessity of the inclusion of families to the process has been emphasized. The fact that activities should especially be done with the families whose children is taking hemsball courses will positively affect the process. Hemsball coaches have also

stated in accordance with their experience that families adapt any kind of thing easily which their children are involved in. Therefore, families whose children are playing hemsball are more likely to aware of the sport.

According to the data given by the coaches, it has mostly been emphasized that hemsball should help the development of the musculoskeletal system. It is a well-known fact that doing sports systematically helps the development of the muscles.

Overall, as in other sports, hemsball will also be effective in children's gaining good habits, being healthy, fit, sociable and moral. It can also play a supplementary role within the training periods of other sports.

SUGGESTIONS

To increase the quality in life, people should be encouraged to do sports regularly.

At an early age, families should allow children to start doing sports. For this reason, while the programs are being developed in primary schools, specialists should pay attention the positive effects of sporting activities. Schedules of schools should be revised in terms of future needs.

Television and social media should be used for promotions about the importance and necessity of doing sports.

With national and international projects, more people should be involved in the sporting facilities.

Since the ease implementation of hemsball at any place, it can also be preferred as an alternative to other sports at schools.

Hemsball coaches should use positive reinforcement during their training process to increase the children's interest and motivation.

While planning the training, children's ages and physiological situations should be considered carefully.

Since it will help children provide motion control and reduce the behaviour disorders, physical education lessons should be planned according to this.

To increase the awareness of the sport within the society, an effective school-family cooperation should be provided.

To become a good model for students, teachers should be encouraged to attend seminars and courses about doing sports regularly.

The Ministry of Youth and Sports should cooperate with the Ministry of Education about the implementation of hemsball at schools. Hemsball should be expanded in stages.

Including hemsball as a lesson in the programs of all departments of faculty of education as well as department of physical education and sports will be effective and useful.

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